Reworked National Reading Sector Implementation Plan 2019-2024

STRAND 1: STRENGTHENING THE CAPACITY OF THE SECTOR (*aligned and integrated with Sector capacity to monitor and support, Research& Monitoring, Direct learner support, Partnerships, Teacher Development, Provisioning of LTSM, Advocacy and Communication, Parental Involvement and Community mobilisation*)					
Activities	**Targets**				
	100 Days	**2019-2020**	**2021-2022**	**2022-23**	**2023-2024**
Training of SAs and DHs on reading methodologies in EFAL and African Languages		15% of SAs and DHs trained	25% of SAs and DHs trained	50% of SAs and DHs trained	100% of SAs and DHs trained
Training of SAs and DHs on early identification of barriers to reading and writing, and support		Ongoing capacitation of Subject Advisors (SAs) and DHs to train and support FP teachers **on EGRA**	Ongoing capacitation of SAs and DHs to train and support FP teachers **on EGRA**	Ongoing capacitation of SAs and DHs to train and support FP teachers **on EGRA**	Ongoing capacitation of SAs and DHs to train and support FP teachers **on EGRA**
Ongoing in-classroom support offered by Subject Advisors, reading coaches and DHs is implemented with the aim of improving reading classroom practices	Costed model for a reading coaching programme	In partnership with UNICEF first cohort of reading coaches and Subject advisors trained to provide school level support	Initiatives to expand onsite coaching and virtual coach models in targeted schools	Reading coaches capacitate DHs and PLCs to support the reading programme at school level	Subject advisors, PLCs and DHs to monitor and support implementation of reading programme at school level
Building the capacity of FP and IP curriculum advisors, DHs and coaches in early identification of barriers to reading in **EFAL and African Languages** in all districts (using face to face and virtual models)	Finalise the development of the coaching course on reading			100% of subject advisors, DHs and coaches	
In partnership with the National Education Trust (NECT) and other social partners scale up the	120 FP and 120 IP subject advisors trained in EFAL	1500 SMT members from participating schools trained to support EFAL	50% SMTs trained and 100% of Subject advisors on EFAL –	75% of Subject advisors trained in African languages	75% of Subject advisors trained in African languages

Subject advisor and SMT training programmes for FP and IP Advisors, SMTs and coaches both in African languages and EFAL	programmes in June 2019	programme in August 2019			
		Collaborate with NECT and other social partners to support the roll-out of teacher training programmes in African languages for FP and IP SMT and coaches	First cohort of FP and IP subject advisors, SMTs and coaches trained on reading in African languages	75 % of FP &IP subject advisors, SMTs and coaches	100 % of FP &IP subject advisor, SMT and coaches

STRAND 2: STRAND: TEACHER DEVELOPMENT AND SUPPORT (*aligned and integrated with Sector capacity to monitor and support, Research& Monitoring, Direct learner support, Partnerships, Provisioning of LTSM, Advocacy and Communication***)**

Activities	Targets				
	100 Days	**2019-2020**	**2021-2022**	**2022-23**	**2023-2024**
Implement CPTD programmes in partnership with HEIs which focus on Home Language (HL) Literacy Curriculum in all languages and EFAL Curriculum for both FP and IP - HEIs: ITE and CPTD - DBE and PEDs: CPTD		Conduct an audit of the modalities of CPTD programme offered by HEIs: Accredited Internal methodologies by Provinces and Service Providers - endorsed by SACE	50 % of HEIS offering HL and EFAL Literacy programmes	75 % of HEIS offering HL and EFAL Literacy programmes	100 % of HEIS offering HL and EFAL Literacy programmes
Development and implementation of a customised Massive Open Online Course (MOOC) on reading for meaning and managing large classes		Course design (content and assessment) Audit of the available online courses on the teaching of reading for meaning	Accredited online system in place Check for alignment Registration by Subject Advisors, DHs and teachers usage	Registration and usage by SAs ~~and~~ DHs and teachers Monitoring and evaluation of the MOOC	Registration and usage by teachers

		Course design on content and assessment			
Conduct an audit of **Initial Teacher Training (ITE) programmes** to determine the status of teaching particular African languages and HEIs with a focus on curriculum frameworks in designated African languages.	HEI Model Additional approaches: Dept, Service providers etc	Initiate the ITE audit with HEIs through the Deans Forum	50 % of HEIs offering African Languages	75 % of HEIs offering African Languages	100 % of HEIs offering African Languages
HEIs to develop modules for instruction on content that is essential to the teaching of reading as a reading component of the BEd degree programmes at HEIs.	University of Johannesburg (UJ) offers Sesotho and isiZulu Reading Programme (SERP)	Make use of the National Reading Coalition (NRC) in intensifying efforts to strengthen the teaching of reading as a compulsory component in Bed degrees	50 % of HEIs offering reading modules in African Languages	75 % of HEIs offering reading modules in African Languages	100 % of HEIs offering reading modules in African Languages
In partnership with the National Education Trust (NECT) and other social partners scale up the teacher training programmes for FP and IP teachers both in African languages and EFAL	4200 FP and 4500 IP teachers trained twice a year on PSRIP-EFAL programme	25% of FP &IP teachers on PSRIP-EFAL programme	50 % of FP &IP teachers on PSRIP-EFAL programme	75% of FP &IP teachers on PSRIP-EFAL programme	100 % of FP &IP teachers on PSRIP-EFAL programme
		Collaborate with NECT, HEIs, Teacher Union Collaboration (TUC) to support the roll-out of teacher training programmes in	25 % FP and IP teachers trained	50 % FP and IP teachers trained	100 % FP and IP teachers trained

		African languages for FP and IP teachers			

STRAND 3: STRAND: Direct Learner Support (*aligned and integrated with Direct learner support, Partnerships, Provisioning of LTSM, Teacher Training and Support, Advocacy and Communication*)					
Activities	**Targets**				
	100 Days	**2019-2020**	**2021-2022**	**2022-23**	**2023-2024**
Implementation of the SIAS policy to identify learner needs with a focus on Reading for understanding		20% of all primary schools implement the SIAS programme focussing on reading	40% of all primary schools implement the SIAS programme focussing on reading	70% of all primary schools implement the SIAS programme focussing on reading	100% of all primary schools implement the SIAS programme focussing on reading
Implement Baseline assessment of Learners reading levels		Implement Baseline Assessment of Learners reading levels in 10% of all primary schools	Implement Baseline Assessment of Learners reading levels in 40% of all primary schools	Implement Baseline Assessment of Learners reading levels in 70% of all primary schools	Implement Baseline Assessment of Learners reading levels in 100% of all primary schools
Provide extra support to bridge the gap between HL and LOLT		Develop bilingual print material, posters, subject vocabulary, reading material, games, instructions across all subjects	Develop bilingual print material, posters, subject vocabulary, reading material, games, instructions across all subjects	Distribution, mediation and implementation	Monitor and support
Provision of LTSM		Provision of: -Print–rich environment for learners in 10% of	Provide: print–rich environment for learners in 40%	Provide print–rich environment for learners in 70% Quintile 1,2 and 3 schools	Provide print–rich environment for learners in 100% Quintile 1,2 and 3 schools

		Quintile 1,2 and 3 schools -Graded/Levelled readers to all Quintiles 1,2 and 3 schools - Minimum 50 titles readers (Reading for Enjoyment) Download of the App with E-readers by teachers, parents -Monitor and support utilisation	Quintile 1,2 and 3 schools Graded/Levelled readers to all Quintiles 1,2 and 3 schools - Minimum 50 titles readers (Reading for Enjoyment) - Download of the App with E-readers by teachers, parents Monitor and support utilisation	Graded/Levelled readers to all Quintiles 1,2 and 3 schools - Minimum 50 titles readers (Reading for Enjoyment) -Monitor and support utilisation Download of the App with E-readers by teachers, parents Monitor and support utilisation	Graded/Levelled readers to all Quintiles 1,2 and 3 schools - Minimum 50 titles readers (Reading for Enjoyment) -Monitor and support utilisation Download of the App with E-readers by teachers, parents Monitor and support utilisation
Enrichment programmes for learners - Develop a peer reading mentor programme - Publishing of learners stories - Spelling and comprehension competitions		25% of Quintiles 1,2 and 3 schools	50% of Quintiles 1,2 and 3 schools	75% of Quintiles 1,2 and 3 schools	100 %Quintiles 1,2 and 3 schools
Expansion of play-based learning in the Foundation phase in all		3 provinces	3 provinces	3 provinces	Monitoring and support

Activities	100 Days	2019-2020	2021-2022	2022-23	2023-2024
schools to promote Listening, Speaking, Reading and comprehension					
Conduct nine provincial reading fairs, one in each province In partnership with UNICEF		Nine reading fairs	Nine reading fairs	Nine reading fairs	Nine reading fairs
Hold a national reading festival presided over by president and minister in partnership with UNICEF			One national reading festival	One national reading festival	One national reading festival
Develop and implement a communication and advocacy strategy on reading		Draft strategy developed and consulted	15% of the strategy implemented	30% of the strategy implemented	50% of the strategy implemented

STRAND 4: Parental and Community Support and Mobilisation (*aligned and integrated with Direct learner support, Partnerships, Provisioning of LTSM, Teacher Training and Support, Advocacy and Communication***)**

Activities	Targets				
	100 Days	**2019-2020**	**2021-2022**	**2022-23**	**2023-2024**
Implement the Read to Lead campaign in all schools to mobilise parents to support reading at home		Launch Read to Lead campaign in 25% of schools	Launch Read to Lead campaign in 50% of schools	Launch Read to Lead campaign in 75% of schools	Launch Read to Lead campaign in 100 % of schools
Provide readers and library books to encourage reading at home		25 % of schools distribute books for reading at home	50 % of schools distribute books for reading at home	75 % of schools distribute books for reading at home	100 % of schools distribute books for reading at home

Implementation of a 3-year roll-out plan to set up reading hubs by the NRC	Reading hubs identified in 263 circuits	NRC identified 25 % of reading circuits for implementation of reading initiatives	50% of circuits	75% of circuits	100% of circuits

STRAND 5: Provisioning and Utilisation of LTSM (*aligned and integrated with Direct learner support, Partnerships, Teacher Training and Support, Tracking reading progress, Advocacy and Communication*)					
Activities	**Targets**				
	100 Days	**2019-2020**	**2021-2022**	**2022-23**	**2023-2024**
– Reviewed lessons plans for a structured reading programme in EFAL for both FP and IP	EFAL lesson plans	– Review PSRIP EFAL lesson plans – Implement CAPS aligned EFAL lesson plans for PSRIP 3	50 % of schools have access to EFAL lesson plans (print and digital format)	75 % of schools have access to EFAL lesson plans (print and digital format)	100 % of schools have access to EFAL lesson plans (print and digital format)
– Reviewed lessons plans for a structured reading programme in African languages for both FP and IP	Lesson plans EGRS: Setswana	– Audit of lesson plans in all African languages – Plans in place to strengthen existing lesson plans in 7 of the African languages – Plan in place to develop Siswati and isiNdebele lesson plans	50 % of schools have access to lesson plans in all African languages (print and digital format)	75 % of schools have access to lesson plans in all African languages (print and digital format)	100 % of schools have access to lesson plans in all African languages (print and digital format))
Development of a FP Resource Pack: Core in all languages and EFAL	EFAL core reading resources	Call for submissions for FP reading	Call for submissions for FP reading resources in EFAL	Revised FP catalogue	100% of schools procure and utilise core FP resources

• Phonics programme • Core Vocabulary Lists in all languages and EFAL • Picture Books • Theme Posters • Handwriting Charts: Print (Grade 1 and 2); Cursive (Grade 2 and 3) • Reading Series Grades R-3 • Dictionaries (Bilingual) (e.g. Lexicography Unit)		resource for African languages			
Development of an IP Resource Pack: Core in all languages and EFAL • Textbook with Teacher Guide • Dictionary • Readers containing Folklore, Drama/Play, Short Stories, Poetry • Novel		Call for submissions for IP reading resource for African languages	Call for submissions for IP reading resources in EFAL	Revised IP catalogue	100% of schools procure and utilise core IP resources
Establish1000 classroom libraries in nine provinces		250 classroom libraries	250 classroom libraries	250 classroom libraries	250 classroom libraries
Audit the state of school library provisioning models and library resources:	Draft Library Policy	Collaborate with partners to support library interventions at schools	Distribution of library boxes to 25 % of schools	Distribution of library boxes to 50 % of schools	Distribution of library boxes to 75 % of schools

• Models for library provisioning e.g. an empty classroom, mobile libraries, library boxes • Access to public libraries					
Initiatives in place to make reading for enjoyment mandatory at school, district and provincial level	Advocacy and support to promote reading for enjoyment	25% of schools observing e.g. Reading half hour	50% of schools observing e.g. Reading half hour	75% of schools observing e.g. Reading half hour	100% of schools observing e.g. Reading half hour

STRAND 6: Tracking Learner Performance in Reading Outcomes
(*aligned and integrated with Sector capacity to monitor and support, Research& Monitoring, Direct learner support, Partnerships, Teacher Development, Provisioning of LTSM, Advocacy and Communication, Parental Involvement and Community mobilisation*)

Activities	Targets				
	100 Days	**2019-2020**	**2021-2022**	**2022-23**	**2023-2024**
Scale up and strengthen the implementation of the Universal EGRA in Grades 1 to 3 in all the official languages offered as LoLT in all schools.	EGRA Toolkits finalised for printing for 2020 rollout in 6000 schools	75 % of schools implementing EGRA and plans in place at school, district and provincial level to set reading targets	100 % of schools implementing EGRA and reading targets set in all languages offered as LoLT	All levels of the system implementing EGRA, monitoring and reporting on the reading targets	A regulatory framework for the implementation of EGRA, the monitoring and reporting on the reading targets at all levels of the Sector
Reprioritise funds and implement the EGRA Sample study in 100 schools per province in Grade 4 in all languages and EFAL.		Reprioritise budgets and secure donor funds for the sample study	Implement the sample study in 100 schools per province as a baseline and end line in Grade 4	Standardised reading targets for all languages and EFAL for 9-year olds	Monitor and implement national reading targets in Grade 3 and 4
Infuse the EGRA components into the National Systemic evaluation in Grades 3 and 6		Identify EGRA components which can be infused in the	Pilot an infused National Systemic Evaluation on reading	Rollout National Systemic Evaluation with the reading	Analysis of oral and reading comprehension proficiency for target

in all languages offered as LoLT		National Systemic Evaluation	comprehension for meaning	comprehension component	setting and national communication
Continue participation in the PIRLS and SACMEQ	Reading targets based on PSRIP-EFAL project	Implementation of EGRA, EGRS, and PSRIP-EFAL in response to improving PIRLS baseline target	PIRLS is administered in a sample of schools in Grades 4 and 5	Diagnostic analysis of 2021 the PIRLS and SACMEQ results	Strengthen reading initiatives in response to PIRLS and SACMEQ recommendations

STRAND 7: Research, Monitoring, Evaluation and Reporting

Activities	Targets				
	100 Days	2019-2020	2021-2022	2022-23	2023-2024
Audit reading for meaning across curriculum resources with the view to making them available to all formats for all differently abled learners and teachers		Develop a proposal to audit of all reading for meaning across curriculum resources (including online resources)	Use approved proposal to design a comprehensive audit plan or meaning across curriculum resources (including online resources)	Conduct an audit of all reading for meaning across curriculum resources (including online resources)	Use the audit results to design an accessible database of all reading for meaning across curriculum resources (including online resources)
SGBs and SMTs use skills to **monitor and support** implementation of reading for meaning interventions in schools		In addition to the tracking of reading strand, develop a plan to equip SGBs and SMTs with skills to monitor and support implementation of reading for meaning interventions in schools	In addition to the tracking of reading strand, train SGBs and SMTs on skills to monitor and support implementation of reading for meaning interventions in schools	In addition to the tracking of reading strand, field-test the application of SGBs and SMTs skills to monitor and support implementation of reading for meaning interventions in schools in 10% of circuits	In addition to the tracking of reading strand, use field-testing lessons and learnings to revise and strengthen SGBs and SMTs skills to monitor and support implementation of reading for meaning interventions in schools
Circuit managers, subject advisors and curriculum coordinators use their competences to		In addition to EGRA Toolkits finalised for printing for 2020 rollout in 6000 schools, equip	In addition to 75 % of schools implementing EGRA and plans in place at school, district	In addition to 100 % of schools implementing EGRA and reading	In addition to all levels of the system implementing EGRA, monitoring and

professionally **support** implementation of the reading for meaning interventions in schools		circuit managers, subject advisors and curriculum coordinators with competences to EGRA and toolkits	and provincial level to set reading targets, circuit managers, subject advisors and curriculum coordinators use their competences to use the toolkits to monitor and support reading for meaning interventions	targets set in all languages offered as LoLT, circuit managers, subject advisors and curriculum coordinators use their competences to use the toolkits to monitor and support reading for meaning interventions	reporting on the reading targets, circuit managers, subject advisors and curriculum coordinators use their competences to use the toolkits to monitor and report on reading for meaning interventions
STRAND 8: Partnership					
Activities	**Targets**				
	100 Days	**2019-2020**	**2021-2022**	**2022-23**	**2023-2024**
Big businesses who produce/ manufacture food that children consume (cereal, porridge etc.) should <u>include **reading materials in the food packages**</u> (e.g. "did you know "messages in chappies)		In addition to Foundation and Intermediate Phase resource packs under LTSM Strand, add the activity of mobilising businesses/innovation hubs to include in goods and services (e.g. stationery, food supplements, etc.) "did you know" messages with meaningful insights	In addition to Foundation and Intermediate Phase resource packs under LTSM Strand, enter into formal agreement with businesses/innovation hubs to design goods and services with reading materials with meaningful insights	In addition to Foundation and Intermediate Phase resource packs under LTSM Strand, appointed service providers deliver goods and services with reading materials with meaningful insights in 30% of circuits	In addition to Foundation and Intermediate Phase resource packs under LTSM Strand, appointed service providers deliver goods and services with reading materials with meaningful insights in 60% of circuits
Communities, businesses, professional bodies and publishers **support** reading for meaning **campaigns** in society		Develop a plan to mobilise businesses, professional bodies and publishers to support reading for	Field-test the plan to mobilise businesses, professional bodies and publishers to support reading for	Use field-testing data to review the plan to mobilise businesses, professional bodies	Extended the strengthened plan to mobilise businesses, professional bodies

		meaning across curriculum campaigns in society	meaning across curriculum campaigns in society in 10% of districts	and publishers to support reading for meaning across curriculum campaigns in society	and publishers to support reading for meaning across curriculum campaigns in society to 50% of districts
Incentivise reading for meaning by partnering with local newspapers and community radio stations to promote and recognise reading champions		The LTSM strand activity includes "Initiatives in place to make reading for enjoyment mandatory". In addition, investigate ways to incentivise through events and activities that recognise and reward reading champions	Mobilise electronic and print media to incentivise reading for pleasure through various activities accompanied by rewards and awards.	The first event recognising and rewarding champions per province is field-tested	A national event recognising and rewarding champions per province is held

STRAND 9: Advocacy and Communication					
Activities	**Targets**				
	100 Days	2019-2020	2021-2022	2022-23	2023-2024
Communities, businesses, professional bodies and publishers **support** reading for meaning **campaigns** in society		Develop a plan to mobilise businesses, professional bodies and publishers to support reading for meaning across curriculum campaigns in society	Field-test the plan to mobilise businesses, professional bodies and publishers to support reading for meaning across curriculum campaigns in society in 10% of districts	Use field-testing data to review the plan to mobilise businesses, professional bodies and publishers to support reading for meaning across curriculum campaigns in society	Extended the strengthened plan to mobilise businesses, professional bodies and publishers to support reading for meaning across curriculum campaigns in society to 50% of districts
Use print and electronic media to **mobilise** all in society to support reading		In addition to Direct Learner Support Thrust of designing communication and	In addition to Direct Learner Support Thrust of designing communication and	In addition to Direct Learner Support Thrust of designing communication	In addition to Direct Learner Support Thrust of designing communication and

| for both pleasure and general-academic purposes | | advocacy strategy on reading, mobilise communities to participate in the design of the communication and advocacy strategy | advocacy strategy on reading, mobilise communities to participate in the field-testing of the communication and advocacy strategy | and advocacy strategy on reading, mobilise communities to play a role in the rollout of the approved communication and advocacy strategy in at least 10% of schools | advocacy strategy on reading, mobilise communities to play a role in the rollout of the approved communication and advocacy strategy in at least 60% of schools |

STRAND 10: Reading Across the Curriculum (added strand for special focus)					
Activities	**Targets**				
	100 Days	**2019-2020**	**2021-2022**	**2022-23**	**2023-2024**
Promoting utilisation of **LOLT in African Languages** across Foundation and Intermediate Phases		In addition to the activity to train Subject advisors and school DHs on reading methodologies in EFAL and African Languages under the monitoring and support thrust, consult widely and design an elaborate comprehensive feasibility plan (to include budget estimations, resources needed (LTSM) and/or available / suitably qualified teachers etc.) to promote and introduce African Languages as LOLT in	In addition to the activity to train Subject advisors and school DHs on reading methodologies in EFAL and African Languages under the monitoring and support thrust, consult widely and design a field-testing instrument to pilot the feasibility plan to promote and introduce African Languages as LOLT in Foundation and Intermediate Phases	In addition to the activity to train Subject advisors and school DHs on reading methodologies in EFAL and African Languages under the monitoring and support thrust, consult widely to field-test the feasibility plan to promote and introduce African Languages as LOLT in Foundation and Intermediate Phases in at least one African	In addition to the activity to train Subject advisors and school DHs on reading methodologies in EFAL and African Languages under the monitoring and support thrust, consult widely to use the field-tested feasibility plan to promote and introduce African Languages as LOLT in Foundation and Intermediate Phases in at least one African languages in one subject per

		Foundation and Intermediate Phases		languages in one subject per province in identified sample schools. Present the results for consideration to TDCM and CEM.	province in identified sample schools to inform a national scalable intervention
Link reading for meaning across curriculum to the **Drop All and Read Campaign**		Read this activity in conjunction with the activities under Policy Interventions. Prepare a proposal to reduce content overload to enable the linking of reading in content subjects with the Drop All and Read Campaign	Read this activity in conjunction with the activities under Policy Interventions. Design a strategy to reduce content overload to enable the linking of reading in content subjects with the Drop All and Read Campaign	Read this activity in conjunction with the activities under Policy Interventions. Pilot reduced content overload and determine the extent to which reading in content subjects is linked with the Drop All and Read Campaign	Read this activity in conjunction with the activities under Policy Interventions. Use pilot results to finalise a plan to rollout a plan that links reading in content subjects with the Drop All and Read Campaign
Higher Education Institutions should include reading with meaning across curriculum in all course content across the **initial teacher preparation** curriculum		HEIs start with review of course content	In addition to initiating the ITE audit with HEIs through the Deans Forum under teacher development and support thrust, develop online module on reading with meaning across the curriculum	In addition to 50 % of HEIs offering African Languages under teacher development and support thrust, pre-service training commences	In addition to initiating 75 % of HEIs offering African Languages under teacher development and support thrust, PRESET continues until cohort graduates
Lesson plans should focus on new **vocabulary** and new **terminology** that		In addition to the LTSM thrust on lessons plans for a structured reading	In addition to the LTSM thrust on lessons plans for a structured reading	In addition to the LTSM thrust on lessons plans for a	In addition to the LTSM thrust on lessons plans for a

promote reading (print and digital) for meaning across curriculum		programme in EFAT in both Foundation and Intermediate Phases, compile a list of reading concepts learners must know and be able to utilise in the vocabulary and terminology (print and digital) of all languages of learning and teaching	programme in EFAT in both Foundation and Intermediate Phases, vocabulary and terminology (print and digital) of all languages of learning and teaching are used to design appropriate lessons plans	structured reading programme in EFAT in both Foundation and Intermediate Phases, 50% of schools have access to vocabulary and terminology (print and digital) of all languages of learning and teaching	structured reading programme in EFAT in both Foundation and Intermediate Phases, 75% of schools have access to vocabulary and terminology (print and digital) of all languages of learning and teaching
Incentivising reading for meaning across curriculum by through actions such as awarding scrolls of honour in uniform, giving recognition at assembly, running reading competitions and festivals, providing prizes to high performing readers for meaning		In addition to the Direct Learner Support Strand activity of conducting reading fairs and national reading festivals, solicit trophies, certificates and medals for high performing readers in physical and virtual environments	In addition to the Direct Learner Support Strand, convene district events at which trophies, certificates and medals (in physical and virtual environments) will be awarded to high performing readers	In addition to the Direct Learner Support Strand, convene provincial events at which trophies, certificates and medals (in physical and virtual environments) will be awarded to high performing readers	In addition to the Direct Learner Support Strand, convene national event at which trophies, certificates and medals (in physical and virtual environments)will be awarded to high performing readers