









Eastern Cape:






Reporting period: 01 April 2022 – 31 March 2023


The Integrated Reading Sector Plan (2019 – 2024) maps out a set of strands in response to improving reading outcomes, particularly in the Foundation and Intermediate Phases. The strands are listed below.

Provincial Education Departments (PEDs) are requested to report on the reading activities they have initiated, from 01 April - 30 September 2022 to support the implementation of the National Reading Sector Plan. Reporting on activities should be supported by credible evidence. PEDs can report on **any of the 10 strands listed below:**

- ☐ Strengthening the capacity of the sector;
- ☐ Teacher development and support;
- ☐ Direct Learner support;
- ☐ Parental and community support and mobilisation;
- ☐ Provisioning and utilisation of LTSM;
- ☐ Tracking learner performance in reading outcomes;
- ☐ Research, monitoring, evaluation and reporting;
- ☐ Partnerships;
- ☐ Reading across the curriculum; and
- ☐ Advocacy and communication.

FOUNDATION PHASE GRADES 1-3 & INTER-SEN PHASES (GRADES 4-7)			
Strand	Activities	Targeted Grades/ Audience	Evidence to support the activities reported on
Strengthening the capacity of the sector	Reading Strategy launched in September 2022.	All department officials, different stakeholders teachers, learners & parents	 ECDOE Reading Strategy Document - I  ECDOE Reading Strategy Eastern Cape  FINAL LANGUAGES OPERATIONAL PLAN  Suggested Term 1 English Quarterly Calendar
	World Read Aloud planned for the whole week. Weekly plan for the activities attached.	All learners, teachers, different stakeholders & parents	 Memo on Read Aloud day.pdf  Proposed weekly schedule for world read aloud
Teacher development	PSRIP TRAINING 10 FP & 8 IP Subject Advisors Trained 180 FP Teachers have been trained on PSRIP methodologies 136 IP teachers trained on teaching methodologies 157 newly employed teachers trained at districts level	All learners & teachers	 PSRIP 5 Term 1&2 Training Registers.zip  PSRIP 5 Circular S28 of 2022.pdf

	Districts trained on balanced language Approach		
Direct Learner support	<p>Radio broadcast assisted learners:</p> <ul style="list-style-type: none"> How to read the story and comprehension The importance of reading and story telling Comprehension strategies <p>Spelling & Writing competitions</p> <p>Working with Grow Smart in BCM & NMB to develop learners on writing competitions</p> <p>Working with World of Words for spelling competitions in IP</p>	Foundation Phase & Intermediate Phase learners.	<div>  <p>ECDoE Radio Presenters - REALS SA</p> </div> <div>  <p>Memo to Districts - REALS SA RADIO PRE</p> </div> <div>  <p>EC Project Meeting November.pdf</p> </div>
Partnerships	<ul style="list-style-type: none"> Rally to read 	Foundation Phase learners are donated books to read for enjoyment and develop the comprehension	
	<ul style="list-style-type: none"> NaliBali 	Facilitating reading for enjoyment in community literacy and establishment of reading clubs	<div>  <p>Nalibali -ECDoE _Work.pptx</p> </div>


	<ul style="list-style-type: none"> Funda wande 	Intervention for reading and professional development.	 FUNDA WANDE_ECDoE _Wor
Advocacy and communication	Advocacy about our Reading Strategy has been done to the district officials.	District officials and currently to principals.	

Report compiled by: Babalwa Linda Gwele

Designation: Acting Director (GET)

Signature (Ms B.L Gwele): 

Designation: Chief Director (Curriculum Management)

Signature (Ms G.R Koopman): 

Date: 20 March 2023



Name of Province: FREE STATE

Reporting period: 01 October 2022 – 30 March 2023





The Integrated Reading Sector Plan (2019 – 2024) maps out a set of strands in response to improving reading outcomes, particularly in the Foundation and Intermediate Phases. The strands are listed below.










Provincial Education Departments (PEDs) are requested to report on the reading activities they have initiated, from 01 October 2022 - 30 March 2023 to support the implementation of the National Reading Sector Plan. Reporting on activities should be supported by credible evidence. PEDs can report on **any of the 10 strands listed below:**


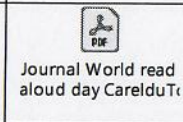
- ☐ Strengthening the capacity of the sector;
- ☐ Teacher development and support;
- ☐ Direct Learner support;
- ☐ Parental and community support and mobilisation;
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



FREE STATE READING PLAN REPORT


01 October 2022 – 30 March 2023

Strand	Activities	Targeted Grades/ Audience	Evidence to support the activities reported on												
FOUNDATION PHASE GRADE R															
Tracking learner performance in reading outcomes	<p>Conducted School Readiness Assessment as follows:</p> <table><tr><th></th><th>Baseline</th><th>Endline</th></tr><tr><td>Date</td><td>February 2022</td><td>November 2022</td></tr><tr><td>Schools</td><td>31</td><td>48</td></tr><tr><td>Learners</td><td>155</td><td>243</td></tr></table> <ul style="list-style-type: none">The findings of School Readiness shows that Grade R learners performance improved in all aspects of languages that were tested during the endline. However, there is still a challenge with phonics and retelling a story as the percentage of learners who master these is below 75%.		Baseline	Endline	Date	February 2022	November 2022	Schools	31	48	Learners	155	243	Grade R learners	<p>Detailed Report Presentation (Reading is on slide 19 – 21)</p> <p> Final School readiness Presentatio</p>
	Baseline	Endline													
Date	February 2022	November 2022													
Schools	31	48													
Learners	155	243													
Partnerships	<p>The following partnerships activities and programmes were undertaken to promote and support reading in the province:</p> <ul style="list-style-type: none">Roger Federer provided Grade R teachers with tablets that have stories that promotes emergent reading.														
FOUNDATION PHASE GRADES 1-3															
Teacher development and support	<p>As part of the Free State Literacy strategy which emphasizes the significant role played by reading, the following training sessions were conducted to support and develop teachers in order to improve reading:</p> <table><tr><th>Date</th><th>Focus</th><th>Beneficiaries</th></tr><tr><td>15.02.2023</td><td>Training Teachers on Implementation of EGRA</td><td>46 Grades 1 – 3 Teachers</td></tr></table>	Date	Focus	Beneficiaries	15.02.2023	Training Teachers on Implementation of EGRA	46 Grades 1 – 3 Teachers	Grades 1 - 3	<p>Sampled evidence is provided as follows:</p> <table><tr><td>Attendance Register: EGRA</td><td> Training on EGRA Circuit Nine.pdf</td></tr></table>	Attendance Register: EGRA	 Training on EGRA Circuit Nine.pdf				
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Strand	Activities	Targeted Grades/ Audience	Evidence to support the activities reported on																																
Research, monitoring, evaluation and reporting	<p>86 Schools were monitored and supported by district and provincial officials focusing on:</p> <ul style="list-style-type: none">• Monitor utilization of reading resources and implementation of reading programme• Monitor DEAR implementation• Utilisation of reading corners	Grades 1 - 3	<p>Sampled EGRA evidence is provided as follows:</p> <table><tr><td>Sample of Reading Corner.</td><td></td></tr></table>	Sample of Reading Corner.																															
Sample of Reading Corner.																																			
Tracking learner performance in reading outcomes	<p>EGRA Monitoring in Foundation Phase (Grades 1 – 3)</p> <p>As part of monitoring the implementation of Early Grade Reading Assessment in school. The table below provides a collated report of the number of schools, teachers and learners monitored per district.</p> <table><tr><th>District</th><th>No. of Schools</th><th>No of Teachers</th><th>No of Learners</th></tr><tr><td>Fezile Dabi</td><td>22</td><td>22</td><td>110</td></tr><tr><td>Lejweleputswa</td><td>24</td><td>24</td><td>120</td></tr><tr><td>Motheo</td><td>24</td><td>24</td><td>120</td></tr><tr><td>Thabo Mofutsanyana</td><td>6</td><td>6</td><td>30</td></tr><tr><td>Xhariep</td><td>6</td><td>6</td><td>30</td></tr><tr><td>TOTAL</td><td>82</td><td>82</td><td>410</td></tr></table> <p>EGRA was conducted in 82 schools that were visited by Subject Advisors where 410 learners were assessed. The findings reflect the following progress regarding learners reading progress:</p> <ul style="list-style-type: none">• 287 (70%) learners out of 410 were able to reach the benchmark of sounding letters correctly.	District	No. of Schools	No of Teachers	No of Learners	Fezile Dabi	22	22	110	Lejweleputswa	24	24	120	Motheo	24	24	120	Thabo Mofutsanyana	6	6	30	Xhariep	6	6	30	TOTAL	82	82	410		<p>Sampled EGRA evidence is provided as follows:</p> <table><tr><td>Sample 1</td><td> JJ Kubheka 4 Documents.pdf</td></tr><tr><td>Sample 2</td><td> Egra Efal Malimane _20022023131824.PD</td></tr></table>	Sample 1	 JJ Kubheka 4 Documents.pdf	Sample 2	 Egra Efal Malimane _20022023131824.PD
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Strand	Activities	Targeted Grades/ Audience	Evidence to support the activities reported on
	<ul style="list-style-type: none"> 182 (44%) learners were able to reach the benchmark for reading words out of the 410 assessed. 156 (38%) learners were able to reach the benchmark for reading the passage out of the 410 assessed. 141 (34%) learners were able to reach the benchmark for reading comprehension out of the 410 assessed. <p>Based on the above, learners' skills regarding letter sound relationship is improving. However, the skill is not fully utilised when reading words as majority of learners (62%) did not reach the benchmark.</p> <p>This challenge needs to be addressed as its impact is reflected by learners' inability to read a passage and respond to comprehension questions.</p> <p>The performance of learners on reading comprehension also requires support and development as 66% (269) learners out of 410 were not able to respond to some of the 5 questions correctly.</p>		
Direct Learner support	<p>The following activities were undertaken to promote reading amongst learners.</p> <ul style="list-style-type: none"> Spelling BEE, Reading Competitions and Dilothon were undertaken at district level to promote reading. 35 learners took part in the Provincial Language Festival held on the 12 – 14 October 2022. In celebration of Read Aloud Day, 522 learners participated. 	Grades 1 - 3	<p>Photo of Provincial officials receiving the printed books to be shared with the schools.</p> <div data-bbox="1648 1174 1821 1358"> <p>Sesotho Riddles booklet.</p>  </div> <div data-bbox="1648 1358 1821 1479"> <p>Journal of Celebratio</p>  </div>







Strand	Activities	Targeted Grades/ Audience	Evidence to support the activities reported on															
			n of Read Aloud Day															
			Photo Of Read Aloud Session															
Provisioning and utilisation of LTSM	<p>Distributed 1 042 readers in different languages to all five districts.</p> <table><thead><tr><th>District</th><th>No. of Books</th></tr></thead><tbody><tr><td>Fezile Dabi</td><td>229</td></tr><tr><td>Lejweleputswa</td><td>120</td></tr><tr><td>Motheo</td><td>158</td></tr><tr><td>Thabo Mofutsanyana</td><td>155</td></tr><tr><td>Xhariep</td><td>380</td></tr><tr><td>TOTAL</td><td>1 042</td></tr></tbody></table>	District	No. of Books	Fezile Dabi	229	Lejweleputswa	120	Motheo	158	Thabo Mofutsanyana	155	Xhariep	380	TOTAL	1 042		<p>Attached below is the distribution lists per district.</p> <div> Fezile Dabi.pdf Lejweleputswa-1.pdf Motheo.pdf</div> <div> TMED-1.pdf</div> <div> Xhariep.pdf</div>	
District	No. of Books																	
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TOTAL	1 042																	
Partnerships	<p>The following partnerships activities and programmes were undertaken to promote and support reading in the province:</p> <ul style="list-style-type: none">Universal Learning Solutions provided Jolly Phonics Pupil Book 1 and Pupil Book 2 for 66,700 Grade 1 learners.	Grades 1 - 3	Sampled evidence is as follows:															

Strand	Activities	Targeted Grades/ Audience	Evidence to support the activities reported on
	<ul style="list-style-type: none"> Oxford University Press provided readers as awards during the Provincial Language Festival. 		Jolly Phonics WhatsApp PLC Group 

INTER-SEN PHASES (GRADES 4-7)

INTER-SEN PHASES (GRADES 4-7)				
Provisioning and utilisation of LTSM	<ul style="list-style-type: none">• Literature Handouts (Grades 4-7) EHL and EFAL – were adapted and sent electronically to all Schools across the 5 districts. The purpose of the handouts is to assist teachers in exposing Grade 4-7 learners to various genres as specified in the CAPS. The handouts aim make literature accessible to learners especially where resources are limited.• Readalot – 4 bulletins for Term 4 (2022) and 4 bulletins for Term 1 (2023) were developed and emailed to all Primary schools. These resources are aimed at promoting reading for enjoyment and covers a variety of topics (promoting reading across the curriculum. 1 set of 12 bulletins was printed for 350 schools.• The Cool Creative Kids' Collection vol.5 was compiled and emailed to all Primary Schools. These are additional resources aimed at providing variety of reading resources for the learners and also serve to encourage creative writing in the Primary Schools.• Nal'ibali Stories: English, Sesotho, and IsiXhosa stories were distributed electronically to all primary schools. 1 set of 40 English stories was printed and distributed to 350 schools.	Grade 4 – 7 learners English FAL & English HL Grades 4 – 7 Sesotho HL	Evidence of LTSM provided to schools is as follows:	
				
			Grade 4 EFAL literature handout.p	Readalot 16-2022.pdf
				
			Readalot 1 - 2023.pdf	The Cool Creative Kids' Collection Volu
				
			2. Wolf se aandete.pdf	3. Tayari ya ga Jabu.pdf
				
7.1 Grade 7 Language Handout	Gr 6 FAL Tracker Term 1 2023.pdf			
				
6.1 Gr 6 EHL_2023 - 2024 ATP_ Tracker Tr	AFRIKAANS HOME LANGUAGE GRADE 7			
				
SETSWANA GRADES 4 - 7 _MELAWANA V	Know it Term 1.p			
				
SESO THO HL Gr 5 _TRACKER Term 1 20				

	<ul style="list-style-type: none">• Term 4 (2022) and 1 (2023) – Language Handouts (Grades 4-7) EHL and EFAL, Sesotho and Setswana were developed and emailed to all Primary Schools. The Language Handouts are aimed at improving learners’ language proficiency which will enable them to decode the reading texts and help them to read with understanding (comprehension).• Term 4 (2022) and Term 1 (2023) Trackers (Daily lesson plans) were compiled and distributed to schools electronically. This was done for Grades 4-7 EHL, EFAL, Afrikaans EAL and Sesotho.• KNOW IT – 4 cards focused on language structures was provided to all Primary schools (Term 1). Aim is to ‘learn through play’ and improve vocabulary and grammar structures.• The utilisation of all resources is monitored by Subject Advisors and PSCs during on-site support visits. (It is included on the school visit report form.)																										
Direct Learner Support	<p>Observation of Literacy Days</p> <ul style="list-style-type: none">• World Dictionary Day (16 October 2022)• World Crossword Puzzle Day (December 2022)• World Read Aloud Day 2023 (2023)• International Mother Language Day (February 2023) <table><tr><th></th><th>No. of schools</th><th>No. of learners</th><th>Parents /Stakeholders</th></tr><tr><td>World Dictionary Day</td><td>95 schools</td><td>17 501</td><td>113</td></tr><tr><td>World Crossword Puzzle Day</td><td>31 schools</td><td>8 068</td><td>68</td></tr><tr><td>World Read Aloud Day</td><td>274 schools</td><td>73 770</td><td>1517</td></tr><tr><td>International Mother Language Day</td><td>72 schools</td><td>18 071</td><td>230</td></tr></table>		No. of schools	No. of learners	Parents /Stakeholders	World Dictionary Day	95 schools	17 501	113	World Crossword Puzzle Day	31 schools	8 068	68	World Read Aloud Day	274 schools	73 770	1517	International Mother Language Day	72 schools	18 071	230	Grades 4 – 7 HL & FAL (English, Afrikaans, Sesotho and Setswana)	<p>Evidence of observation of Literacy days is provided below:</p> <table><tr><td> Fateng sa Thuto.pdf</td><td> Brentvale.pdf</td></tr><tr><td> Koot Nieman.pdf</td><td></td></tr></table>  <p>Dictionary Day</p>	 Fateng sa Thuto.pdf	 Brentvale.pdf	 Koot Nieman.pdf	
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	<ul style="list-style-type: none">Exemplar Baseline Assessments were also provided to all Primary Schools (Soft copies) Grades 4-7.Exemplar Task 3 was also provided to all Primary Schools (soft copies) English, Sesotho, Setswana & Afrikaans.	Gr 4- 7	<div><div> GR 7 EFAL EXEMPLAR TASK 3 20</div><div> SESOTHO HOME LANGUAGE GRADE 6</div></div>												
	Language Enrichment Activities A total of 86 learners participated in the Provincial competition on 12-14 October 2022. (English, Sesotho, Setswana and IsiXhosa – Grades 4-7 Spelling Bee competitions & Story/Book reviews)	Grades 4-7 (HL & EFAL)	Evidence: sample of Language Enrichment Activities is provided below: <div><div>Participants of the Provincial Festival</div><div> Spelling Bee Provincial Partic</div></div>												
Teacher Development	Support provided to teachers on Reading and Literacy <ul style="list-style-type: none">As part of the Free State Literacy strategy, the following training sessions were conducted to support and develop teachers in order to improve reading in schools: <table><thead><tr><th>Date</th><th>Focus</th><th>Beneficiaries</th><th>Grades</th></tr></thead><tbody><tr><td>1-2/3/2023</td><td>Group Guided Reading & shared reading (PSRIP)</td><td>32</td><td>4 - 7</td></tr><tr><td>26 Jan – 6 Feb 2023</td><td>Creative Writing (Literature project) & Reading proficiency (RATPs)</td><td>885</td><td>4 - 7</td></tr></tbody></table>	Date	Focus	Beneficiaries	Grades	1-2/3/2023	Group Guided Reading & shared reading (PSRIP)	32	4 - 7	26 Jan – 6 Feb 2023	Creative Writing (Literature project) & Reading proficiency (RATPs)	885	4 - 7	Grades 4 – 6 Teachers EFAL (PSRIP) Grades 4 – 7 Teachers (Sesotho HL) Grade 4 – 7 EHL & EFAL teachers (Setting of quality assessment tasks)	Evidence: sample of teacher development activities is provided below <div><div> Botshabelo.jpg</div><div> Lombaard DR Start-up Session 25</div><div> Matshabela circuit 6 mediation.pdf</div><div></div></div>
Date	Focus	Beneficiaries	Grades												
1-2/3/2023	Group Guided Reading & shared reading (PSRIP)	32	4 - 7												
26 Jan – 6 Feb 2023	Creative Writing (Literature project) & Reading proficiency (RATPs)	885	4 - 7												

Tracking learner performance in reading Progress

Testing Learners reading proficiency (sampled schools)

• In term 1 (2023), a total of 75 learners were sampled at the time of reporting.
(Grade 4,5 & 6)

Gr 4: 42 learners	Fluency <45 wpm	45-69 wpm	70-99wpm	100>wpm	
	23 (Eng)	6	11	6	
	Accuracy <60%	60-70%	71-80%	81-90%	91-100%
	12	2	4	17	10
	Comprehension Limited	Satisfactory	Excellent		
	26	9	6		


Gr 5: 13 learners	Fluency <60 wpm	61-83 wpm	84-109 wpm	109>wpm	
	7	2	4		
	Accuracy <60%	60-70%	71-80%	81-90%	91-100%
	5	4	1	1	2
	Comprehension Limited	Satisfactory	Excellent		
	10	3			





Gr 6: 20 learners	Fluency <60 wpm	60-70 wpm	80-90wpm	100>wpm	
	7	2	2	9	
	Accuracy <60%	60-70%	71-80%	81-90%	91-100%
	3	4	2	1	10
	Comprehension Limited	Satisfactory	Excellent		
	10	4	6		







English HL & EFAL Grades 4 – 7

Evidence: sample of tracking learner reading progress is provided below

Reading Proficiency Assessment Tool


Grade 5 EFAL Reading Task 1.pdf

	<p>Grade 4: 54.7% read less than 45 wpm. 29% of learners' accuracy was below 60% and 61% had limited comprehension (could only answer level 1 questions).</p> <p>Grade 5: 54% read less than 60 wpm. 38% of learners' accuracy was below 60% and 77% had limited comprehension (only answer level 1 questions).</p> <p>Grade 6: 35% read less than 60 wpm. 15% of learners' accuracy was below 60% and 50% had limited comprehension (only answer level 1 questions).</p> <p><i>Grade 5 performance is concerning.</i></p> <p>Teachers were also guided on how to test fluency and accuracy using the Reading norms. Reading exemplar Tasks were also provided to schools.</p>		
Tracking learner performance in reading outcomes	<p>Tracking learner performance in a sample of schools implementing PSRIP to monitor the performance in reading comprehension and writing.</p> <p>Performance in the Term 4 controlled test was also analysed (provincial) in Home Languages Grades 4-7.</p> <p>DHs are also requested to complete curriculum coverage forms to monitor progress throughout the term.</p> <ul style="list-style-type: none"> There is a need to strengthen Language Structures and conventions and it is for this reason the Free State has introduced the "Know It" cards – focusing on improving language structures and conventions through play. 	Grades 6 EFAL	<p>Evidence of tracking learner performance is provided below:</p> <div> <div>  <p>Term 4 2022 Controlled Test.doc</p> </div> <div>  <p>Gr 6 (30 sampled PSRIP schools) Ter</p> </div> </div>
Research, monitoring, evaluation and reporting	<ul style="list-style-type: none"> Analysis of results is done at the end of every term. Performance is tracked and reported on. Item and error analysis is also done during moderation of formal assessment tasks. Subject Advisors also submit monthly reports and based on the findings, interventions are put in place where necessary to address challenges or shortcomings identified. 	Grades 4 - 7	<div> <div>  <p>Term 4 2022 correct.xlsx</p> </div> <div></div> </div>
Partnerships	<p>The following partnership activities were undertaken:</p> <ul style="list-style-type: none"> NECT: Primary School Reading Improvement Programme (PSRIP) 8 Subject Advisors attended the PSRIP Phase 5 training (31 Jan – 2nd Feb 2023). 144 teachers to be trained on PSRIP 5 (March 2023). Oxford University Press – sponsored book prizes for the Language festival Pearson – sponsored some stationery for the Language festival 		<p>Evidence of partnership activities is provided below:</p> <div> <div>  <p>FS Province register.pdf</p> </div> <div></div> </div>

	<ul style="list-style-type: none"> Stellenbosch University: WOW spelfees (Afrikaans) 		
Parental and community support and mobilisation	<p>Events/ Seminars/ Colloquiums on Reading/ PED Reading clubs</p> <p>Parents and community members participated in celebrating:</p> <ol style="list-style-type: none"> World Dictionary Day – 113 parents & stakeholders participated Crossword Puzzle Day – 86 parents & stakeholders participated World Read Aloud Day - (1517 parents and stakeholders participated) International Mother Language Day – (230 parents and stakeholders participated) World Story Telling Day – 2023 – (will be observed during 13-17 March 2023) <p>The parents and the community members will continue to be invited when such activities are celebrated as contemplated in LTA (ECD & PSS) 2/2023</p>	Grades 4-7 All languages	<p>Evidence of parental involvement activities is provided below:</p> <div>  <p>LTA (ECD & PSS) 2/2023 (1).pdf</p> </div>
Reading Across the Curriculum	<p>DAAR/ DEAR</p> <ul style="list-style-type: none"> All schools are encouraged to spend at least 15-20 minutes per day on reading for enjoyment. (This period should be observed in all grades and all subjects). Reading resources (Readalot Bulletins, cover a range of themes and promotes reading across the curriculum) Implementation of DEAR is monitored during School visits (by Subject Advisors) <p>30 schools monitored during on-site support visits are implementing the DEAR period. The Readalot Bulletins and Nali'Bali Stories are being used during these periods.</p> <p>31 schools monitored during school visits have functional Reading Clubs and 2 new Reading Clubs were established. (St Augustines & Tjantjello Primary Schools)</p>	Grades 4-7 All Languages	<p>Evidence of reading across the curriculum activities is provided below:</p> <div> <div>  <p>Xhariep 9.jpg</p> </div> <div>  <p>Oranjekrag%20reading%20club.docx</p> </div> <div>  <p>Bergmanshoogte Reading corner.jpeg</p> </div> <div>  <p>St Lawrance reading club.jpeg</p> </div> <div>  </div> </div>

23/8/2023

Name of Province: GAUTENG

Reporting period: 01 April 2022 – 31 March 2023

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- ☐ Strengthening the capacity of the sector;
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- ☐ Partnerships;
- ☐ Reading across the curriculum; and
- ☐ Advocacy and communication.

ANNUAL PERFORMANCE PLANS: 2023-2024

Background

The Department of Basic Education (DBE) has adopted the Annual Performance Plan (APP) to ensure that the Strategic Objectives of the Sector are measured and anchored against the intents of the National Development Plan (NDP). The Curriculum Implementation and Quality Improvement Directorate (GET) is responsible for a number of Strategic Objectives aimed at monitoring and support the implementation of the National Curriculum Statement (NCS) in a number of performance indicators.

FOUNDATION PHASE GRADES 1-3

FOUNDATION PHASE GRADES 1-3			
Strand	Activities	Targeted Grades/ Audience	Evidence to support the activities reported on
Strengthening the capacity of the sector	<ul style="list-style-type: none">Monitoring of reading during school visitsMediation of curriculum-related documentation to Departmental Heads and teachersSupport of schools on the utilisation of the reading resources in resources in the classrooms. Print rich environment as it is also monitored during school visit.District informal Oral Reading Fluency	Foundation Phase Departmental Heads and teachers Foundation Phase Departmental Heads and teachers	School visit monitoring tool signed by all stakeholders involved. Logbooks at schools also contain evidence as these are signed and dated by officials indicating their findings and recommendations. Registers signed by the attendees of the mediation sessions.

	<p>assessments conducted every term to promote and support reading at school. Done during school viists, learners are samples for reading.</p> <p>All the reading days are being celebrated and recognised in all our schools.</p> <ul style="list-style-type: none"> • That is Read Aloud day • Mother tongue day • Library • Literacy month 		
Teacher development and support	<p>Library Boxes:</p> <ul style="list-style-type: none"> • Orientation of library boxes delivered to schools. The boxes were provided in the following languages: Sesotho, Sepedi & Afrikaans. <p>ZENEX Training:</p> <ul style="list-style-type: none"> • Teachers from selected schools receiving ZENEX training in Reading. <p>PSRIP:</p> <ul style="list-style-type: none"> • Training for teachers participating in the PSRIP programme. <p>PLG:</p> <ul style="list-style-type: none"> • the PLG capacitated Departmental Heads and teachers on the set-up in the classroom when conducting Group-Guided reading. 	<p>Grade 1, 2 and 3 teachers in the selected schools in all the districts.</p> <p>66 selected schools across all 15 districts</p> <p>Departmental Heads and Teachers participating in the PSRIP programme Departmental Heads and Foundation Phase teachers.</p> <p>Departmental Heads and teachers</p> <p>Numerous educators from different schools enrolled and some are still in the process of enrolling.</p>	<p>Departmental Heads and teachers</p> <p>Teachers and Departmental heads attended</p> <p>Registers of both Matthew Goniwe and the district signed by teachers who attended the training on 11 and 25 February 2023. Registers signed by attendees</p>

	<p>Content Workshops:</p> <ul style="list-style-type: none"> Service providers were invited to conduct Group-Guided reading sessions with the Departmental Heads and Teachers. <p>UJ African Languages SLP:</p> <ul style="list-style-type: none"> Educators were invited to an up skilling course in Sesotho and IsiZulu. <p>Group Guided Reading workshops:</p> <ul style="list-style-type: none"> Capacitated teachers and DH on reading methodologies with a focus on group guided reading. <p>IIAL SAL:</p> <ul style="list-style-type: none"> Educators supported in the teaching of an African language in Afrikaans and English medium schools. <p>Shine Literacy Programme</p> <ul style="list-style-type: none"> Helps learners to read with understanding. <p>Competitions aimed at improving reading:</p> <ul style="list-style-type: none"> Speech contest Spellathon Reading comprehension Show and Tell 	<p>IsiZulu,Sesotho& Setswana SALteachers.</p> <p>Grade 1 – 3 teachers</p> <p>Grade 1-3 learners</p> <p>Grade 1 & 2 learners participated at the district level, while Gr.3 learners were awarded at the Provincial Level</p>	<p>Signed registers by the attendees' serves as evidence of the attendance of the workshops</p>
Direct Learner support	<ul style="list-style-type: none"> Reading Festival: Five learners per phase were chosen 	Grade 1-3 Teachers and learners.	This event took place on 04 February 2023 at Westridge High School.

	<p>in five primary schools to attend the reading festival.</p> <ul style="list-style-type: none"> • Learners listened to stories told by various storytellers in different languages. • Learners were afforded the opportunity to listen to stories told in their mother tongue. <p>Sampling of learners to read:</p> <ul style="list-style-type: none"> • Sample learners to come and read during school visit and comprehension questions asked to test comprehension. <p>Library sessions in some schools:</p> <ul style="list-style-type: none"> • Learners are assisted with reading and retelling of stories in their own words after reading books. • Learners assessed through spelling of sight words <p>Click Foundation</p> <ul style="list-style-type: none"> • Advocacy conducted and new schools are on board. • Learners are provided with tablets to listen to audio and looking at picture. • Learners start by sounding letters of the alphabets to gain phonemic awareness. • They progress according to their 		<p>Winners were submitted to Head Office</p>
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	<p>levels</p> <p>Read aloud</p> <ul style="list-style-type: none"> Teachers read aloud to learners and ask comprehension questions to develop the learner's memory and concentration skills Readathon: school level conducted, and cluster level will be conducted in Term 3. <p>Spellathon:</p> <ul style="list-style-type: none"> Implemented in schools. School level will be concluded in Term 2 and cluster level will commence in Term 3. <p>Library sessions in some schools:</p> <ul style="list-style-type: none"> Learners are assisted with reading and retelling of stories in their own words after reading books. They are also assessed through spelling of sight words <p>COELT: British Council:</p> <ul style="list-style-type: none"> Certificate in Online English Learning and Teaching-Since April 2022 until October 2022. <p>CIPLET:</p> <ul style="list-style-type: none"> Certificate in Primary English Learning and Teaching conducted 27-30 June 2022. Training was conducted in different 		
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	Regions:		
Parental and community support and mobilisation	<ul style="list-style-type: none"> • Reading awareness is communicated to Parents during meetings and reading cards are sent home for parents to monitor the reading and sign the reading cards. • Some schools show their reading good practices during the parents meetings. • Parents are also conscientised about the challenges and successes of their children. • The meetings also capacitated parents on how to support their children at home. 	Parents of Grade 3 children.	Attendance register serves as evidence that the meeting was conducted.
Provisioning and utilisation of LTSM	<ul style="list-style-type: none"> • The ATPs,Planners and Trackers • The Reading Manual Discs were distributed to all schools and mediated to all teachers doing any African language • DBE Workbook • English & bilingual dictionaries • African language readers were distributed to selected schools. • Provisioning of African Languages Big books donated by MacMillan. • Reading Norms: 	<p>Quintile 1, 2 and 3 schools were targeted for this distribution.</p> <p>schools offering Afrikaans.</p> <p>Selected schools in Quintile 1-3 schools.</p> <p>Grade 1-3 teachers</p>	A register had been compiled for receiving schools to sign as evidence that they have received the resources.

	<ul style="list-style-type: none"> Mediation and distribution were conducted and always conscientize the DHs monitor the utilisation of the reading norms. <p>African Readers:</p> <ul style="list-style-type: none"> NECT story books in different African Languages were delivered to Public ordinary schools. IIAL Toolkit given to newly appointed educators. 		
Tracking learner performance in reading outcomes	<ul style="list-style-type: none"> This is done by using the EGRA monitoring tool and recordings of the teachers. Learner performance is also tracked through the ratification of the term schedules. EGRA monitoring: learners sampled for reading to assess learners reading levels 	<p>Foundation Phase Teachers</p> <p>Foundation Phase learners</p>	<p>The logbook at schools as well as the school visit monitoring tool serve as evidence that the activity was conducted.</p> <p>Signing of the term schedules.</p>
Research, monitoring, evaluation and reporting	<ul style="list-style-type: none"> Research – 2022 Grade 3 Oral Reading Fluency report recommendation currently being implemented to improve reading fluency in English First Additional Language through: Providing the reading resources to schools to ensure exposure of 	Teachers and earners	Oral Reading Report

	<p>learners to a variety of reading material.schools-</p> <ul style="list-style-type: none"> • Provide support to teachers on the appropriate reading text for different ability levels • Conduct monitoring of: reading records, reading rubrics (formal and informal assessments • Evaluate and analyse the reading results against learner reading abilities • Report on the reading diagnostic analysis and intervention strategies • Mediate intervention strategies for learners with reading barriers 		
Partnerships	<ul style="list-style-type: none"> • The districts have partnered with Macmillan, Shutter and Shooter, Oxford. Term 2-4 content workshops/trainings arranged with these NGOs. • Phonological and Phonemic Awareness workshop was conducted by MacMillan. • Care for Education: Learning through play • Ceramic Foundation Reading Programme all languages in selected 	Subject advisors, teachers and Departmental heads	Registers signed by stakeholders

	<p>districts</p> <ul style="list-style-type: none"> Imperial / Motus Community Trust 		
Reading across the curriculum	<ul style="list-style-type: none"> Reading is done in all the subjects in the school, and not only during the reading period. Strategy for Teaching Reading Across the Curriculum booklets given to schools. Life Skills reading pieces, focussing on Life Skills provided to Grade 3 classes 	Grade 1-3 learners.	<p>Lesson planning and activities of teachers in the classroom</p> <p>Included in all school timetables.</p>
Advocacy and communication	<ul style="list-style-type: none"> Advocacy and communication is done during Curriculum Information Forum meetings, HOD meetings , Content workshops, Departmental Heads fora and Whats App groups etc. 	Departmental Heads and teachers	Registers

Evidence



READING FESTIVAL



LIBRARY BOXES MEDIATION SESSION

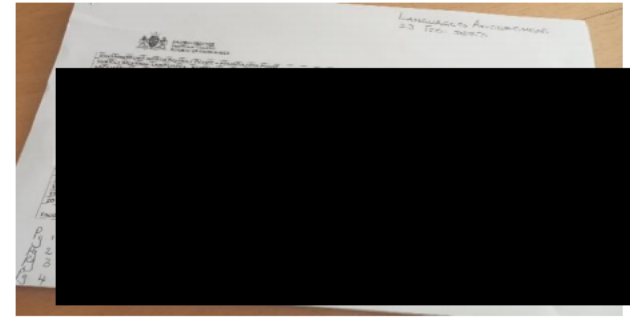




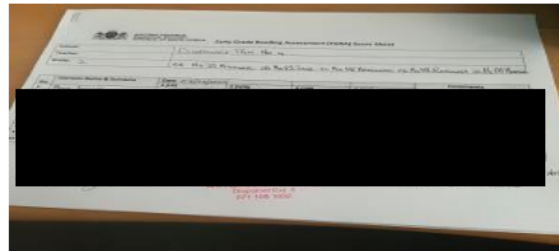
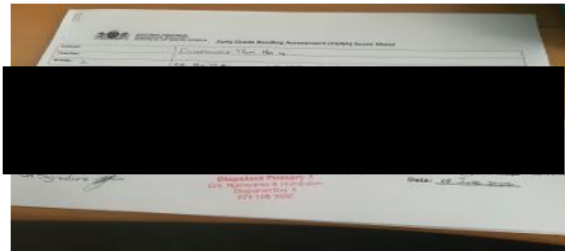
INDEPENDENT READING



CLASSROOM LIBRARY CHART



ATTENDANCE REGISTER



ATTENDANCE REGISTERS



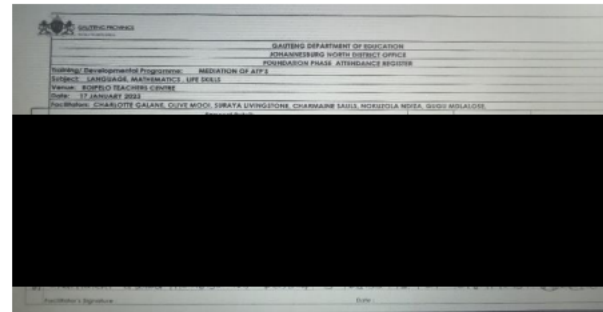
DISTRIBUTION REGISTER



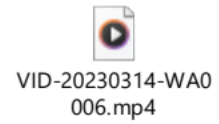
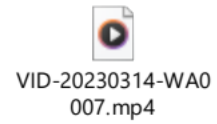
READING ACTIVITY



READING CORNER



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TEACHER TRAINING








PEER READING



LIBRARY SERVICES

Strand	Activities	Targeted Grades/ Audience	Evidence to support the activities reported on
Provisioning and utilisation of LTSM	<ol style="list-style-type: none"> 1. Provided catalogues for schools to procure reading resources. 2. Used 2021/2022 Young Writers catalogue to procure books for beneficiary schools. 	<ul style="list-style-type: none"> - All public ordinary schools - No-fee schools prioritised by the Districts. 	 Updated_LIBRARY RESOURCES CATALC  2021-2022 YW Recommended Cata

Reading across the curriculum	<ol style="list-style-type: none"> 1. Phendulani Literacy Quiz – competitions held at Districts and Head Office 2. GDE Digital Library – subscribed and provided access to e-resources 3. PYEI- Reading Champions programme – 3554 Reading Champions appointed in schools to promote reading 4. GDE Trolley libraries – trollies procured for 240 primary schools 5. Mobile library service – officials provide reading activities and lending service to schools 6. Reading Festival – held in celebration of World Read Aloud Day – 04 February 2023 	<ul style="list-style-type: none"> - 75 schools participated in the quiz - Learners, teachers and GDE officials - School leavers appointed at prioritised schools - 240 Primary schools - Prioritised primary schools in township and rural areas. - 20 schools, 300 learners 	 Final_LS-LTSM Strategic Plan 3 NOV  GP Phase 3 - Presentation on Mil  Revised Concept Note on Trolley Libr  Reading Festival Invite.pdf  GDE READING FESTIVAL IN CELEBR
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ITEM	ACTIVITY	GRADES TARGETED	EVIDENCE
Tracking reading Progress	INTERSEN: <ul style="list-style-type: none"> The Reading norms as documented in the CAPS Languages Policies – Chapter 2, adhered to for 	Grade 4-9	Please provide evidence. (See attached links)

	<p>both the teaching and assessment of reading in the InterSen Phases. Currently in the process of finalising the reading norms and standards not explicitly stated in CAPS (in collaboration with DBE through Subject Committee meetings and workshops). The goal is to draft a reading assessment tool similar to EGRA in terms of reading speed, fluency and comprehension.</p> <ul style="list-style-type: none"> • The DBE Early Grade Reading Benchmarks for the majority of the South African official languages was released in November 2022 and all Gauteng Languages Provincial Heads were in attendance. The information below together with the benchmarks reports per language was shared with Subject Advisors and forms part of the directives on reading improvement plans for both districts and schools as informed by the Provincial Reading Improvement Plan: • Teachers can use the benchmarks to assess their learners and identify those who need support, thereby minimising the chances of literacy cracks and learning challenges later. • Teacher training providers (both pre-service and in-service) should integrate these benchmarks into their programmes. 		
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- At the national and provincial level, benchmark achievement (or lack of achievement) provides essential data to inform language and literacy policy, and mobilise resources
- Programme developers in a multi-donor context can integrate benchmarks into the design of Early Grade Reading interventions.
- District Curriculum Teams can identify realistic targets against which to assess appropriate achievement for each grade and school
- For evaluators, benchmarks provide an explicit standardised criterion against which programmes can be valued to determine their effectiveness and impact

Some of the plans on the improvement of reading in the province for the current financial year includes the following:

- **Introduction of a basic phonics programme for Primary school learners – grades 4-7**
(Build on principles introduced through the Primary School Reading Improvement Programme - PSRIP)
- **Focus on the building blocks of language learning:**

- | | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> • Attention and listening skills, play and interactive skills, understanding of language, use of language, speech • Focus on the 5 building blocks of reading: <ul style="list-style-type: none"> • Phonemic awareness, phonics, vocabulary, fluency, comprehension • Provide teachers with a variety of teaching methodologies for challenging topics e.g. teaching summary writing, essay writing, visual literacy, 5 literature genres • Provide learners with an electronic version with hints and tips on how to respond to key content • Develop a basic remedial programme to support struggling readers • Reintroduce dictation exercises to assist with listening comprehension • Develop a programme that will assist teachers to assist learners to develop and enhance fine and gross motor skills – Intermediate Phase – Link with programme on midline crossing activities • Procurement of Reading resource packs (graded reader and language study guide) – Grades 5 and 8 (2023/24) <ul style="list-style-type: none"> • 1050 Primary schools (inclusive of township/informal settlement schools) | | |
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	<ul style="list-style-type: none"> • 454 Secondary schools (inclusive of township/informal settlement schools) • Sustain Stakeholder Involvement – Reading Improvement Programmes 		
Provisioning and utilisation of LTSM	<p>INTERSEN:</p> <p>Procurement - Resourcing of reading corners grade 9. 221 EFAL Primary schools' quintile 1 to 3. Process concluded. These were sent directly to schools. With these resources, the intention is to promote mass-based participation in reading activities through involvement of communities and reading partners.</p> <p>Utilisation monitored during focused (districts), and oversight school visits conducted by Head Office. Reporting forms part of the sections for monthly reporting (Google Form) due to the province by the 7th of each month.</p> <p><u>2023/24 Plans:</u></p> <ul style="list-style-type: none"> • Procurement of Reading resource packs (graded reader and language study guide) – Grades 5 and 8 (2023/24) <ul style="list-style-type: none"> • 1050 Primary schools (inclusive of township/informal settlement schools) • 454 Secondary schools (inclusive of township/informal settlement schools) 	Grades 4-9	Please provide evidence. (See attached links)

Partnerships	<p>INTERSEN:</p> <ul style="list-style-type: none"> • NECT: Primary School Reading Improvement Programme (PSRIP5) – Subject Advisors for both Intermediate and Senior Phase were trained from 30 January to 01 February 2023. A total of 37 Subject Advisors were in attendance – 17 officials face to face (Senior Phase) and 20 attended online. Teacher training took place on 11 and 25 February respectively. The sessions for the 11th were managed online and the 25th face to face across the 15 districts. Teachers were provided with the PSRIP resource packs (lesson plans, trackers and planners, resource packs – flashcards, video clips containing teaching methodologies on shared, paired, group guided and independent reading as well as the PowerPoint Presentations used during the training sessions. The target that was given to the province = 381 teachers. • CIPELT (Certificate in Primary English Language Teaching) and CISELT (Certificate in Secondary English Language Teaching) – teacher training scheduled for 26-29 June 2023. • British Council – COELT (Certificate in Online English Language Teaching) – April to October 2023 • COELT Live – The programme is an extension of COELT 	Grades 4-9	Please provide evidence. (See attached links)
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| | <ul style="list-style-type: none">• Publishers such as MacMillan and Oxford active participants in both promoting reading and training of Subject Advisors as per the scheduled dates as part of the InterSen calendar. The training session on Forms and Quizzes (MacMillan) conducted on 15 February 2023 via Microsoft Teams – 38 officials in attendance.• The Term 3 Creative Writing Project based on Literature implemented in all Gauteng schools in 2022. Term 1 utilised for feedback from schools and the enhancement and strengthening of guideline documents. Exemplars/examples of learner projects shared with the Provincial Head through the various platforms. Teachers find it exciting and useful as this task promotes reading of the 5 Literature genres. <p>Training was provided to African Languages Subject advisors and teachers on identified topics. Some topics for reading were chosen from other subjects to promote reading across the curriculum. E.g., “Bullying” from Life Skills was used as a topic for a reading comprehension that training provided. Data and PPP were provided for training. This was done in collaboration with MGSLG as a partner. These partnerships promote collaboration of all relevant stakeholders towards learner performance in Languages, with a focus on reading.</p> | | |
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| | <ul style="list-style-type: none"> • READ/Zenex Foundation Pilot – Learner-centred focusing on Grade 8 Backlog especially in terms of reading for comprehension. 10 schools in 2 districts identified – range of 60-120 learners targeted per school. Programme kick-started in February 2022 and continues in 2023. • Supported the Provincial Reading Festival held in collaboration with Library Services on 04 February 2023 at Westridge High. 4 districts participated in the event: JC, JN, JW and GW. • Hosted the DBE Language Unit Rapid Study Validation Workshop on Mother Tongue Teaching in the Intermediate Phase on 17 February 2023 at Matthew Goniwe Leadership and Governance (MGSLG) – Benoni: GDE Head office officials, representatives from 15 districts, DBE GET Directorate and members from NECT in attendance. 50 delegates invited. • British Council – InterSen Subject Advisors – English and Afrikaans trained on Key Digital Skills (KDS) - 08 and 15 March 2023. 2 Trainers from Spain contracted by the British Council managed the training sessions. The online course (Zoom platform) = 12 hours of training and was very well received by officials. | | |
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Parental and community support and mobilisation	INTERSEN: <ul style="list-style-type: none"> • Reading clubs coordinated at district level in collaboration with LTSM/Library Services. • The utilisation of the Mobile Libraries and Digital Library promoted for easy access. • Parents are encouraged to read to their learners through the various Curriculum platforms. • The structural reading programmes in terms of reading comprehension activities and spelling tests shared through homework packs developed by schools to assist the reading process on days that learners are not at school. • Events/ Seminars/ Colloquiums on Reading/ PED Reading clubs 	Grades 4-9	Please provide evidence. (See attached links)
Reading Across the Curriculum	INTERSEN: <ul style="list-style-type: none"> • All grades, languages and subjects targeted. Learners are encouraged and expected to spend at least 30 minutes per day on reading for leisure especially on the days that they are not at school. Wordlists or word walls explaining new subject-related terminology promoted. • Planning for Term 2 reading webinars in progress. These webinars are held in the interest of all learners, teachers, and subjects. • Topics from other subjects: EMS, Life Skills and Social Sciences were used in the reading process to 	Grades 4-9	Please provide evidence (See attached links)

promote reading. Learners wrote stories and letters. Teachers were trained initially on how to develop authors and publish the learners' work. Books were published and distributed to schools as reading resource

- Commemorative calendar dates: **01 February = World Read Aloud Day, 21 February – World Mother Tongue Day, 08 March = International Women's Day** promoted through the various platforms. Celebrated on the days or during the week on which the dates mentioned appear.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Report compiled by: A.Nicolaai

Designation: Director/Chief Director (Please note that the report should be signed off by a Senior Manager at the level of Director and above)

Signature: *A. Nicolaai*

Date: 20 March 2023

KWAZULU-NATAL READING REPORT 01 April 2022 – 31 March 2023.

CURRICULUM: GET

Tracking reading Progress

- In Grade 1 to 3, 472 schools were visited to track reading progress and levels of reading proficiency using HL and EFAL EGRA instrument
- The following are the reading proficiency levels in each grade in IsiZulu Home Language, English HL and English First Additional Language

IsiZulu HL

Grade	1	2	3
Letter sounds (%)	77	75	90
Word recognition per minute (%)	75	75	95
Passage Reading (%)	70	72	94
Comprehension (%)	70	75	69

English HL

GRADE 1

Grade	1	2	3
Letter sounds (%)	90	80	80
Word recognition per minute (%)	85	75	85
Passage Reading (%)	90	78	75
Comprehension (%)	80	82	69

English FAL

Grade	2	3
Letter sounds (%)	65	70
Word recognition per minute (%)	60	65
Passage Reading (%)	60	70
Comprehension (%)	58	63

- 560 teachers have been trained on Reading Methodologies in Ilembe and Umzinyathhi district and 301 Reading CDs were distributed in Ilembe district.
- 261 teachers multi-grade teachers were trained on Learn English Audio Project in Umzinyathi district.
- 204 teachers were trained on Curriculum Differentiation focusing on Group Guided Reading in Pinetown District
- 1697 teachers received and were capacitated on the use of EGRA Toolkits
- IsiZulu Reading manual workshop was conducted for 431 educators in Pinetown District
- 204 teachers were trained on PSRIP 5
- Reading activities were monitored in 50 schools during the World Read Aloud Day
- In Harry Gwala District, Greater Kokstad Ward 15 schools are working with the Catholic Institute, and the Municipality library to improve reading. They also collaborate with Elits and NGOs for reading promotion. For example, Mhlaba-Mkhatshana, Miskoffil ward schools are using Nalibali materials, Underberg Ward schools are using THE READ Material and 10 schools in Centocow Ward use the Classroom Library Project which is funded by Wits University. Reading activities were monitored during World Read Aloud day in 40 schools.
- In the InterSen, IsiZulu: In Harry Gwala teachers were assisted with understanding how to use error analysis to identify and remediate gaps in reading comprehension. Schools are advised to have reading corners, establish reading clubs and participate in reading competitions. SBA moderation focussed on checking the frequency of assessing, cognitive levels and monitoring of SBA by Department heads.
- The Data Driven Dashboard is used in Ugu District to track learner performance. Subject Advisors are capacitated to identify and remediate gaps to support teachers to assist learners.
- English, in the IP and SP, the use of a reading card to track the extended reading done by learners was promoted. A template was provided to Advisors for sharing with teachers.
- In Umgungundlovu District, tracking learners' reading proficiency in grades 4-6 was done in 20 schools where the Subject advisor assessed learners using stories already read in class. The anecdotal evidence is that there is an improvement in reading performance.
- Ugu District tracked progress in IsiZulu in grades 4-9 during school visits.
- In Zululand, in grades 4-9 the reading cards provided were used to track reading progress of independent reading during school visits.

Provisioning and utilisation of LTSM

In Grade 1 to 3, the following resources were provided:

- Scripted Lesson Plans, Resource packs, Worksheet Packs, management Documents, Display boards and Big Books provided to PSRIP schools
- Grade 1-3 PSRIP reading materials including videos were provided to 204 teachers (PSRIP 5).
- LEAP Toolkits were distributed to 350 teachers in UMzinyathi, Umgungundlovu and Zululand districts
- 1296 schools were provided with EGRA Toolkit s
- In Ilembe district VVOB provided 13 schools with classroom library books, Grade 1 received 100 books

- Grades 2&3 received 200 books each in Amajuba district through VVOB.
- 308 schools received CDs for Reading Manual. Phonics charts and books were sponsored by Zenex to 10 schools in Ilembe
- Memory sticks were distributed to schools with Big Books, Reading Norms and Anthology in Ilembe
- PEARSON sponsored VULA Reading Discs to 301 schools in Ilembe
- Room to Read provided teaching material for IsiZulu instruction to 50 implementing schools in King Cetshwayo district
- 14 659 NECT Story Books were distributed to 137 schools in November 2022.
- 109 schools received PSRIP Material in November 2022
- In Pinetown in FP, Reading Corners by The LEARN were established by The Learn. REAL South Africa supplied books
- NECT Planners and Trackers were provided to schools in the FP and IP.
- In partnership with The National Education Collaboration Trust, 204 Intermediate Phase English FAL schools have been targeted for provision of the Primary School Reading Improvement Programme (PSRIP) material. Lesson Plans, Management Document, Resource Packs and Worksheet packs were provided to the IP implementing schools.
- Material for reading comprehension strategies developed by PSRIP are used to improve the teaching of reading with understanding.
- PSRIP Material for group guided reading has been ringfenced for use to scaffold struggling readers.
- In Uthukela District decodable texts for group guided and independent reading were provided to PSRIP schools in hard copy and electronically. In Bergville 12 schools received Rally to Read materials.
- In grades 7-9, material that was developed for the KZN Trace the Concept programme in English, IsXhosa and Isizulu contained lesson plans and worksheets on advertisements, cartoons, short stories, poetry and writing which was provided to Districts for dissemination to teachers. The material is also electronically accessible to teachers from Subject Advisors. The documents contain material with a strong focus on addressing the cognitive levels to ensure learner improvement in critical thinking in reading comprehension. The target number of beneficiaries is 9386 for English, IsiZulu and IsiXhosa collectively.
- Uthukela reported advising IP schools to encourage learners use the DBE Workbooks as reading material at home. PSRIP schools also received decodable texts for group guided and independent reading. Provision of the 2023 Spelling Bee Word list as well as Rally to Read materials to 12 schools in Bergville was done.
- In Harry Gwala, teachers were addressed on the effective utilisation of the DBE Workbooks and the importance of learners being exposed to different books

Direct Learner support

- In grades 4-6 and 7-9, The DBE Annual Teaching Plan Guide was shared with Subject Advisors and Department Heads to guide them with the expectations to ensure that reading comprehension should be taught in phases using different types of texts. Additionally, a focus was placed on the teaching of literature to outline the expectations with regards to the genres to be taught and the core areas that should be taught to promote understanding of the features of genres.
- In 2022, a Spelling Bee competition was held with the aim of improving literacy outcomes in the Province. A wordlist was shared with Subject Advisors for dissemination to schools. Competitions were held at school, Circuit, District and Provincial levels. In the 12 Districts 2067 learners participated at school, circuit and district levels.
- In Quarter 4, in the IP, Spelling Bee workshops were conducted and attended by 109/ 126 teachers in Amajuba while in Uthukela advocacy was done in February and training of School Coordinators was done on 14 – 16 March 2023.
- Amajuba District piloted a spelling competition for 15 senior phase learners.
- In Uthukela District Reading Festivals were celebrated at school and cluster level. A Spelling competition in Isizulu where 48 learners participated was also conducted.
- Ugu rendered support in spelling to grade 5 and vocabulary skills in grades 8 and 9 in IsiZulu while Uthukela encouraged utilisation of reading corners and DEAR periods to inculcate the culture of reading.
- In the FP in Pinetown, Reading Corners by The LEARN were established.
- In Umzinyathi support was rendered for the implementation of shared reading and group guided reading.

Teacher development and support

- In Quarters 1-3, IsiZulu: In grades 4-9 in Ugu District teachers were developed during Curriculum Support visits, through onsite School Based Moderation, provision of voice notes mediation and Common paper setting to set standards for reading expectations.
- Harry Gwala conducted Group Guided Reading workshops to mediate methodology on teaching reading and assisting struggling learners. The District Reading Policy was mediated and implementation of the Reading Policy was monitored during support visits. Advocacy workshops on Spelling Bee were also conducted. These were done in grades 1-3 and 4-6.
- In Uthukela reading was highlighted with Department Heads during the Planner and Tracker Workshops for grades 4-9.
- In Zululand InterSen teachers were trained on Independent Reading and Group Guided Reading. Reading cards were discussed as a mechanism to monitor progress on independent reading during the Orientation. IP Teachers in 2 Circuits, Ondini and Nhlophenkulu were trained to implement the PSRIP as part of the National Reading Council (NRC) in 2022.
- Provincially, Advisors and Lead teachers in Home and First Additional Language for grades 7-9 were trained on how to develop questions for that were pitched at acceptable cognitive levels to ensure that especially higher order skills were included in the promotion of reading comprehension.
- In Quarter 4, 17 Foundation Phase and 17 InterSen Advisors were trained to implement the PSRIP with 408 teachers in 12 Districts. In Umlazi and Uthukela PSRIP refresher workshops were held with Intermediate Phase teachers who belonged to old cohorts of the Programme. Teachers were workshoped on the Core Methodologies and blending PSRIP with the 2023 Recovery ATPs. In Zululand, from the old cohorts of PSRIP grade 7 teachers were trained to implement the programme.
- Ugu offered Curriculum Support and Reading Strategies and SMT Workshop on Reading Policy in IsiZulu.
- Uthukela addressed the Drop Everything and Read initiative and other reading activities in workshops conducted in February 2023 for grade 4-9 Department Heads. Teachers were provided with an exemplar Reading Card for learners.
- In Pinetown in the FP, Curriculum Differentiation Workshops, focussing on Group Guided Reading were conducted for DHs and 204/250 attended in grade 1. In Grades 2 & 3, 390/420 attended. A Reading Manual Workshop was convened for grade 1 teachers and 431/431 teachers attended.
- In Umkhanyakude district, 618 teachers were capacitated during the Orientation / Mediation of Annual Teaching Plans (ATPS) Workshops on the promotion of reading. In addition, the provincial reading strategy was electronically shared.

Partnerships

- Grade 1 to 3 in Pinetown District Toyota Teach are working with 5 schools in enriching reading resources and ensuring their FP classes are print rich.
- Biblionef Reading for meaning supported 10 schools in grade 1-3 in Pinetown District.
- REAL SA supplied 581 books to 15 schools in Pinetown and 40 schools in Umkhanyakude district
- Oxford publishers capacitated 662 Grade 1&2 teachers with reading methodologies in Umzinyathi District

- Vivlia publishers capacitated 662 Grade 1&2 teachers on phonemic awareness and phonics in Umzinyathi District
- 123 LEAP schools were supported in Umgungundlovu, Umzinyathi and Zululand District
- Read Foundation provided 6 schools with readers, big books, posters in Uthukela district
- Elits – reading mentors and reading champions in 164 schools in Amajuba district have been supported
- Oxford – Balanced language approach to reading, done in 2 Circuits in Amajuba District
- Room to Read capacitated teachers on library skills, established libraries for 50 schools and also capacitated and supported teachers on IsiZulu classroom instruction in King Cetshwayo district.
- 12 Primary Schools are part of Rally to Read programme in Bergville in Uthukela.
- In grades 8 and 9, Umlazi District is collaborating with the Zenex Foundation and MIET Africa on a pilot reading project called: *Senior Phase (EFAL) English Backlogs Pilot Project, I read, I lead Project*. The programme is being piloted in 10 EFAL secondary schools and targets Grade 8 learners in 2022 and Grade 9 in 2023. It is aimed at improving the reading levels of the learners. 11 teachers from the schools in the project attended a MIET Curriculum Differentiation Reading Workshop held on 03/10/2022. In 2023 learners received focussed support to read for understanding through the use of innovative and differentiated strategies implemented in the classroom as well as extra-mural activities. Workshops are held with Subject Advisors and English teachers. A virtual meeting is scheduled for 16/03/2023.
- Ugu partnered with Oxford and Shooter and Shuter to promote reading comprehension in IsiZulu schools.
- Umkhanyakude is working with stakeholders from the University of Zululand and University of the West of England on a Reading Intervention programme where 40 teachers from Mtubatuba were beneficiaries.

Parental and community support and mobilisation

- In 472 Grade 1 to 3 schools teachers indicated that they have meetings where they inform parents about the importance of reading.
- Schools were advised to encourage parents to take part in the school's reading activities i.e. readathon, celebrations of literacy days etc.
- Harry Gwala communicated with libraries for reading support and encouraged parents to monitor their children were reading at home.

Reading Across the Curriculum

- Grade 1 to 3, in all 472 schools Reading Across the Curriculum is implemented.
- Stories read in Languages Lessons are read in Life Skills and Mathematics as well.
- A thematic approach is implemented in all schools.
- In Mathematics story/word sums are done and reading with understanding is promoted for learners to be able to solve problems.
- Drop All and Read is implemented in all schools visited, different activities are done during different times
- DAAR time allocation is indicated in the school's timetable

Research, monitoring, evaluation and reporting

- In Intersen, participation in Reading activities is monitored continuously during school visits in Amajuba District. Eight schools have been identified for development in reading for meaning and evaluation of impact will be assessed in term 3 2023.

Strengthening the capacity of the sector

- Ugu District trained Intersen IsiZulu educators on building the capacity of learners to read and understand.
- Harry Gwala conducted workshops to capacitate teachers on reading skills. Teachers were encouraged to engage learners in different types of reading activities and to read different genres.

Advocacy and Communication

- In Ugu, competitions were held in IsiZulu for grades 5 and 8 and 9 to highlight the role of spelling and vocabulary in promoting reading skills. Pinetown reported holding workshops and briefing meetings with relevant stakeholders.

Report submitted by: Ms HBB Dladla

Designation: Director Curriculum Grades 1-9

Signature: 

Date: 20 March 2023



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION











Name of Province: Limpopo












Reporting period: 01 April 2022 – 30 March 2023

The Integrated Reading Sector Plan (2019 – 2024) maps out a set of strands in response to improving reading outcomes, particularly in the Foundation and Intermediate Phases. The strands are listed below.

Provincial Education Departments (PEDs) are requested to report on the reading activities they have initiated, from 01 April - 30 September 2022 to support the implementation of the National Reading Sector Plan. Reporting on activities should be supported by credible evidence. PEDs can report on **any of the 10 strands listed below:**

- ☐ Strengthening the capacity of the sector;
- ☐ Teacher development and support;
- ☐ Direct Learner support;
- ☐ Parental and community support and mobilization;
- ☐ Provisioning and utilization of LTSM;
- ☐ Tracking learner performance in reading outcomes;
- ☐ Research, monitoring, evaluation and reporting;
- ☐ Partnerships;
- ☐ Reading across the curriculum; and
- ☐ Advocacy and communication.

STRANDS	ACTIVITIES	TARGETED GRADES	Evidence to support the activities reported on
Advocacy and Communication	<p>Conducted advocacy on Universal Access to Quality ECD and Reading for Meaning Provincial Plan</p> <p>Conducted Reading competitions</p>	<p>School Management Team members and circuit managers across the ten districts</p>	 <p> Advocacy & Communication 20-4</p> <p> competitions register 19-Sep-2022 08-49-4</p> <p> play based register 19-Sep-2022 11-35-5</p>
Partnerships	<p>Molteno focus an emergent readers Grade R NECT</p> <p>Old Mutual Home Language Instruction</p> <p>British-Council (LEAP and CiPELT)</p> <p>Nalibali (Reading Club)</p> <p>Room to Read (literacy Sepedi)</p> <p>Funda Wande literacy</p>	<p>Grades 1-3 teachers</p>	<p>  </p> <p>MOLTENO SRI APRNECT.pdf Old mutual.pdf JUNE ATTENDANCE R</p> <p> </p> <p>British Council Read.jpg Room to</p> <p> <small>LEAP training 07-Oct-2022 12-31-6</small> LEAP.pdf</p>


	and Maths - Sepedi		
Teacher development and support	9 subject advisors, 40 teachers are doing a Rhodes Advanced Literacy Course (the course has a strong reading component to it)	Grade R-3	 Rhodes Advanced Literacy Course.xlsx  north west register 15-Mar-2023 09-47-53  Attendance register QRM Meropa.pdf
Tracking learner performance in reading outcomes;	EGRA HL google form administered in 240 sampled schools across all the province	Grade 2 and 3	 EGRA.docx  Google Form.pdf
Reading across the curriculum	Literacy special days are celebrated: International Mother Tongue Day	Grade 1 - 3	 Literacy day 20-Sep-2022 14-37-11  International mother tongue day  play based register 19-Sep-2022 11-35-55
Direct Learner support;	Provincial officials visited different schools, co- taught with educators and gave individual support to struggling learners	Grade 1 - 3	 Monitoring tool.pdf  LEARNER SUPPORT.docx
Strengthening the capacity of the sector;	New DCEs and SEs were appointed, trained and orientated on curriculum activities in the ECD sector.	ECD/Foundation Phase	 2023 JAN ORIENTATION PROC



orientation
workshop ECD regis

Report compiled by: Ms Dlodlo MT

Designation: Director ECD

Signature: 

Date: 14 March 2022



education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

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Litiko le Temfundvo, Umnyango we Fundo

Departement van Onderwys

Ndzawulo ya Dyondzo




Name of Province : Mpumalanga


Reporting period : 01 April 2022 – 31 March 2023




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- ☐ Strengthening the capacity of the sector;
- ☐ Teacher development and support;
- ☐ Direct Learner support;
- ☐ Parental and community support and mobilisation;
- ☐ Provisioning and utilisation of LTSM;
- ☐ Tracking learner performance in reading outcomes;
- ☐ Research, monitoring, evaluation and reporting;
- ☐ Partnerships;
- ☐ Reading across the curriculum; and
- ☐ Advocacy and communication.



FOUNDATION PHASE GRADE R			
Strand	Activities	Targeted Grades/ Audience	Evidence to support the activities reported on
<ul style="list-style-type: none"> Strengthening the capacity of the sector 	Training of SAs and HODs on reading methodologies	<ul style="list-style-type: none"> Conducted workshop to capacitate 659 Foundation Phase Departmental Heads and 18 Grade R Subject Advisors on reading methodologies. 	 NEEDU REG (4).pdf
<ul style="list-style-type: none"> Teacher development and support 	Capacitation of teachers on ways of teaching reading.	<ul style="list-style-type: none"> Conducted training and capacitated 2042 Grade R teachers on how to teach emergent and shared reading in languages. 	 GR R TOOLS.pdf  GRADE R TEACHERS.pdf
<ul style="list-style-type: none"> Direct Learner support 	School monitoring and support Literacy activities	<ul style="list-style-type: none"> 465 schools were visited in order to monitor and support the implementation of play-based reading methodologies to improve reading practices in Grade R. 700 Grade R learners participated in Speech and Reading Academic Day activities to improve that enhance the reading levels. 	<ul style="list-style-type: none">
4. Parental and community support and mobilisation;	Stakeholder Engagements	Subject Advisors guided Grade R teachers during subject content workshops on the effective ways to encourage parents to support their children to love reading.	<ul style="list-style-type: none"> Attendance registers




5. Provisioning and utilisation of LTSM	Provisioning of reading resources for primary schools	<ul style="list-style-type: none"> • Provided Grade practitioners R with lesson plans exemplars to during workshops 	
6. Tracking learner performance in reading outcomes			
7. Research, monitoring, evaluation and reporting;			
8. Partnerships;	<p>Rodger Federal Foundation and Penreach</p> <p>Macmillan Education</p> <p>Cambridge University Press</p>	<ul style="list-style-type: none"> • Capacitated 4 GET Curriculum Managers, 14 Grade R Subject Advisors and practitioners on the use of ICT to strengthen the implementation of reading methodologies in all schools implementing Grade R School Readiness Initiative Programme. • Capacitated 18 Grade R Subject Advisors on the implementation of Shared Reading and assessment in Grade R in order to improve reading practice. • Capacitated 18 Grade R Subject Advisors on the 21st Century Skills and use resource in order to improve reading practice in Grade R. 	 LEAP Training.pdf



9. Reading across the curriculum;	Integration of subjects	<ul style="list-style-type: none"> Reading across the curriculum is integrated with Life Skills, and Mathematics during free play . 	
10. Advocacy and communication			
FOUNDATION PHASE GRADES 1-3			
Strand	Activities	Targeted Grades/ Audience	Evidence to support the activities reported on
1. Strengthening the capacity of the sector	<p>Training of SAs and HODs on reading methodologies</p> <p>Training of Subject Advisors, Deputy Principals and Departmental Heads on the improvement of reading methodologies.</p> <p>Training of Subject Advisors and Departmental Heads on the effective utilization of the DBE workbook to improve reading performance</p>	<ul style="list-style-type: none"> Conducted workshop to capacitate 659 Foundation Phase Departmental Heads and 22 Foundation Phase Subject Advisors on reading methodologies PILO – SILN conducted on boarding workshop to 18 Grad3 R-3 Subject Advisors, 362 Deputy Principals and Departmental Heads on effective curriculum management which includes reading for meaning. NEEDU –Capacitated 12 Grade R-3 Subject Advisors and 252 Foundation Phase Departmental Heads on the effective utilization of the DBE workbook to improve reading performance. 	 NEEDU REG (4).pdf  SILN.pdf
2. Teacher development and support	Capacitation of teachers on ways of teaching reading.	<ul style="list-style-type: none"> Conducted training and capacitated 4086 Gr 1-3 teachers on how to teach reading in the African languages and English First Additional Language (EFAL) in the 4 districts. Trained 2898 Grade 1-3 on term 1-4 NECT Recovery ATP and Trackers. 	 L TOOL.pdf




	School monitoring and support	<ul style="list-style-type: none"> • Monitored the availability of PSRIP materials and the implementation of the project in 30 schools. • Provided in-classroom support to 420 teachers in 286 schools in order to improve reading practices. • 108 schools were selected to monitor the implementation of 1 minute reading text in Home Languages and EFAL in Gr 1 – 3. • Conducted onsite workshop to 17 Grade 1-3 teachers from Independent Schools on Phonics, Shared Reading and Group Guided Reading. • 265 schools were visited in order to monitor and support the implementation of reading methodologies to improve reading practices • 18 schools were selected to monitor the implementation of 1 minute reading text in Home Languages in Gr 1 – 3 and EFAL in Gr 2 and 3 • Monitored and Supported 72 schools on NECT/NRC schools. • Visited 24 schools to monitor and support the implementation of PSRIP reading strategies to improve the learners reading levels. 	 Lesson Observation.pdf  SKM_558e23032211 070.pdf School monitoring tools School monitoring tools
3. Direct Learner support	Early Grade Reading Assessment (EGRA)	<ul style="list-style-type: none"> • Conducted workshop to capacitate 1427 Foundation Phase Grade 1-3 teachers and 22 Foundation Phase Subject Advisors on Phase 4 EGRA to improve teaching and reading practices in the classroom. 	




	<p>EGRS 2</p> <p>Literacy activities/ Reading Festivals</p>	<ul style="list-style-type: none"> 23 schools were monitored on the implementation of the EGRA reading strategies and to track the learner's reading levels. EGRS 2 is being monitored during school visits. 700 Grade 1-3 learners participated in Reading, Speech Academic Day activities to improve that enhance the reading and writing levels. 	 EGRA TOOL.pdf  EGRA REG.pdf  EGRA TOOL (2).pdf  1 3 DBE WK.pdf  LEARNERS ATTENDANCE REGIS
4. Parental and community support and mobilisation;	Stakeholder Engagements	<ul style="list-style-type: none"> Subject Advisors guided Grade 1-3 teachers during content workshops on the effective ways of utilisation of Reading Champions in primary schools. 	
5. Provisioning and utilisation of LTSM	Provisioning of reading resources for primary schools	<ul style="list-style-type: none"> Grade 1-3 learners in 280 schools in Bohlabela and Nkangala District were provided with reading materials in African Languages. Provided the EGRA toolkits to the 100 identified schools in Home Language and EFAL in Ehlanzeni District. Monitored and supported the provision and effective utilisation of Graded Readers in Grade 1-3 in 286 schools during school visit programme. 	

		<ul style="list-style-type: none"> • NECT Recovery ATP and Trackers and the Revised ATPs for Home Language and EFAL were distributed to the Subject Advisors and all schools through social media platforms. • Distributed PSRIP lesson plans, trackers, resource pack and worksheet for 81 schools. 	
6. Tracking learner performance in reading outcomes	School-Based Assessment (SBA)	<ul style="list-style-type: none"> • Conducted SBA moderation in 108 schools (38 EFAL and 70 Home Languages) to track the learner's reading levels. • 88 schools monitored and supported on the utilization of home language and EFAL DBE workbooks (58 and 30 EFAL) that enhance reading practices in the classroom. 	 EFAL SBA.pdf  SBA TOOL.pdf
7. Research, monitoring, evaluation and reporting;	<ul style="list-style-type: none"> • National Education Collaboration Trust (NECT) 	<ul style="list-style-type: none"> • Visited 14 schools to monitor and support the implementation of PSRIP reading strategies to improve the learners reading levels. 	
8. Partnerships	<ul style="list-style-type: none"> • National Education Collaboration Trust (NECT) 	<ul style="list-style-type: none"> • 22 Foundation Phase Subject Advisors were trained on term 1- 4 NECT Recovery ATPs and Trackers on EFAL and Home Languages to improve their facilitation skills on reading. • 22 Grade 1-3 Subject Advisors were capacitated session on Phonics Decoding and Shared Reading in Home Languages. • Trained 88 Grade 1-3 teachers from 13 pilot schools on Home Language Primary School Reading 	

	<p>PILO: Onboarding workshops of Systemic Improvement of Literacy and Numeracy (SILN) to capacitate Subject Advisors, Deputy Principals and Departmental Heads and on the effective management of curriculum including improvement of reading methodologies in the Foundation Phase.</p> <p>Macmillan Education</p>	<p>effective management of curriculum including improvement of reading methodologies in the Foundation Phase in Ehlanzeni and Nkangala District.</p> <ul style="list-style-type: none"> • Capacitated 22 Foundation Phase (Grade 1-3) Subject Advisors on the implementation of Shared Reading, Group Guided and Independent reading methodologies in order to improve reading practice. 	
9. Reading across the curriculum;	Integration of subjects	<ul style="list-style-type: none"> • Reading across the curriculum is integrated with EFAL, Life Skills, and Mathematics when doing word problems in Foundation Phase. 	School monitoring tools
10. Advocacy and communication	Dedication of 30 minutes for Reading for Enjoyment.	<ul style="list-style-type: none"> • A Circular for Drop-All-Read was issued out to schools. • All schools have been requested to dedicate 30 minutes for Reading for Enjoyment in primary schools • Drop-All -And Read programme were monitored and supported in 286 during school visits programme. 	 Circular 4 of 2022 Dedication of readir  Academic Day.pdf
INTER-SEN PHASES (GRADES 4-9)			
Strand	Activities	Targeted Grades/ Audience	Evidence to support the activities reported on
1. Strengthening the capacity of the sector	<ul style="list-style-type: none"> • Train SAs and HODs on reading methodologies and assessment of reading proficiency of learners. 	<ul style="list-style-type: none"> • Conducted a workshop in May 2022 to capacitate 32 Intermediate and Seniot Phase Subject Advisors on reading methodologies. 	 SES Training Registers.pdf

		<ul style="list-style-type: none"> Conducted another workshop in October 2022 to facilitate Oral Reading Fluency (ORF) to Subject Advisor (both Intermediate and Senior Phase) 32 Subject Advisors for INTERSEN were trained by NECT on PSRIP/ NRC. 	
2. Teacher development and support	<p>Capacitation of teachers on the following programmes;</p> <ul style="list-style-type: none"> Reading Methodology Reading Strategies Reading Reading Proficiency Primary School Reading Improvement Programme (PSRIP) Literacy Activities Provision of In-classroom support by Subject Advisors, Reading Coaches and HODs Conducted School Visit Support Capacitation of teachers on methodologies of teaching reading and strategies to intervene on challenges of learners. Conducted School Visit Support to monitor reading activities and provide support to teachers 	<ul style="list-style-type: none"> Subject Advisors conducted training sessions for term 1, 2, and 3 and capacited 1257 Gr 4-9 teachers on how to teach reading in various aspects in the four districts. Subject Advisors trained 1250 INTERSEN teachers on content knowledge especially in Reading Methodology. Trained 28 teachers Gr 4-7 on Primary School Reading Improvement Programme (PSRIP) at Bohlabela District Trained grade 4-7 teachers on how to conduct literacy Activities esp. ORF. Provided in-class reading support to 57 teachers in 20 primary schools in order to improve reading practices . Conducted onsite workshop of school visits to monitor the implementation of revised RATP 2023-2024. Trained 4-9 English First Additional Language (EFAL) teachers on Phonics, Phonemic Awareness, Fluency, Vocabulary and Comprehension. Trained 4-9 African Languages teachers on reading strategies. 	 Teacher training.pdf  Register Nkangala.pdf
3. Direct Learner support	<ul style="list-style-type: none"> Sampled Schools to conduct Oral Reading Fluency (ORF) 		


	<ul style="list-style-type: none"> Conduct Literacy activities to promote reading among grade 4-9 learners 	<ul style="list-style-type: none"> Sampled 20 Schools to monitor the reading levels of learners in order to categories schools according to its performance in reading levels Conducted literacy activities and targeted 400 grade 4-9 learners in the four district. Learners were awarded with schools bags. Awarded 200 Learners with school Bags to encourage and appreciate grade 4-9 learners when performing well in reading activities 	
4. Parental and community support and mobilisation;	<ul style="list-style-type: none"> Facilitate Stakeholder Engagements 	<ul style="list-style-type: none"> Conducted virtual training for Educator/Learner Assistants at schools. Trained teachers on the effective ways of utilisation of Reading Champions in primary schools. 	
5. Provisioning and utilisation of LTSM	<ul style="list-style-type: none"> Provisioning of reading resources for GET primary schools Provision of lesson plans Monitoring of Workbook as a resource tool for facilitation of reading activities Provisioning of reading resources for GET primary schools 	<ul style="list-style-type: none"> Provided the Revised and Recovery ATPs to 1744 schools in the province PSRIP lesson Plans and other reading materials were provided by NECT to the schools trained on PSRIP Schools provided with NECT Trackers to ensure that the teaching of Reading Skill is given the necessary priority. The process of procuring Reading Materials for Intermediate and Senior Phase was carry out but the budget was utilised in other priorities. Reagarding Workbook utilization, 25 schools were monitored to check whether DBE workbooks were utilization effectively. 	 Report Semester 1.pdf  Workbook report Semester 2.pdf
6. Tracking learner performance	<ul style="list-style-type: none"> School-Based Assessment (SBA) Visit schools to track the reading proficiency of learners 	<ul style="list-style-type: none"> 18 schools were selected to monitor the implementation of 1 minute reading text in Home Languages in Gr 4 – 6 and EFAL 	 Tracking Reading Tools.pdf

in reading outcomes		<ul style="list-style-type: none"> Conducted workshop for 32 INTERSEN Subject Advisors to mediate norms for Tracking Reading Proficiency in grade 4-9 Monitored 8 schools to track the learner's reading level in Home and First Additional Languages and teachers still need to capacitate on the scientific way of tracking learners' reading competency. 	 School visit tools.pdf
7. Research, monitoring, evaluation and reporting;	<ul style="list-style-type: none"> National Education Collaboration Trust (NECT) 	<ul style="list-style-type: none"> The number of teachers supported on PSRIP is 51 schools. Visited 14 schools to monitor and support the implementation of PSRIP reading strategies to improve the learners reading levels. 	
8. Partnerships;	<p>The Mpumalanga Department of Education has partnered with the following external stakeholders to promote the following programmes in the Intermediate and Senior Phase:</p> <ul style="list-style-type: none"> British Council (LEAP project) British Council (COELT programme) Old Mutual Educator Training Programme NECT – PSRIP NECT- Radio Lesson Presentation NECT- Incremental Introduction of African Languages (IIAL) Room to Read South Africa Educators Assistant 	<ul style="list-style-type: none"> Through the support of British Council, 100 EFAL grade 1-7 teachers and 10 Subject Advisors were trained on LEAP programme. Through British Council, 50 Grade 7-9 teachers were enrolled on Certificate in Online English Language Teaching COELT. Through Old Mutual Teacher Supporting Programmes, 50 schools were selected to train teachers in the implement of EFAL programmes at Nkangala and Ehlanzeni Districts. The NECT/ PSRIP programme, Subject Advisors conducted a two days training session on PSRIP programmes and 51 teachers were trained in the first term of 2023. Through NECT Radio Programmes, English lessons were presented at Ligwalagwala FM and Ikwewezi FM targeting Grade 9 learners. 	 IIAL Tool.pdf  LEAP Training.pdf

		<ul style="list-style-type: none"> • Visited 4 schools to monitor and support the implementation of Incremental Introduction of African Languages (IIAL) in grade 1-3 • Room to Read provided professional training workshops to 50 teachers 4 -7 reading and writing skills as well as library management activities at Bohlabela District. • Trained 328 teachers on the effective ways of utilisation of Assistants/ Reading Champions in primary schools. 	
9. Reading across the curriculum;	<ul style="list-style-type: none"> • Facilitate the Integration of English across all Subjects in the Intermediate and Senior Phase. 	<ul style="list-style-type: none"> • Trained 600 teachers in the Integration of Reading Across the Curriculum to strengthen the teaching of reading with understanding in Life Skills, and Mathematics. • 15 Life Skills teachers of Grade 4-6 were capacitated onsite on the utilisation of reading books which are content based. • 15 Grade 7-9 EMS teachers were supported onsite on how to interpret Case Studies • 23 Social Science teachers of grade 4-9 were supported onsite on how to develop and interpret Case Studies. 	
10. Advocacy and communication	Dedication of 30 minutes for Reading for Enjoyment.	<ul style="list-style-type: none"> • A Circular for Drop-All-And -Read was issued out to 1754 schools to encourage for to allocate 30 minutes for reading for enjoyment. • Monitored 20 to monitor the implementation of Drop-All –And Read programme. 	

Report compiled by : Ms NP Mbambo and Mr VJ Mathenjwa

Designation: Director/Chief Director : Ms MN Ledwaba

Signature : _____

Date : 20 March 2023



Name of Province: NORTH WEST

Reporting period: 01 April 2022 – 31 March 2023

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- ☐ Provisioning and utilisation of LTSM;
- ☐ Tracking learner performance in reading outcomes;
- ☐ Research, monitoring, evaluation and reporting;
- ☐ Partnerships;
- ☐ Reading across the curriculum; and
- ☐ Advocacy and communication.










FOUNDATION PHASE GRADE R







FOUNDATION PHASE GRADES 1-3




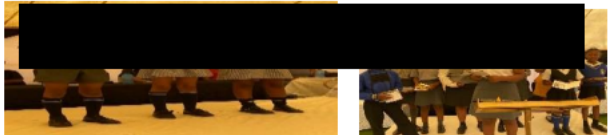


Strand	Activities	Targeted Grades/ Audience	Evidence to support the activities reported on
Strengthening the capacity of the sector;	Train all FP and IP subject advisors and SMTs (curriculum, EMGD and TD) on PSRIP EFAL	Foundation Phase SES:14 Corporate: 1 EMGD: 1 TD: 1 SMT members: 1 person per school	The Subject Advisors for the 17 selected Circuits were trained online on NRC/ PSRIP in February and March 2022. The Subject Advisors and SMT's will be trained in June 2022 for PSRIP phase 5. Phase 5 training was postponed due to financial constraints. Material for NRC (PSRIP) was not received in most of the Schools. Most of the SES `S were unable to train teachers ,schools selected were unable to make copies for the documents as there was no budget for that. Some are small schools. NECT promised to supply the material but failed to do so. Six Foundation phase FAL SES from Ramotshere ,Ditsobotla , Madibeng ,Moses Kotane ,Moretele and Maquassie were trained on PSRIP Phase 5 on the 30 th January to 31 st January 2023
	Analyse data for the 56 EGRA selected schools	All selected 56 schools that are part of EGRA phase 1-4 .	EGRA Data for the first assessment will be submitted on 20 May 2022. Assessment 1 Results letter sound recognition is 50.5% words recognition is 36.7% passage reading is 38.5% and comprehension 39.7% Assessment 3 was submitted on the 14 Oct 2022 and analysis is as follow:- letter sound recognition is 43.4% words recognition is 31.8% passage reading is 40.3% and comprehension 49.3%

	DAAR is promoted to be part of the time table in Grades 1-7	All primary schools  IMG-20220919-WA0000.jpg  IMG-20220907-WA0018.jpg	DAAR period is implemented in some of the schools visited. E.gTidimane, Mantserre , Ipeleng primary Schools . In the schools where it is not implemented, SMT and teachers are guided on how to include it in the time table and how to make it functional. -The following schools that were visited from Jan-March 2023 are implementing DAAR and it appears on the timetable;-Setumo Monamaladi and Mamoratwa												
Strengthening the capacity of the sector	Monitoring the availability of readers in schools <ul style="list-style-type: none">228 schools in the province were monitored on the availability of readers <table><tr><th>DISTRICT</th><th>NO. OF SCHOOLS</th></tr><tr><td>Dr RSM</td><td>128</td></tr><tr><td>Bojanala</td><td>26</td></tr><tr><td>Ngaka Modiri Molema</td><td>39</td></tr><tr><td>Dr Kenneth Kaunda</td><td>37</td></tr><tr><td>TOTAL</td><td>230</td></tr></table>	DISTRICT	NO. OF SCHOOLS	Dr RSM	128	Bojanala	26	Ngaka Modiri Molema	39	Dr Kenneth Kaunda	37	TOTAL	230	Primary and Secondary schools in the Province	<ul style="list-style-type: none">Sector report on the availability of readers signed off by the Head of Department and submitted to DBE on 28 February 2023Monitoring tools on the availability of readers in schools
DISTRICT	NO. OF SCHOOLS														
Dr RSM	128														
Bojanala	26														
Ngaka Modiri Molema	39														
Dr Kenneth Kaunda	37														
TOTAL	230														
Teacher development and support	PSRIP-Training of FP and IP teachers	Foundation Phase: teachers Intermediate Phase: teachers  PSRIP 5 REGISTER.pdf  IMG-20230315-WA0004.jpg	The Subject Advisors and SMT's will be trained in June 2022 for PSRIP phase 5.Phase 5 training was postponed due to financial constraints by NECT. Teachers were trained on PSRIP Phase 5 as follow:- Madibeng =18 Moretele =18 Ditsobotla=18 Ramotshere=18 Maquasie=18 Moses Kotane=18 Total=105												

	RSP/EGRP: Train teachers from selected schools in DR RSM (HL AND FAL)	HL and FAL teachers .	Teacher training in Dr Ruth SegomotsiMompoti for 60 LTSM SCHOOLS ,40DH LED schools and 40 Coaching schools(140 schools) in the District took place and 661 teachers were trained in 26 April -3 May 2022. July –September =620 October-November=632
	Capacitating subject advisors to support teaching of reading	Foundation Phase: 14	All the Subject Advisors received visual training by NECT on Revised ATP Trackers on the (18/01/22 to 22/01/2022). SES were trained on Term3-4 ATP trackers on the 04-06/07/22 . Foundation phase HL(10) , FAL(10)
	Capacitate HL SES in FP	Subject Advisors were capacitated on the HL RIP program	Training did not take place as NECT is still busy with reviewing of material.
	Pilot 13 schools for HL RIP	13 Selected schools from Bojanala and Dr Kenneth Kaunda	The project is still on hold because of material reviewing. 08/06/2022 Attended the PSRIP meeting on the reviewing of PSRIP HL material.
	Provision of teacher resources	Foundation phase teachers	The teachers have received material for Revised ATP Trackers Term1&2 for grade 1-3 FP and Link where they can download material for PSRIP. ATP trackers were send to school for EFAL and HL Term3-4.
	Train HL teachers and subject advisors on the use of recovery trackers	Foundation phase teachers Foundation phase Subject advisors	Foundation phase Subject Advisors were trained on Revised ATP Trackers from 18-21 Jan 2022. FP Teachers: HL teachers were trained on the term 3-4 ATPtrackers:- Mahikenng =470 teachers Madibeng 781 teachers Greater Taung 327 teachers Madibeng 2=272 teachers Matlosane=100 DH RUSTENBURG =191 Ditsobotla=123 teachers
Direct Learner support;	Reading competitions	Grade 3 learners  IMG-20220907-WA0037.jpg  IMG-20220907-WA0043.jpg	A list of spelling words and topics for competitions have already been shared with the schools. The schools have already started with the Reading competitions May 2022. The following schools have started with the Reading competitions in their Sub Districts: (MOSES KOTANE 13-31/05/2022) Mantserre, Moruleng,. Mogwase, Lekubung, Kwenane, Nthebe P.S MolefeKoketso, Ramokoka Mfalapitsa ,Mperebere. Setswana Sub and Districts competitions were conducted as follows: ✓ Moses Kotane(20,25,30/08/22 ✓ Madibeng (26-30/08/22) ✓ Moretele (23/08/22)

		   	<ul style="list-style-type: none"> ✓ Rustenburg(17/08/22) ✓ Kagisano Molopo(17/08/22) ✓ Tswaing(12/09/22) ✓ Ditsobotla(13/09/22) <p>FOUNDATION PHASE Reading Competitions:</p> <ul style="list-style-type: none"> ✓ Matlosana : Sub District (sesotho: Tiang, Mokolokotwane, Edisang, Kajeno(02/09/22). ✓ Greater Taung: Sub District(12/08/22)  E:\Downloads\ 0220902-WA0005
	Capacitate SES`s to Develop phonics program for Setswana home language(NEEDU)	Foundation phase SES and teachers  MEDUMO E E DIRISIWANG MO M  WORD MEDUMO E DIRISIWANG MO M  WORD MEDUMO E E DIRISIWANG MO M	The first draft of the Program was developed on the 24-25 Feb 2022. On the 6-7 June continuing with the development of phonic programme . The program was finalised during the Professional Support forum on 06-08/ 09/2022. The programme is shared with schools to use to guide teachers on the phonics to do per week per term.
	Provisioning of vocabulary words per theme with pictures for FAL and HL FP	FP -teachers  Microsoft Excel Worksheet  Microsoft Excel Worksheet	List of vocabulary words for term 1- 4 have been circulated
	Create a print rich environment by providing posters sourced from various	Foundation Phase: teachers	Posters provided by Shutter and shutter together with Macmillan have been given to schools.NECT, RSP, PRIP and EGRP programme provided schools with posters and vocabulary words for each theme

	publishers to enhance a print rich environment		
	Strengthen assessment by training teachers on how to set quality assessment tasks	All Foundation Phase Subject Specialists .	The SBA Guidelines and frameworks were shared with the schools. Programme of Assessment are infused in the Revised ATP. SBA moderation was conducted on the 24/06 to 02/07/2022 for Grade 3,6 &9 in Klerksdorp High. Feedback was given to all the districts and SES were also given the feedback in order for them to share with the teachers during their term 3 PSF`s. Second SBA moderation was conducted on the 30/09/2022 to 06/10/2022 for Grade 3 Schwezeir High.
	Improve learning outcomes by providing libraries	Foundation Phase teachers Intermediate Phase teachers  VISUAL LIBRARY NW KIDDIES BOOK CLUB 2 final for phone pdf-1.pdf  VISUAL LIBRARY LS.pdf	The first addition of Mobile Library was circulated. Reading corners established in 44 schools in Bojanala. Second edition of Mobile Library was circulated in June .
	Celebrate World Book Day to encourage learners to value books	300 learners and 30 educators are equipped with knowledge of the importance of books.  IMG-20220909-WA0012.jpg  IMG-20220919-WA0004.jpg  VID-20220919-WA0006.mp4  IMG-20220909-WA0016.jpg	Tswaing Sub District: Phatsima Primary Celebrated Africa day. Madibeng Sub District: Tlhoafalo and Goakganya Primaries celebrated World Book Day by receiving donation of books from NECT. Kothalo Primary celebrated International Mother Language Day.

		   C:\Users\user\res\world reading	
	<p>Learner participation in the following Read to lead activities and Reading competitions:</p> <p>World Book Day-</p> <ul style="list-style-type: none"> • Celebrated in Gannapan Circuit on the 23rd April 2022 in Ngaka Modiri Molema district • All invited schools in the Circuit attended <p>International Literacy Day</p> <p>Celebrated on 8th September 2022 at Nyorwe Primary school, Moretele sub district in Bojanala</p> <ul style="list-style-type: none"> • Heritage and International Literacy Day 	<p>Learners</p>	<p>Learners participating in reading on world book day Mooifontein Primary Morwalela Primary</p>   <p>Matlaba Primary School learners in Ngaka Modiri Molema District observing World Read Aloud Day</p> 

- Celebrated on 30th September 2022 at Bobuan tswa Primary school in Bojanala District

World Read Aloud Day-01 February 2023

- Celebrated in the Province in collaboration with DBE, Nalibali, Fundawande and NECT at Kloof View Primary school

All schools in the Province were encouraged to observe these days: **World Read Aloud Day :01 February 2023, Radio Day: 13 February and International Mother**

Ngaka Modir Molema Distict: Marotse Primary learners celebrating World Read Aloud Day combined with Radio Day at Modiri FM Studios






Learners at Setlagole Primary School in Ngaka Modiri Molema District engaged in Reading



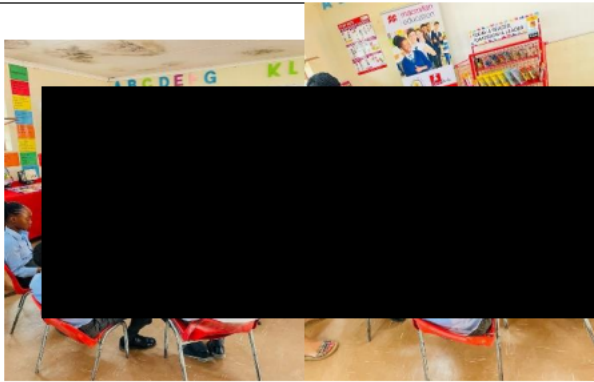
During the celebration of International School library month at Montsamaisa Primary school learners were given 10 minutes to observe DAAR


Mobile Library Buses servicing schools in the North West Provinceto promote Reading



	<p>Language Day: 21 February 2023</p> <p>In all these activities learners for both Primary and Secondary schools participated in drama, poetry, songs, reading and spelling competitions</p> <p>Mobile Library Buses serviced 51 schools in both Ngaka Modiri Molema and Dr Ruth Segomotsi Mompoti Districts.</p> <p>Learners are afforded an opportunity to access the mobile library, loan readers, which are retrieved after a period of ± three(3) weeks</p> <p>The mobile Library buses service schools in Rural and disadvantaged communities that do not have access to Libraries</p>												
	<p>Purchasing of library resources for the identified 25 schools.</p> <p>The purpose of providing the resources is to promote reading with meaning in schools and to give learners access to a variety of reading resources. Delivery to the identified schools is in progress and will be finalised by</p>	25 identified schools	<table><tr><td colspan="2">Pre List</td></tr><tr><td>Ngaka Modiri Molema</td><td>Seshupo, Dikakanyo, Chaena, Kopanelo, Sefatlhane, Sakalengwe, Ra</td></tr><tr><td>Bojanala</td><td>Marang, Tshenolo, Mononono, Mogobe, Nyorwe, Makgatlanong, Sera</td></tr><tr><td>Dr Kenneth Kaunda</td><td>Phogole, Thakadu, Sentlhaga, Keotshepile, Hatabuhle</td></tr><tr><td>Dr Ruth Segomotsi Mompoti</td><td>Thamagane, Kwalakitso, Kopanang, Matsheng, Monnaphang Sebogo</td></tr></table>	Pre List		Ngaka Modiri Molema	Seshupo, Dikakanyo, Chaena, Kopanelo, Sefatlhane, Sakalengwe, Ra	Bojanala	Marang, Tshenolo, Mononono, Mogobe, Nyorwe, Makgatlanong, Sera	Dr Kenneth Kaunda	Phogole, Thakadu, Sentlhaga, Keotshepile, Hatabuhle	Dr Ruth Segomotsi Mompoti	Thamagane, Kwalakitso, Kopanang, Matsheng, Monnaphang Sebogo
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	the end of the financial year		
	Launch of e-Books only digital library in ten schools	12 000 and 300 educators are able to log in and download books  Adobe Acrobat Document	0 schools across and the Districts and Province were identified and supplied with E-book only digital Library. Some of the schools are however not utilising the programme.
Parental and community support and mobilisation;	Celebrate National Library Week to highlight the importance of libraries in education as well in everyday life.	30 educators and 300 learners are equipped with the importance of libraries.	Tswaing Sub District: Phatsima Primary Celebrated Africa day. Madibeng Sub District: Tlhoafalo Primary celebrated World Book Day. Khotlhalo Primary celebrated International Mother Language Day.
	Celebrate School Library Day in order to appreciate the achievements of school libraries and school librarians.	30 teacher librarians and 300 learners (library monitors) participated in the appreciation .	Celebrated a new Library opening at Mammitlwa Primary on 25 April 2022.
	Celebrate International Literacy Day to highlight the importance of literacy to learners.	300 learners are equipped with knowledge on the importance of literacy so that they become lifelong learners.  IMG-20220909-WA0001.jpg	Makgophe and Motlhabe primary celebrated world read day on the 22 April 2022
	Develop initiatives to involve parents and communities	200	Mr A. Coetser (Parent) from Bloemhof visited Vaaloewer Combined to instil the love of Reading to the learners. He indicated that he is able to read a 500 pager in two days. He deems the secret of knowing if the book will be good is to read chapter two first.
	Mobilise partners to support home literacy programmes		

	Promote the establishment of book clubs		
Provisioning and utilisation of LTSM;	Provide a full curriculum package (Lesson plans, resource packs, worksheet pack, tracker, big books, display boards, handwriting charts, trainers guide, teacher training handouts	Foundation Phase teachers	The teachers have received material for Revised ATP Trackers Term1&2 for grade 1-3 FP and Link where they can download material for PSRIP. Term 3 -4 ATP Trackers were sent to schools in June.
	Provide sets of Graded Readers per class	All Schools	Schools ordered Readers for the Learners. 422 Readers in different Languages were donated by Moruleng Mall and Local Book shop to Ramokoka Primary. All the school in Dr Ruth Segomotsi were provided with graded readers by the EGRP programme.
Tracking learner performance in reading outcomes;	Develop competencies to effectively analyse data	All schools have received EGRA tools	EGRA tool kits were shared with the SES`s and they were mediated during the PSF held on the 26 May. Data for the first Assessment was analysed.Assessment 1 as follow:- letter sound recognition is 50.5% words recognition is 36.7% passage reading is 38.5% and comprehension 39.7% DBE has also visited the schools in DR Ruth and the results showed that the results were authentic.EGRA Data for the first assessment will be submitted on 20 May 2022.Assessment 3 was submitted on the 14 Oct 2022 and analysis is as follow:- letter sound recognition is 43.4% words recognition is 31.8% passage reading is 40.3% and comprehension 49.3%
	Develop a Google Form to track curriculum coverage	Each subject- each grade	Google form for term 1 was developed and the results were analysed. (April) A Google form was created in term 2 and shared with the schools to track performance. Analysis was done and shared with SES `s and worksheets were developed based on the topics not coveredA Google form was created in term 3-4 and shared with the schools to track performance. Term 1 2023 google form was shared with schools.



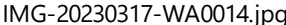
Research, monitoring, evaluation and reporting	All schools implement EGRA & other national, regional and international assessments	All schools that received EGRA tools.	Subject Advisors have received power point presentations and video clips during their training. Tool kits were shared with the SES's on 26 May
	Capacitate FP Subject Advisors and SMTs to monitor, support and report on reading initiatives	Subject Advisors SMT members per school	Foundationphase Subjects advisors were provided with monitoring tools in order for them to monitor EGRA at schools during the school visits.
Partnerships;	<ul style="list-style-type: none"> • DBE • NECT • UNICEF • USAID • National Library • ETDPSETA • Districts • NEEDU 	Teachers ,subjectect advisory,Provincial coordinator	<p>2022: NECT: training the Subject Advisors and teachers on PSRIP and Revised ATP Trackers and HLRIP</p> <p>2022:NEEDU traned SES' S on the development of phonics programme for Setswana .</p> <p>2023: Subject Advisors were trained on NECT PSRIP 5 on 30-31/01- 01/02/2023</p>
	<p>Strengthening partnership with stakeholders to promote reading for pleasure in schools</p> <ul style="list-style-type: none"> • NECT, Fundawande and Nalibali were involved in the training and monitoring of Reading Champions • NECT and Macmillan publishers also provided 15 schools at Moretele in Bojanala District with reading books and a trolley during International School 	Schools	 <p>Partnership with Macmillan publishers was strengthened through the donation of a trolley containing Readers</p>





	<p>Library Day Celebration</p> <ul style="list-style-type: none"> Royal Bafokeng Institute partnered with the Department and provided schools with reading books in Bojanala District during the celebration of Heritage Day and Library Day 		
Reading across the curriculum; and	Promotion of reading through other GET subjects.	<p>Teachers and learners of all GET subjects excluding Languages</p>  <p>Presentation2.pptx</p>	<ul style="list-style-type: none"> Each Subjects have developed an ECA booklet specific to language concepts directly dealing with the content eg Word bank, glossary items key concepts ,detailing of definitions worksheets catering for activities like – read aloud, speeches and debates, reading for enjoyment, interviews and dialogues, paragraph and essay writing Competitions organized for subjects like Social sciences, Science expo, subjects Effective use of ECUBED Worksheets; Learners doing research activities and collecting data through interviewing parents, knowledge holders and interacting with peers Using mind maps and brain storming as well as sharing of ideas and personal experiences Provisions Active listening and participation through collaboration, information sharing and presentation of ideas (LO, SS, EMS) Data Response questions, paragraph questions, case studies and essays are used to assess learners informally on a weekly basis to enhance concepts and subject language register
	Monitoring implementation of the following in schools:	Schools	<ul style="list-style-type: none"> School time tables checked during school visits to monitor inclusion of the DAAR period Evince collected from the monitoring tools on the number of Primary schools with classroom or reading corners



	<ul style="list-style-type: none"> • Allocation of DAAR on time tables • Establishment Reading corners • Establishment and functionality of Reading club 		<table> <tr> <th>DR RRUTH SEGOMOTSI MOMPATI</th><th>BOJANALA</th><th>NGAKA MODIRI MOLEMA</th><th>DR KENNETH KAUNDA</th></tr> <tr> <td>11 Schools have Libraries 105 Primary schools have corner libraries</td><td> <ul style="list-style-type: none"> • 12 schools have libraries • 14 schools have corner libraries </td><td> <ul style="list-style-type: none"> • 7 schools have libraries • 29 Primary schools have corner libraries </td><td> <ul style="list-style-type: none"> • 9 schools have libraries • 9 schools have reading corners </td></tr> </table>	DR RRUTH SEGOMOTSI MOMPATI	BOJANALA	NGAKA MODIRI MOLEMA	DR KENNETH KAUNDA	11 Schools have Libraries 105 Primary schools have corner libraries	<ul style="list-style-type: none"> • 12 schools have libraries • 14 schools have corner libraries 	<ul style="list-style-type: none"> • 7 schools have libraries • 29 Primary schools have corner libraries 	<ul style="list-style-type: none"> • 9 schools have libraries • 9 schools have reading corners
DR RRUTH SEGOMOTSI MOMPATI	BOJANALA	NGAKA MODIRI MOLEMA	DR KENNETH KAUNDA								
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Advocacy and communication	Mount a multi-platform advocacy campaign	Parents, business, communities etc									
	Develop and implement a parental support programme	Parents of FP learners	 PARENTS AND CAREGIVERS.docx								
	Book Floods initiated across the province	Community & Business									
	Providing schools with Reading Calendar for the Read to lead activities which are monitored and reported on monthly.	Schools	 North West Province Reading Calendar								
INTER-SEN PHASES (GRADES 4-9)											


Strengthening the capacity of the sector;	Train all IP subject advisors and SMTs (curriculum, EMGD and TD) on PSRIP EFAL	Intermediate Phase SES:15 Corporate: 1 EMGD: 1 TD: 1 SMT members: 1 person per school	<p>The Subject Advisors for the 17 selected Circuits were trained online on NRC/ PSRIP in February and March 2022.</p> <p>The Subject Advisors and SMT's will be trained in June 2022 for PSRIP phase 5. Phase 5 training was postponed due to financial constraints.</p> <p>Material for NRC (PSRIP) was not received in most of the Schools. Most of the SES `S were unable to train teachers ,schools selected were unable to make copies for the documents as there was no budget for that. Some are small schools. NECT promised to supply the material but failed to do so.</p> <p>05 Subject Advisors were trained on PSRIP 5 .</p> <p>Term 1 training by the SESs was successfully administered as follows:</p> <p>Rustenburg Local Municipality: Date: 13 – 14. 03. 2023</p> <p>J.B. Marks Local Municipality: 15 – 16. 03.2023</p> <p>The following SDs will train educators in term 2.</p> <ol style="list-style-type: none"> 1. Tswaing Local Municipality 2. Madibeng Local Municipality and 3. Greater Taung Local Municipality
	DAAR is promoted to be part of the time table in Grades 1-7	<p>All primary schools</p>  <p>IMG-20220907-WA0138.jpg</p>  <p>IMG-20220907-WA0124.jpg</p>  <p>IMG-20220919-WA0000.jpg</p>	<p>DAAR period is implemented in some of the schools visited. E.gTidimane, , Ipeleng primary Schools .</p> <p>In the schools Mantserre where it is not implemented, SMT and teachers are guided on how to include it in the time table and how to make it functional.</p> <p>13/03/2023: DAAR is implemented in St Cathrine P.S in Madibeng and Bosugakobo P.S in Ramotshere.</p>
Teacher development and support	PSRIP-Training of IP teachers	Intermediate Phase: teachers	<p>The Subject Advisors and SMT's will be trained in June 2022 for PSRIP phase 5. Phase 5 training was postponed due to financial constraints by NECT.</p> <p>The following teacher</p> <p>Term 1 training by the SESs was successfully administered as follows:</p> <p>✓ Rustenburg Local Municipality:</p> <p>Date: 13 – 14. 03. 2023</p> <p>Expected 17, Actual 17</p>


			<p>✓ J.B. Marks Local Municipality:</p> <p>Date 15 – 16. 03.2023</p> <p>Expected 15, Actual 15</p>
	Capacitating subject advisors to support teaching of reading	Intermediate Phase: 15	<p>All the Subject Advisors received visual training by NECT on Revised ATP Trackers on the (18/01/22 to 22/01/2022).</p> <p>SES were trained on Term 3-4 ATP trackers on the 04-06/07/22 .</p> <p>Intermediate EFAL (10)</p> <p>2023: Training of Revised ATP by NECT has not yet been administered as NECT is still planning to re-align with the R-ATP 2023/24 ATP.</p>
	Provision of teacher resources	Intermediate phase teachers	<p>The teachers have received material for Revised ATP Trackers Term 1&2 for grade 7-9 SP and Link where they can download material for PSRIP.</p> <p>ATP trackers were sent to school for EFAL Term 3-4.</p>
	Train FAL teachers and subject advisors on the use of recovery trackers	Intermediate teachers Intermediate Subject advisors	<p>SP Subject Advisors were trained on Revised ATP Trackers from 18-21 Jan 2022.</p> <p>Intersen teachers : 423 were trained on term 3&4 ATP Trackers in August 2022.</p> <p>2023: Training of Revised ATP by NECT has not yet been administered as NECT is still planning to re-align with the R-ATP 2023/24 ATP.</p>
Direct Learner support;	Reading competitions	Intermediate and Senior phase learners	<p>A list of spelling words and topics for competitions have already been shared with the schools.</p> <p>The schools have already started with the Reading competitions May 2022.</p> <p>The following schools have started with the Reading competitions in their Sub Districts:</p> <p>(MOSES KOTANE 13-31/05/2022)</p> <p>Mantserre, Moruleng,. Mogwase, Lekubung, Kwenane, Nthebe P.S</p> <p>Molefe Koketso, Ramokoka</p> <p>Mfalapitsa ,Mperebere.</p> <p>Setswana Sub and Districts competitions were conducted as follows:</p> <ul style="list-style-type: none"> ✓ Moses Kotane (20,25,30/08/22) ✓ Madibeng (26-30/08/22) ✓ Moretele (23/08/22) ✓ Rustenburg(17/08/22) ✓ Kagisano Molopo(17/08/22) ✓ Tswaing(12/09/22) ✓ Ditsobotla(13/09/22)

		 Microsoft Office Word Document  	<p>Setswana Provincial Reading competitions were conducted on the 15/09/2022 Victory Primary in Mahikeng.</p> <p>SPELLING BEE Conducted per Sub District: Intermediate Phase</p> <p>Bojanala:</p> <ul style="list-style-type: none"> ✓ Madibeng: (Circuit: 12/08/22), (Sub District: 23/08/22). ✓ Rustenburg: (Sub District: 19/08/22). ✓ Moretele: (Circuit 12/08/22), (Sub District 25/08/22) ✓ Moses Kotane: (Sub District 26/08/22) ✓ Kagisano Molopo: (Circuit 19/08/22), (Sub District 02/09/22) ✓ Maquassie Hills: (Sub District 15/08/22), (District 31/08/22). ✓ JB Marks: (Sub District 24/08/22). ✓ Tswaing: (Circuits 04, 12, 15/08/22, (Sub District 18/08/22), (District 31/08/22). <p>2023 list of spelling words and topics for competitions already shared with the schools during January Provincial PSFs.</p>
	Radio Lessons Presentations	Primary school learners , teachers and parents	<p>The Radio presentations have started and presentations not yet done with Languages.</p> <p>The following Topics were presented at Radio Motsweding for Setswana and English Grade 4-9:</p> <ol style="list-style-type: none"> 1. Language Structures & Conventions (Matshwao a puiso) (30/05/2022) Moses Kotane SD. 2. Tshosobanyo (06/06/2022) Tswaing SD. 3. EFAL: Summary writing Grade 8&9 (27/06/2022) Moretele SD. <p>2023: The plan of EFAL Radio presentations have been submitted.</p> <p>13/03/2023: Setswana: The processes of Essay writing presented by SES from Maquassie Hills Local Municipality at Motsweng FM for Grade 4-9 learners.</p>
	Create a print rich environment by providing posters sourced from various publishers to enhance a print rich environment	Intermediate Phase: teachers	<p>Posters provided by Shutter and shutter together with Macmillan have been given to schools. NECT, RSP, PRIP and EGRP programme provided schools with posters and vocabulary words for each theme.</p> <p>Macmillan provided a Mobile Book Trolley to Kosea Moeka P.S on 28/09/22 in Moretele Bojanala District.</p>

	Strengthen assessment by training teachers on how to set quality assessment tasks	Inter-sen specialists all teachers(Grade 1-9)	<p>The SBA Guidelines and frameworks were shared with the schools. Programme of Assessment are infused in the Revised ATP. SBA moderation was conducted on the 24/06 to 02/07/2022 for Grade 3,6 &9 in Klerksdorp High.</p> <p>Feedback was given to all the districts and SES were also given the feedback in order for them to share with the teachers during their term 3 PSF`s.</p> <p>Second SBA moderation was conducted on the 30/09/2022 to 06/10/2022 for Grade 6 & 9</p> <p>Subjects: Setswana HL and English HL.</p> <p>Post moderation of Setswana HL and English HL Grade 6&9 was conducted on 02-09/12/22 at Dewelge P.S in Potchefstroom.</p> <p>The setting of quality tasks were infused in the teachers content training conducted on 06-08/03/23 at Rejabotlhe Lodge in Vryburg. (Subject: Setswana HL)</p>
	Improve learning outcomes by providing libraries	<p>Intermediate Phase teachers</p>  <p>IMG-20230316-WA0026 (1).jpg</p>	<p>The first addition of Mobile Library was circulated.</p> <p>Reading corners established in 44 schools in Bojanala.</p> <p>Second edition of Mobile Library was circulated in June .</p>
	Celebrate World Book Day to encourage learners to value books	<p>14- March 2022</p> <p>300 learners and 30 educators are equipped with knowledge of the importance of books.</p>  <p>IMG-20220909-WA0007.jpg</p>  <p>VID-20220919-WA0006.mp4</p>  <p>IMG-20230315-WA0078.jpg</p>	<p>2022: Tswaing Sub District: Phatsima Primary Celebrated Africa day.</p> <p>Madibeng Sub District:</p> <p>Tlhoafalo and Goakganya Primaries celebrated World Book Day by receiving donation of books from NECT.</p> <p>Khothalo Primary celebrated International Mother Language Day.</p> <p>Moses Kotane Sub District: Modimomg P.S and Borite P.S</p>
	Launch of reading clubs in 40 schools	3 200 learners will be able to participate in reading activities	

	Launch of e-Books only digital library in ten schools	12 000 and 300 educators are able to log in and download books	10 schools across and the Districts and Province were identified and supplied with E-book only digital Library. Some of the schools are however not utilising the programme.
Parental and community support and mobilisation;	Celebrate National Library Week to highlight the importance of libraries in education as well in everyday life.	30 educators and 300 learners are equipped with the importance of libraries.	<p>Tswaing Sub District: Phatsima Primary Celebrated Africa day. Madibeng Sub District: Tlhoafalo Primary celebrated World Book Day. Kothalo Primary celebrated International Mother Language Day.</p> <p>2023: World Read Aloud Day/World Read aloud month/ International Mother tongue Day were successfully celebrated in most of the schools in the Province: TSWAING Local Municipality schools: Lebogang P.S, Reatlegile P.S, Marotse P.S, Laaba P.S and Manamolela P.S</p> <p>RUSTENBURG Local Municipality schools: Tlhabane Tech & Commercial H.S, Rethusegile Sec, Meridian Sec & Matale Sec, Kele Com, Noka ya Lerato P.S, Bonwakgogo P.S. MORETELE Local Municipality schools: Boitemogelo P.S, Mmatlhame P.S, Tlhaloganyo P.S and Bogosi P.S, Ithuteng Sec, Letlape Sec and Hendrick Makapan Sec.</p>
	Celebrate School Library Day in order to appreciate the achievements of school libraries and school librarians.	30 teacher librarians and 300 learners (library monitors) participated in the appreciation .	Celebrated a new Library opening at Mammitlwa Primary on 25 April 2022.
	Celebrate International Literacy Day to highlight the importance of literacy to learners.	<p>300 learners are equipped with knowledge on the importance of literacy so that they become lifelong learners.</p>  <p>IMG-20230228-WA0131.jpg</p>  <p>IMG-20230315-WA0039.jpg</p>	<p>Makgophe and Motlhabepriamarycelebrated world read day on the 22 April 2022 2022:Provincial International Literacy Day was celebrated at Moretele in Bojanala District.: Date: 01/09/2022. Venue: Nyorwe P.S</p>
	Develop initiatives to involve parents and communities	200	Mr A. Coetser (Parent) from Bloemhof visited Vaaloewer Combined to instil the love of Reading to the learners. He indicated that he is able to read a 500 pager in two days. He deems the secret of knowing if the book will be good is to read chapter two first.

	Mobilise partners to support home literacy programmes	4 clubs  IMG-20230316-WA0026 (1).jpg	Macmillan donated trolley of books to Kosea Moeka P.S.
	Promote the establishment of book clubs		
Provisioning and utilisation of LTSM;	Provide a full curriculum package (Lesson plans, resource packs, worksheet pack, tracker, big books, display boards, handwriting charts, trainers guide, teacher training handouts)	Intermediate Phase teachers Senior Phase teachers	The teachers have received material for Revised ATP Trackers Term1&2 for grade 7-9 SP and Link where they can download material for PSRIP. Term 3 -4 ATP Trackers were sent to schools in June. 2022: The teachers received frame works to develop baseline for assessment in the first 3 days of re-opening in 2023.
	Provide sets of Graded Readers per class	All Schools	Schools ordered Readers for the Learners. 422 Readers in different Languages were donated by Moruleng Mall and Local Book shop to Ramokoka Primary.
Tracking learner performance in reading outcomes;	Develop a Google Form to track curriculum coverage	Each subject- each grade	Google form for term 1 was developed and the results were analysed. (April) A Google form was created in term 2 and shared with the schools to track performance. Analysis was done and shared with SES `s and worksheets were developed based on the topics not covered 2022: Google form created in term 3-4 and shared with the schools to track performance. The results were analysed and shared with the schools. 2023: A Google form created for term 1 2023 and will be shared with the schools to track performance on the 22/03/23.
Research, monitoring ,evaluation and reporting	Capacitate IP Subject Advisors and SMTs to monitor, support and report on reading initiatives	Subject Advisors SMT members per school	

Partnerships;	<ul style="list-style-type: none"> • DBE • NECT • UNICEF • USAID • National Library • ETDPSETA • Districts • NEEDU 	Teachers ,subjectect advisory,Provincial coordinator	<p>2022: NECT: training the Subject Advisors and teachers on PSRIP and Revised ATP Trackers.</p> <p>2023: Subject Advisors were trained on NECT PSRIP 5 on 30-31/01- 01/02/2023</p>
Reading across the curriculum; and	Promotion of reading through other GET subjects.	<p>Teachers and learners of all GET subjects excluding Languages</p>  <p>Presentation2.pptx</p>	<ul style="list-style-type: none"> • Each Subjects have developed an ECA booklet specific to language concepts directly dealing with the content eg Word bank, glossary items key concepts ,detailing of definitions • worksheets catering for activities like – read aloud, speeches and debates, reading for enjoyment, interviews and dialogues, paragraph and essay writing • Competitions organized for subjets like Social sciences, Science expo, Business studies , BCM subjects • Effective use of ECUBED Worksheets; • Competitions organized for subjets like Social sciences, Science expo, subjects • Effective use of ECUBED Worksheets; • Learners doing research activities and collecting data through interviewing parents, knowledge holders and interacting with peers • Using mind maps and brain storming as well as sharing of ideas and personal experiences • Provisions Active listening and participation through collaboration, information sharing and presentation of ideas (LO, SS, EMS) • Data Response questions, paragraph questions, case studies and essays are used to assess learners informally on a weekly basis to enhance concepts and subject language register
Advocacy and communication	Mount a multi-platform advocacy campaign	Parents, business, communities etc	

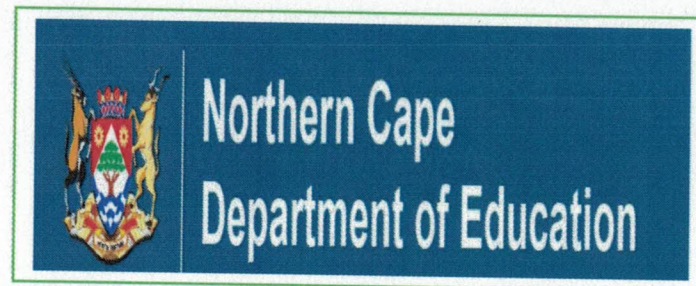
	Develop and implement a parental support programme	Parents of Intersen learners	Radio lessons are busy taking place for IP & SP.
	Book Floods initiated across the province	Community & Business	

Report compiled by: Name :Dr. E. Mammen

Designation: Director : GET & FET Curriculum : Signature:



Date: 20 March 2023



Name of Province: NORTHERN CAPE

Reporting period: 01 April – 30 September 2022

The Integrated Reading Sector Plan (2019 – 2024) maps out a set of strands in response to improving reading outcomes, particularly in the Foundation and Intermediate Phases. The strands are listed below.


Provincial Education Departments (PEDs) are requested to report on the reading activities they have initiated, from 01 April - 30 September 2022 to support the implementation of the National Reading Sector Plan. Reporting on activities should be supported by credible evidence. PEDs can report on **any of the 10 strands listed below**:




- ☐ Strengthening the capacity of the sector;
- ☐ Teacher development and support;
- ☐ Direct Learner support;
- ☐ Parental and community support and mobilisation;
- ☐ Provisioning and utilisation of LTSM;
- ☐ Tracking learner performance in reading outcomes;
- ☐ Research, monitoring, evaluation and reporting;
- ☐ Partnerships;
- ☐ Reading across the curriculum; and
- ☐ Advocacy and communication.












FOUNDATION PHASE GRADE R

Strand	Activities	Targeted Grades/ Audience	Evidence to support the activities reported on
Teacher Development and Support	Training on the National Framework of Reading for Home languages	107 Practitioners from 92 public schools and 2 Community Based Sites	Circular and Attendance Register

FO/UNDATION PHASE GRADES 1-3







Strand	Activities	Targeted Grades/ Audience	Evidence to support the activities reported on
Teacher development and support	<ul style="list-style-type: none"> ➤ Writing strategies in EFAL ➤ EGRA Training: Multigrade Schools <ul style="list-style-type: none"> • Nam • EGRA Training: Foundation Phase • PKS • FB 	<p>80 grade 2 learners from 51 schools</p> <p>Teachers (18 achieved)</p> <p>Teachers (45 achieved)</p>	<p>Circular and Attendance registers</p> <p>EGRA TRAINING SIGNED LETTER</p>  <p>Adobe Acrobat Document</p>

	<ul style="list-style-type: none"> ➤ Core methodologies for group guided reading in EFAL ➤ Training on the National Framework of Reading in Home languages ➤ AFRIKAANSE ONDERWYS NETWERK (AON) READING READINESS WORKSHOP <p>Cluster session: AFRIKAANS HOME LANGUAGE Listening skills</p> <ul style="list-style-type: none"> ➤ ENGLISH FAL: Using Phonics to help with reading difficulties - Letter-sound-relationship (Flash cards) ➤ Coordinated and facilitated teaching Readig Framework 	<p>Teachers (37 achieved)</p> <p>90 Grade 2 teachers from 67 schools</p> <p>204 Grade 1 – 3 teachers from 105 schools</p> <p>Grade 1 – 3</p> <p>Foundation Phase 308 Teachers from 95 schools</p>	<p>Attendance Register – Multigrade Namakwa</p> <p> Adobe Acrobat Document</p> <p>PKS - EGRA</p> <p> Adobe Acrobat Document</p> <p>FB – EGRA</p> <p> Adobe Acrobat Document</p> <p>Attendance Register – Images HP0010 – 0014 Attendance Register - Images HP0015-0019</p>
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	<p>in Setswana HL in 3 districts,ZFM,JTG and Frances Baard. The writing of the document was done in 2019 at DBE and implementation delayed due to COVID 19.</p>		<div>  <p>APRIL CLUSTER REPORT.docx</p> </div> <div>  <p>JULIE CLUSTER REPORT.docx</p> </div> <div>  <p>BRN3C2AF4A88D7A_008471.pdf</p> </div> <p>Embedded Setswana HL attendance registers</p> <div>  <p>BRN3C2AF4A88D7A_008467.pdf</p> </div> <div>  <p>BRN3C2AF4A88D7A_008475.pdf</p> </div> <div>  <p>BRN3C2AF4A88D7A_008477.pdf</p> </div> <div>  <p>BRN3C2AF4A88D7A_008479.pdf</p> </div> <div>  <p>BRN3C2AF4A88D7A_008482.pdf</p> </div> <div>  <p>READING FRAMEWORK_009199</p> </div> <div>  <p>READING FRAMEWORK_009199</p> </div>
Partnerships	<p>➤ A Better Africa/NECT – delivering PYEI Reading Champions Phase 3:</p> <ul style="list-style-type: none"> • On-line training • Registered on the DBE Bot 	<p>Reading Champions Schools</p> <p>588 Assistants completed the training</p> <p>337 Reading Champions</p>	<p>RC Dashboard Screen Capture</p> <div>  <p>Adobe Acrobat Document</p> </div> <p>Bot data sheet Screen Capture</p>



	<ul style="list-style-type: none"> Completed the Endline Assessment <p>Globaleq:</p> <ul style="list-style-type: none"> ➤ Regular quarterly meetings were held online, at which reports were provided to the funder on the Reading Assistants (RA's) programme in relevant schools. ➤ Malta A Bokone Solar Plant: & Spell2Read2Write: Support Foundation Phase Reading Assistants: Oral Reading Fluency (ORF), Virtual Spelling Bee Competitions & Reading Awareness / Commemoration Months ➤ Sapesi-Mobile Library Project 	<p>307 Reading Champions</p> <p>Grade 1 - 3</p> <p>All schools, especially the rural school</p>	<div data-bbox="1159 89 1207 150" data-label="Image"></div> <p>Adobe Acrobat Document</p> <p>Screenshot of Endline responses</p> <p>Globaleq minutes of 16 May 2022 screenshot</p> <div data-bbox="1240 560 1289 622" data-label="Image"></div> <p>Adobe Acrobat Document</p> <p>Globaleq invite 23 Jun 2022 quarterly meeting screenshot</p> <div data-bbox="1240 825 1289 887" data-label="Image"></div> <p>Adobe Acrobat Document</p> <p>email as proof of partnership.</p>
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			 Partnership Mail from Tad 25 Aug 20:
Tracking Learner Performance	<p>EGRA</p> <p>EGRA Oversight visitsge</p> <p>17 grade 1 learners were assessed during the provincial oversight visit in Namakwa district.</p> <p>Learners were tested on Letter Sound (LS - 100), Word Recognition (WR - 80), Passage Reading (PR -64) and then questions asked to test wether they read with comprehension (RC – 5 questions). Out of the 17 the finding were as follow:</p> <p>Number of learners reaching benchmark in one minute in: LS is 1 learner only and average number of sounds read by all learners in 1 minute – 50.</p>	<p>Home Language: Gr 1-3</p> <p>EFAL: Gr 2-3</p>	<p>EGRA :Reports of schools</p> <div>  CALVINIA EGRA GRADE 1.pdf  CONCORDIA EGRA GRADE1.pdf  FJ SMIT EGRA GRADE 1.pdf  HANTAM EGRA GRADE1.pdf  SACRED HEART EGRA GRADE1.pdf </div>



WR – 1 learner reached benchmark and average number of word recognised is 21.

PR – Only 2 learners could read the whole passage in 1 minute and average words read by all learners is 20. Four (4) learners were not able to read the passage at all.

RC – Only one (1) learner could answer all questions. The average number of questions answered is 2.

The same exercise was done with 10 grade 3 learners with the following benchmarks (**LS -100; WR -80; PR- 137; RC – 5**) and the findings were as follows:

	<p>No learner reached the benchmark and average number of words sounds read by all learners in 1 minute – 70.</p> <p>WR – 2 learner reached benchmark and average number of word recognised is 66.</p> <p>PR – No learners could read the whole passage in 1 minute and average words read by all learners is 86.</p> <p>RC – Only two (2) learners could answer all questions. The average number of questions answered is 3.</p>		
Advocacy and Communication	Workshop: Preparation of Literacy Day and Reading Assistants:	Officials - 15	INTERNATIONAL LITERACY DAY CELEBRATION 2022 LETTER 2



- Joint celebration with selected schools
- Celebrations in other schools
- Poster

Staff participated in a series of radio slots discussing the art of story telling and writing, the residual, far-reaching benefits of reading as well as parental and community involvement in the development of a life-long love of reading.



Adobe Acrobat Document



AFRIKAANS
LITERACY DAY (1).pc

Poster ILD 2022



Adobe Acrobat Document

Radio Slots Evidence2



Adobe Acrobat Document

Direct Learner support	<ul style="list-style-type: none"> ➤ Workshop - Reading Assistants Training: To enhance the quality of teaching and learning ➤ Mandela Day Celebrations ➤ Workshop / Meeting – Reading assistants Training: Early Graded Reading Assessment (EGRA) ➤ Monitoring & Support Reading Assistants on Reading Clubs and Reading Corners 	<ul style="list-style-type: none"> • Grade 1- 3 • Grade 1 -3 • Grade 1 – 3 • Grade 1 – 3 	<p>Registers</p> <p>Reporting Templates Registers</p> <p>Registers</p>

INTER-SEN PHASES (GRADES 4-9)

Teacher development and Support


- Intermediate phase Setswana teachers were trained on shared reading during subject committee meeting
- WOW spelling bee training
- Training on Group-guided Reading
- Training on Phonics in EFAL
- **Training done by Provincial Coordinators and Subject Advisors:**
 - Teaching of Literature genres (Poetry, Drama and Short Story):

- 128 Setswana teachers
- 21 teachers from 16 schools
- 36 Grade 4 – 6 teachers from 35 multi-grade schools
- 81 Grade 4 – 6 teachers from 55 schools
- Afrikaans HL and FAL **Novice Teachers** (Grade 8 -12), Subject Advisors and

- Attendance registers and Circular
- Attendance registers and invitation letter
- Circular and attendance Register
- Circular and attendance registers




AFRIKAANS NOVICE
TEACHER TRAINING.

	<p>Focus was on:</p> <ul style="list-style-type: none"> • Pre-reading strategies, e.g. predictions on pictures and title of texts • Identification of main and supporting ideas • Literary aspects respective genres <p>➤ Teaching Critical language awareness: <u>Prose texts</u> (Article <u>Visual literacy</u> (Cartoon, Comic strip and Advertisement) using reading strategies:</p>	<p>Curriculum Coordinators</p>	<p>  AFRIKAANS DEPARTMENTAL HEAD </p>
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[Handwritten signature]

	<p>Functional Libraries, support Primary school Reading Improvement Plan (PSRIP)</p> <p>➤ Spell2Read2Write, National Reading Coalition (NRC) & : Support Reading Champions Programme with Virtual Reading Clubs in support of the Read To Lead Campaign, with regards to instill a love for Reading and Reading with Comprehension</p> <p>➤ Training done by AON on:</p> <ul style="list-style-type: none"> • <u>Teaching Critical language awareness: Visual</u> 	<ul style="list-style-type: none"> • Afrikaans HL and FAL Departmental Heads (Grade 8 -12), Subject Advisors and Curriculum Coordinators 	
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	<p><u>literacy</u> (Cartoon, Comic strip and Advertisement)</p> <p>using reading strategies:</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Using textual and Contextual clues to infer meaning and make predictions • Relating content to own life <p>➤ Training done by AON on:</p> <ul style="list-style-type: none"> • Teaching of Literature genres (Novel and Poetry): <p><u>Focus was on:</u></p> <ul style="list-style-type: none"> • Pre-reading strategies, e.g. predictions on 	<ul style="list-style-type: none"> • Afrikaans HL and FAL <p>Departmental Heads</p> <p>(Grade 8 -12),</p> <p>Subject Advisors and Curriculum Coordinators</p>	
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	<p>pictures and title of books/texts</p> <ul style="list-style-type: none"> • Identification of main and supporting ideas • Literary aspects respective genres 		
Direct Learner support	<ul style="list-style-type: none"> ➤ WOW provincial Spelling Bee Competition where 40 learners were selected to represent the province at Stellenbosch ➤ Grade 4 PLC Mopeleto Competition 	<ul style="list-style-type: none"> • 244 learners participated • 40 grade 4 learners participated 	<ul style="list-style-type: none"> • Attendance registers and invitation letter • Attendance register
Tracking learner performance in reading outcomes	<ul style="list-style-type: none"> ➤ Completion of Reading and Literacy Tool at 06 (six) schools 	Grade 4 - 6	 readlittools t2.pdf



**Reading Across
the Curriculum**

Technology

- Subject Committee Meeting: Reading Aloud/ Use of dictionary / development of individual vocabulary – difficult words
- Drawing Workshop: New Terminology

**Natural Sciences
and NST**

- Inquiry Based Learning (IBL)
- Workshop on RAC

Social Sciences

- Workshop: History source-based activities.

- Gr7-9

- All MST Subject Advisors (InterSen)

- Grade 4 - 6



Technology.pptx



KTC Register 16
March 2022 NST.pdf



Register IBL
Preparation (1).pdf



EMPOWERMENT
SESSION ON IBL (2) 21

Letter



social sciences
letter.docx

- Source interpretation strengthens learners comprehension and writing (skill) meaningful.
- Extraction of information: Contextual analysis strengthen and enhances reading with comprehension
- Paragraph writing through source interpretation

Mathematics

- Provision of informal assessment

- Grade 7 – 9 teachers and ultimately learners

- Grade 7 - 9



GRADE 7 INFORMAL
ASSESSMENT ACTIVITY



Compressed
(zipped) Folder



Microsoft Word
Document



Compressed
(zipped) Folder



Sace material.docx

	<p>activities per grade per term</p> <ul style="list-style-type: none"> - topics prescribed as per the RATP - Includes a glossary with new concepts to aid conceptual understanding <p>➤ Workshop material developed and submitted for endorsement to SACE to mediate reading across the curriculum in Mathematics.</p> <p>Working session with teachers planned for 2023</p>		
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Report compiled by: Ntombi Mashodi

Designation: Director – Curriculum Support Services

Signature: 

Date: 22 September 2022

Name of Province: Western Cape






Reporting period: 01 April 2022 – 31 March 2023













The Integrated Reading Sector Plan (2019 – 2024) maps out a set of strands in response to improving reading outcomes, particularly in the Foundation and Intermediate Phases. The strands are listed below.

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- ☐ Strengthening the capacity of the sector;
- ☐ Teacher development and support;
- ☐ Direct Learner support;
- ☐ Parental and community support and mobilisation;
- ☐ Provisioning and utilisation of LTSM;
- ☐ Tracking learner performance in reading outcomes;
- ☐ Research, monitoring, evaluation and reporting;
- ☐ Partnerships;
- ☐ Reading across the curriculum; and
- ☐ Advocacy and communication.










FOUNDATION PHASE GRADE R





Strand	Activities	Targeted Grades/ Audience	Evidence to support the activities reported on
Partnerships	Working with stakeholders and Non-Governmental Organisations, including Social Partners to improve reading for meaning.	<ul style="list-style-type: none"> Grade R -3 	@Home Learning  PRESS RELEASE  MOA
Provisioning and utilisation of LTSM	<ul style="list-style-type: none"> TIME resources: Literacy resources for Grade R & 1 learners in 103 IsiXhosa LoLT schools Grade R CAPS files: CAPS files to use for training of Grade R practitioners/teachers on CAPS 	<ul style="list-style-type: none"> Grade R & 1 Grade R 	 Signed Printing of literacy and math.p  RQ-338E01616  Signed submission Printing of Caps traiREQUEST GRADE R (









Teacher development and Support	<ul style="list-style-type: none"> Grade R Novice training Grade R CAPS training Grade R Power Hour DBE Workbook workshop 	<ul style="list-style-type: none"> Gr. R Gr R Gr R Gr R 	 Copy of 2022 Grade R Novice attendance  MNED GRADE R registers 2022.pdf  Power Hour-Feb2023.pdf  Save the date  Grade R - Mediation of DBE w -Grade R Poster.pdf
Research, monitoring, evaluation and reporting	<ul style="list-style-type: none"> Research done on Early Grade Readiness (Roots & Shoots) 	<ul style="list-style-type: none"> Gr R 	 Roots Shoots Baseline Report.pdf  WCED letter to schools - IsiXhosa.p  WCED letter to schools - Afrikaans.js  WCED letter to schools -English.pd  R&S Schools 2023.pdf
Parental and community support and mobilisation	<ul style="list-style-type: none"> @Home learning programme assisting parents with at home learning through time resources 	<ul style="list-style-type: none"> Grade R -1 	@Home Learning  PRESS RELEASE  MOA https://wcedportal.co.za [REDACTED] https://wcedportal.co.za [REDACTED]









FOUNDATION PHASE GRADES 1-3	
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Strand	Activities	Targeted Grades/ Audience	Evidence to support the activities reported on
Tracking reading Progress in reading outcomes	<ul style="list-style-type: none"> EGRA is implemented in all Grade 1 – 3 classes. All teachers are trained on EGRA. An EGRA dashboard is developed to track learner performance. The dashboard is implemented from term 2 2022. 	Grade 1 - 3	 MINUTE WC READING STRATEGY Link to EGRA dashboard: https://datastudio.google.com/u/0/edit?hl=af-egra-2022-term-2-1&gid=1599-262-2-2-112-1-2756-239d00020f60 NOTE: Only authorized persons can [redacted]
Direct Learner support	<ul style="list-style-type: none"> Reading norms are distributed to all schools as part of the Western Cape Reading strategy. 	Grade 1 – 3 learners	Links to reading norms: Afrikaans: [redacted] https://wcedeportal.co.za/ English: [redacted] https://wcedeportal.co.za/ IsiXhosa: [redacted] https://wcedeportal.co.za/




	<ul style="list-style-type: none"> Phonemic awareness Skills training workshop (Phast) <p>IsiXhosa HL</p> <ul style="list-style-type: none"> Development of an online Moodle course on how to teach reading for meaning in African Language Reading. All grade 2 teachers were trained in 2021. Rollout for Grade 3 teachers commenced in June 2022. 769 teachers enrolled of which 514 successfully completed it. Roadshows and orientation workshops on the structured language programme – 428 teachers <p>Afrikaans HL:</p>	<p>Train FP Subject Advisors and Learning Support Advisors</p>	<div>   </div> <p>GRADE 3 READING FOR MEANING SESSION ' READING FOR MEANING SESSION '</p> <p>Phast Training:</p> <div>  </div> <p>PhAST Reflection Form mced session '</p> <p>https://drive.google.com/drive/folders/1p=share_link</p> <p>IsiXhosa HL</p> <ul style="list-style-type: none"> https://wcedelearn.western <div>   </div> <p>completion-overview_fw_b1_4gr3-2022.x Certificates issued.xlsx</p> <div>     </div> <p>CW ISIXHOSA ROADSHOW REGIST FUNDA WANDER_REGISTER_I FP_Foundation Phas M182 - OB FW isiXhosa Roadshow register ;</p>
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	<p>Curriculum Strengthening Forum:</p> <ul style="list-style-type: none"> Curriculum Strengthening Forum took place from 8 – 10 February 2023. <p>Reading Power Hour:</p> <p>A reading power hour took place on 8 March 2023.</p>	<p>FP Subject advisors</p> <p>Gr 1 – 3 lead teachers</p> <p>Grade 1 – 3 teachers</p>	<p> Foundation Phase - Lead Teacher Trainir</p> <p>https://forms [redacted] Register - Foundation Phase Languages PowerHour https://forms [redacted] Reflection Form – Foundation Phase Languages PowerHour</p> <p> CSF September programme-Feb2022:BREAKAWAYS CSF FE</p> <p> REGISTERS FP</p> <p> March Powerhour HL.pdf</p>
Strengthening the capacity of the sector	<p>Lesson plan development</p> <p>Development of lesson plans, activities and videos based on the Home Language and FAL ATPs to support teachers, parents and learners targeting 13 169 teachers.</p>	Grade R – 3 teachers	<p>Lesson plan development</p> <ul style="list-style-type: none"> https://wcedepo [redacted]


Provisioning and utilisation of LTSM	<p>Graded Readers:</p> <p>All IsiXhosa LoLT schools (170 schools). All Grade 1 classes for English HL (1400 classes).</p> <p>Procurement is underway for all Afrikaans & English HL classes for decodable graded readers. All IsiXhosa LoLT classes will receive Vula Bula Anthologies.</p> <p>Jolly Phonics starter kits:</p> <p>(posters, big books and set of readers): All Grade 2 classes</p> <p>Learner books, Big books and Teacher guides: 10 IsiXhosa LoLT Funda Wandé pilot schools and 90 Afrikaans HL Funda Wandé pilot schools. Procurement also underway for all Grade 1 classes.</p>	<p>Gr 1 – 3</p>	<div>   </div> <p>Signed submission RQ-338E01547-Dec Afrikaans decodable readers.pdf</p> <div>   </div> <p>Signed submission RQ-338E01632-English decodable cPROCURE -PACK AN</p> <div>  </div> <p>RQ-338E01550-PRINT AND DELIVER</p> <div>  </div> <p>RQ-338E01551-JOLLY PHONICS STARTER</p> <div>   </div> <p>Signed submission RQ-338E01550-Afrikaans Funda WaPRINT AND DELIVER</p>
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	<p>Afrikaans HL eClassroom An eClassroom providing resources for Afrikaans Home Language</p> <p>Tablets for all Grade R – 3 classrooms in the Gr R-3 100-schools project with APPs on reading, virtual library on.</p> <p>Foundation Phase virtual library: 10 editions released</p>	<p>Grade 1 – 3</p> <p>Grade 1 - 3</p>	<p>https://wcedportal.co.za/</p> <p>https://bit.ly/Afrikaans</p> <div>    </div> <p>TABLET CONTRACT ANNEXURE Signed A_SCHOOL LIST.xlsx submission_100 sch</p> <div>    </div> <p>https://wcedportal.co.za/wcedportal/</p>
<p>Research Grade 2 Teacher Training monitoring, evaluation and reporting;</p>	<p>Monitoring & Evaluation of Funda Wandé resources and implementation of the programme</p>	<p>Grade 1 - 3</p>	<div>   </div> <p>Funda Wandé WC Baseline Implementation StuReport_2022_V05.pc</p>








Advocacy and communication	<p>Radio broadcasting on RSG on reading topics</p> <p>Advocacy of reading on billboards, MyCity and Golden Arrow busses</p>	<p>Grade 1 – 3 parents</p> <p>Grade 1 – 3 parents</p>	<div>  <p>Copy of Radio RSG 2022 Additional Mo</p> <p>https://wcedepo [REDACTED]</p> </div> <div>  <p>IRT WCG POF REPORT.pptx</p>  <p>LIST OF SHOPPING MALLS.docx</p>  <p>Primedia Outdoor - POF - WCG Reading #</p> </div>
INTERSEN PHASES (GRADES 4-9)			
Strand	Activities	Targeted Grades/ Audience	Evidence to support the activities reported on
Direct Learner support	<p>Literature webinars were uploaded on WCED e-portal. Reading text for WCED- PanSALB and WOW wordlist was uploaded to WCED- e-portal. The wordlist and the text were also shared on WhatsApp with learners by the Subject Advisers and teachers.</p>	<p>Grade 4-9</p>	<p>WOW/WCED LITERATURE WEBINAR</p> <p>https://drive.google.com/cunMPX5sGW7gAX [REDACTED]</p> <div>  <p>INTERAKTIEWE PLAKAAT.pdf</p>  <p>Literature Resource Poster.pdf</p>  <p>Interactive Poster - ISIXHOSA.pdf</p> </div> <p>WOW WORDLIST</p> <p>https://drive.google.com/file/d [REDACTED] link</p>





	<p>Growsmart newspapers were delivered to schools and the soft copies were shared</p> <p>Growsmart study tips</p> <p>Reading norms were distributed to all schools as part of the Western Cape Reading strategy.</p>		<div>    </div> <div> GRADE 4 SPELLING COMPETITION.pdf AMAGAMA OBIZELO.docx WCED PanSALB SPELLER LIST 2023 .p </div> <p>WCED-PanSALB Reading Texts</p> <p>https://drive.google.com/file/d/3Bwy0eLerZFFfil/view</p> <p>Newspaper</p> <p>Study tips for a stress-free</p> <p>https://westerncape-my.sharepoint.com/:b/g/personal/we...g5w8YBJohmVzrmmiXEBbbv2vhzZGEVOhQtE...</p>
<p>Reading Across the Curriculum</p>	<p>Advocacy of all the reading events:</p> <ul style="list-style-type: none"> World Read Aloud Day Book week International Mother Tongue Language Day. 	<p>Grade 4-9</p> <p>All the three languages of the WCED: English Afrikaans and IsiXhosa</p>	<p>World Read Aloud Day 2023 (002).pdf</p> <p>World Read Aloud Day Interactive (1).pdf</p> <p>Mother Language Day 2023 (002).pdf</p> <p>GRADE 4 Spelling Competition</p>
<p>Teacher development and Support</p>	<p>Novice teacher training for all the three languages</p>	<p>Grade 4-9</p> <p>All the three languages of</p>	<p>ISIXHOSA NOVICE TEACHER</p>

	<p>Creative Writing Project: Term 3 collaboration with Oxford</p> <p>Mediation of ATPS 2023-2024</p>	<p>the WCED: English Afrikaans and IsiXhosa</p> <p>English Afrikaans and IsiXhosa Grade 4</p>	<div><div> NOVICE TEACHERS - LINK TO RECORDING</div><div> Creative Writing Project_Term 3_Novic</div></div> <div><div> Novice Teachers Development Interact</div><div> Planning_JKS.pptx</div></div> <div><div> Novice Teachers Development Interact</div><div> Registration Interactive Poster.pdf</div></div> <div>CREATIVE WRITING [REDACTED]</div> <div><div> SF%20PowerPoint%20Aanbieding%20Lette</div><div> PP_Term%203%20Creative%20Writing%20</div><div> PP_Creative%20writing%20project_SP_IsiX</div></div> <div><div> PP_Term%203%20Literature%20Project_%</div><div> Gr 4 -6 PP Kwartaal 3 Letterkunde projek Af</div></div> <div>MEDIATION OF AFRICAAN AND ISIXHOSA MEDIA [REDACTED]</div> <div> 2023%20-%202024 %20ATP_SP%20MEDIATION</div>
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	<p>IIAL itinerary teachers, teachers and principal's meeting</p> <p>Strengthening Reading in Grade 4</p> <p>Subject Adviser enrichment sessions once a term</p> <p>Curriculum Strengthening Forum took place from 8 – 09 February 2023.</p>	<p>Grade 4-9 All three languages</p> <p>Grade 4-9 All three languages</p> <p>Grade 7-9</p>	<p>IIAL TEACHERS AND [REDACTED]</p> <p> IIAL AGENDA 08 MAR 2023.docx</p> <p>LANGUAGES Gr4 Info [REDACTED] 3).pdf IP Languages Grade 4 [REDACTED] 03).pdf</p> <p>ISIXHOSA GRADE 4 IN [REDACTED] 2 ISIXHOSA GRADE 4 TR [REDACTED]</p> <p>https://westerncape-my.sharepoint.com/:b:/g/personal/welekazi_ngece/M5i8BQNUPwGTSZ3ysrxM8D-eUww?e=DdrabX https://westerncape-my.sharepoint.com/:p:/g/personal/welekazi_ngece/57PMBRlWhv72TmFLQEZpsiFP8vw?e=1jPLDE https://westerncape-my.sharepoint.com/:b:/g/personal/welekazi_ngece/De2jABMEE-NxDhinVF0M3bHGGjXg?e=SyvQRY https://westerncape-my.sharepoint.com/:b:/g/personal/welekazi_ngece/De2jABMEE-NxDhinVF0M3bHGGjXg?e=OEiDCI</p> <p>[REDACTED] KsgYuaIC [REDACTED] iOwLqm3 [REDACTED] EvIMgNr [REDACTED] EvIMgNr</p> <p>CSF 2023 FEB [REDACTED] OR PHASE CSF IP Language [REDACTED] FEB 2023.pdf ISIXHOSA CS [REDACTED] ISIXHOSA CS [REDACTED]</p>
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	<p>Subject Committee meeting</p> <p>Reading to Learn (R2L) Methodologies: Grade 7 – 9</p> <p>Grade 8 reading intervention</p> <p>PYEI: Roles and responsibilities of Assistant Teachers</p> <p>PSRIP: Grades 4 – 6 & 7 (new cohort)</p> <p>Back to track: English and Afrikaans</p>	<p>Grade 8</p> <p>Grade 4</p> <p>Grades 4 – 6 Gr 7 (new cohort)</p> <p>Grade 4, 7,8 9</p>	<p>INVITATION TO THE P [REDACTED]</p> <p>https://sites.google.com/wc [REDACTED]</p> <p>https://drive.google.com/file/d/[REDACTED]/view?usp=share_link</p> <p>https://westerncape-my.sharepoint.com/:b:/g/pers [REDACTED]westerncape.gov.za/Ef04ultQdKZKhB-z-HwPbeIBloebtZLUzsJWFCN [REDACTED]</p> <p> NECT PSRIP WCED Provincial Train the Tr</p> <p> LLRP_LANGUAGES SA TRAINING PROGR</p> <p>https://westerncape-my.sharepoint.com/:b:/g/pers [REDACTED]5bJ49D1aIAv3oA8wghylw?e=4pwUsh</p>
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<p>Strengthening the capacity of the sector</p>	<p>Collaboration with different stakeholders:</p> <p>Shuter and shooters</p> <p>CPUT</p> <p>Growsmart</p> <p>Yeboneers</p> <p>Sanlam WOW</p> <p>Story stars</p> <p>PanSALB</p> <p>NAL'IBALI</p>	<p>Grade 4-9</p> <p>All the three languages of the WCED:</p> <p>English</p> <p>Afrikaans and IsiXhosa</p>	<p>www.nalibali.org</p> <p>CPUT ENGAGEMENT WITH FINAL YEAR LANGUAGES STUDENTS</p> <div>  CPUT%20Presentation_ATP_Lesson%20Pre  CPUT%20&%20WCE_D_Session%20%232_  CPUT%20&%20WCE_D_Session%232_Nuts  CPUT%20&%20WCE_D_Session%232_Nuts </div> <p>SHUTER & SHOOTER COLLABORATION MEETING</p> <div>  WCED- SHUTER AND SHOOTER MEETING .4  GRADE 4 SPELLING COMPETITION.pdf  STORY STARS OVERVIEW 02 FEB 20 </div> <p>WOW WORDLIST</p> <p>https://drive.google.com/file/d/1bLvHjvVk1.../link</p> <p>Newspapers</p>
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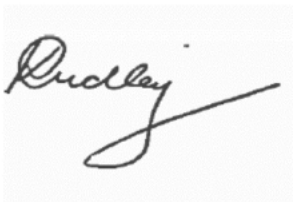
			 YearBeyond YearBeyond https://w
Provisioning and utilisation of LTSM	<p>Grade 4 WCED- PanSALB texts were developed.</p> <p>Sanlam WOW Spelling list</p> <p>Growsmart newspaper development</p> <p>Development of DBE guidelines</p>	<p>Grade 4-9</p> <p>All the three languages of the WCED:</p> <p>English</p> <p>Afrikaans and</p> <p>IsiXhosa</p>	<p>Texts developed for Grade 4 spelling competition</p> <p>https://drive.google.com/file/d/1bLvhjvVk1Mpkx3Bwy0eLerZFFfiNz</p>  <p>WCED PanSALB SPELLER LIST 2023 .p</p> <p>WOW WORDLIST</p> <p>https://drive.google.com/file/d/1bLvhjvVk1Mpkx</p> <p>Newspapers – G</p>  <p>DBE CWP GUIDELINES - 4 Octob</p>  <p>DBE TEACHERS' GUIDELINE_How to di</p>
Advocacy and communication	<p>Advocacy of all the reading events:</p> <ul style="list-style-type: none"> World Read Aloud Day Book week 	<p>Grade 4-9</p>	<p>World Read Aloud Day</p> <p>World Read Aloud Day</p> <p>Mother Language</p> <p>GRADE 4 Spelling</p>

	<ul style="list-style-type: none"> International Mother Tongue Language Day. <p>Advocacy of reading on billboards, My City and Golden Arrow buses</p>		<p>My city: reading ambassadors</p> <p>https://docs.google.com/presentation/[REDACTED]KG6HW/edit?usp=share_link&ouid=10956042284075183</p> <p>Premedia outdoors:</p> <p>https://docs.google.com/presentation/[REDACTED]/edit?usp=share_link&ouid=10956042284075183</p>
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Report compiled by: Senior Curriculum Planners

Designation: **Director**/Chief Director (Please note that the report should be signed off by a Senior Manager at the level of Director and above)

Signature:



Date: 17 March 2023