READING LITERACY

Presentation for Portfolio Committee on Basic Education

23 May 2023

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PRESENTATION OUTLINE

1. **Purpose**
2. **Background & Context**
3. **Precursor**
4. **ELNA**
5. **Systemic Evaluation**
6. **PIRLS**
7. **Next steps**
8. **Strategy and Plan**
9. **Conclusion**
10. **Recommendations**

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PURPOSE

To present **key data, analysis, findings** and **recommendations** emerging out of **national assessment studies** and progress in International Reading and Literacy Studies (**PIRLS**) to inform Reading Literacy **Strategy** and **Plan.**

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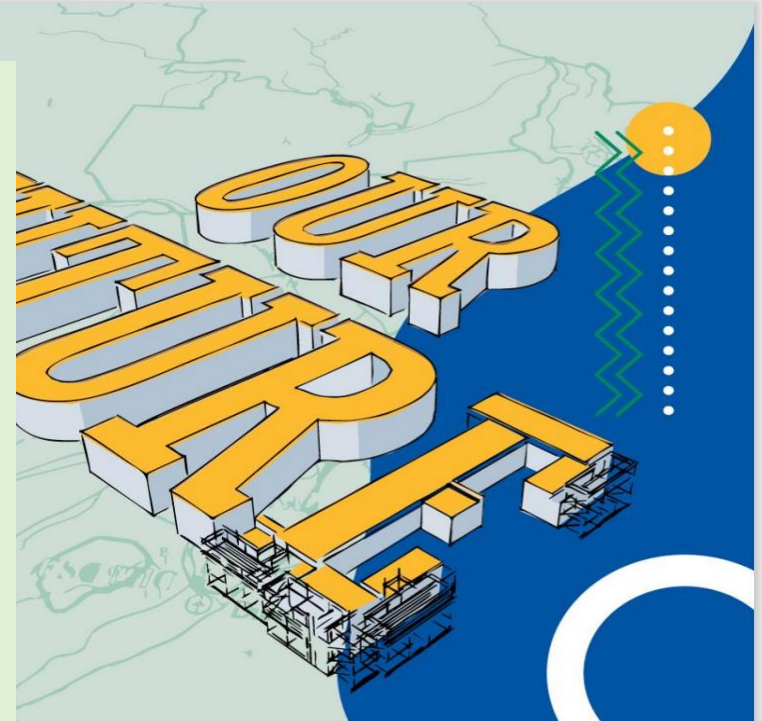Department:
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BACKGROUND & CONTEXT

INTRODUCTION

*"By 2030, South Africans should have **access** to education and training of the **highest quality**, leading to **significantly** improved learning **outcomes**. The performance of South African learners in **international** standardised tests should be **comparable** to the performance of learners from countries at a **similar** level of development and with similar levels of access."*
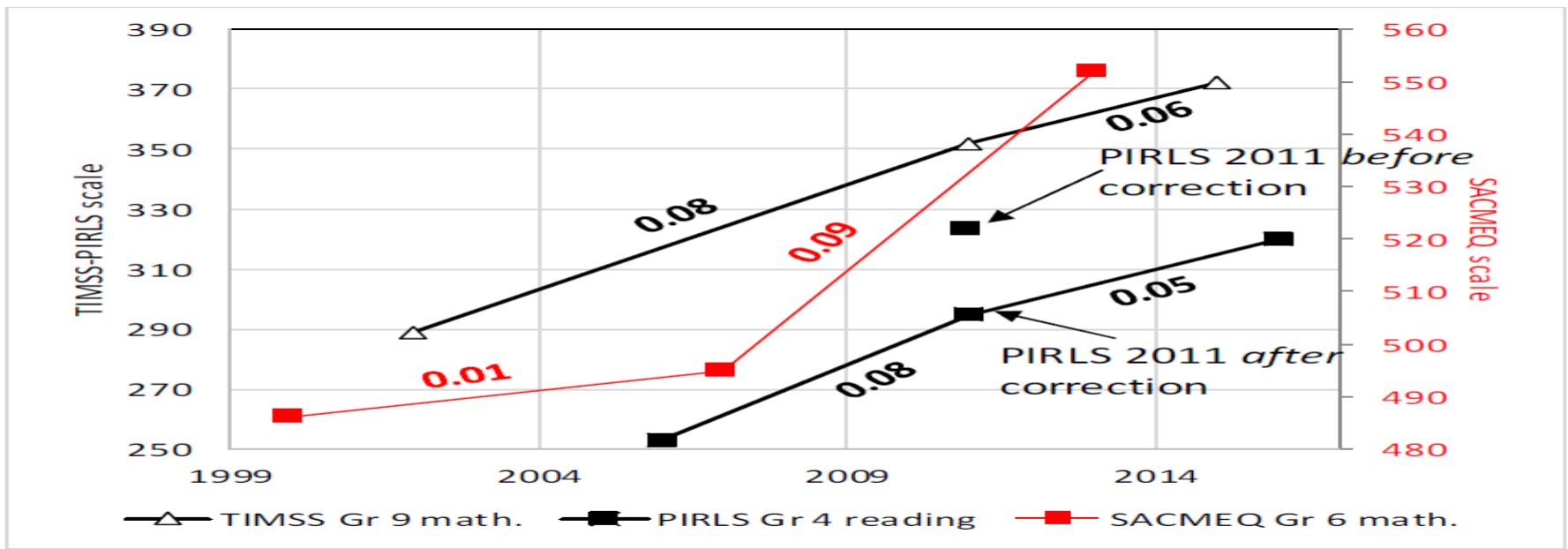
SA'S IMPROVING TREND IN PIRLS, TIMSS & SACMEQ PRE-PANDEMIC

Note: Numbers beside the lines represent improvements expressed as South African standard deviations a year.

DROP-OUT AND SURVIVAL RATES

	2009-2011			2017-2019		
	Survival Rate	Survival per 1000 learners	Percentage dropping out with this Grade attained	Survival Rate	Survival per 1000 learners	Percentage dropping out with this Grade attained
Total cohort	100%			100%		
No schooling		1000			1000	
Grade 1	98.9%	989	1.1%	99.4%	994	0.6%
Grade 2	98.7%	987	0.2%	99.3%	993	0.1%
Grade 3	98.5%	985	0.3%	99.1%	991	0.2%
Grade 4	97.9%	979	0.6%	98.8%	988	0.3%
Grade 5	97.0%	970	0.9%	98.4%	984	0.4%
Grade 6	95.8%	958	1.2%	97.8%	978	0.6%
Grade 7	94.0%	940	1.8%	96.5%	965	1.4%
Grade 8	90.6%	906	3.7%	94.0%	940	2.5%
Grade 9	85.5%	855	5.6%	89.9%	899	4.4%
Grade 10	77.2%	772	9.7%	82.3%	823	8.5%
Grade 11	64.1%	641	17.0%	71.1%	711	13.6%
Grade 12	45.8%	458	28.5%	53.4%	534	24.9%

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LEARNING LOSSES

- Since its outbreak two years ago, the COVID-19 pandemic has **disrupted education systems globally**, affecting the most **vulnerable learners** the hardest.
- It has **increased inequalities** and aggravated a pre-existing education crisis.
- Enrolment in the first quarter of 2021 was around **50 000 (0.4%)** lower than expected.
- The problem concentrated in **lower grades**.
- **54% of contact time** was **lost** in 2020 due to closures and rotations.
- In the second half of 2021, **22% of contact was time lost** due to rotations and
- regular **absenteeism.**
- These averages **hide huge inequalities** across grades and schools.
- In **historically disadvantaged schools**, around **70% of a year's worth of learning** was lost in 2020.
- For every day of schooling lost, **around 1.3 days** of learning are **lost**.

PRECURSOR TO READING LITERACY

RATIONALE

The PIRLS 2021 study reveals **very low performance levels** on learners' ability to read for meaning as they turn 10.

How do we **de-construct** this finding to help us do more and do it better?

- **Reading comprehension** is the ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).
- Readers who have a **strong understanding** can draw conclusions after reading a text.

MEASURING READING FOR MEANING?

- We use different national assessments to generate data on:

  1) Early and emergent literacy skills (**ELNA**).

  2) Foundational reading comprehension (**Systemic Evaluation**).

  3) International reading comprehension benchmarks (**PIRLS**).

3 inter-related stories :

a) What are the **emerging literacy skills** of learners entering Grade 1?

b) How are learners coping with nationally **set reading passages** in the foundation phase?

c) How are learners **coping** with internationally set reading passages in Grade 4?

STORY 1: ELNA

ELNA FRAMEWORK FOR EMERGING LITERACY

CAPS Strand	Skills
Listening and speaking	Working memory
	Productive vocabulary
	Listening comprehension
Phonics	Phonemic awareness
	Letter sounds
	Identify correct letter for sound
Reading	Compound words
	Comprehension of visual text
	Book knowledge
	Identify correct word
Writing	Write letter for sound
	Write three-letter word

THE RESULTS OF ELNA

every child is a National Asset

Schools	Learners	Overall Emergent literacy score Mean (%)
268	2060	63.91
Average Age		6 years
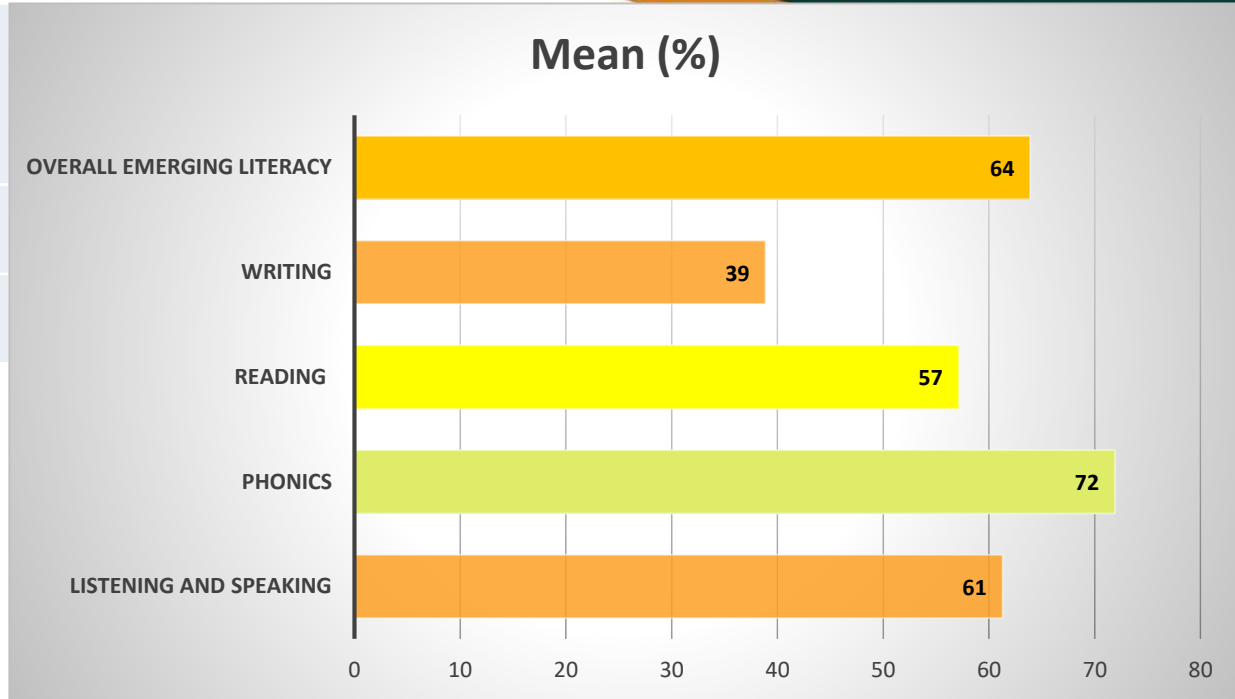
Mean (%)

Category	Value
OVERALL EMERGING LITERACY	64
WRITING	39
READING	57
PHONICS	72
LISTENING AND SPEAKING	61

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EMERGING LITERACY BY LANGUAGE

Mean (%)

Language	Mean (%)
Afrikaans	72
English	68
isiNdebele	61
IsiXhosa	69
isiZulu	63
Sepedi	56
Sesotho	64
Setswana	59
Siswati	66
Tshivenda	56
Xitsonga	49
National Mean	64
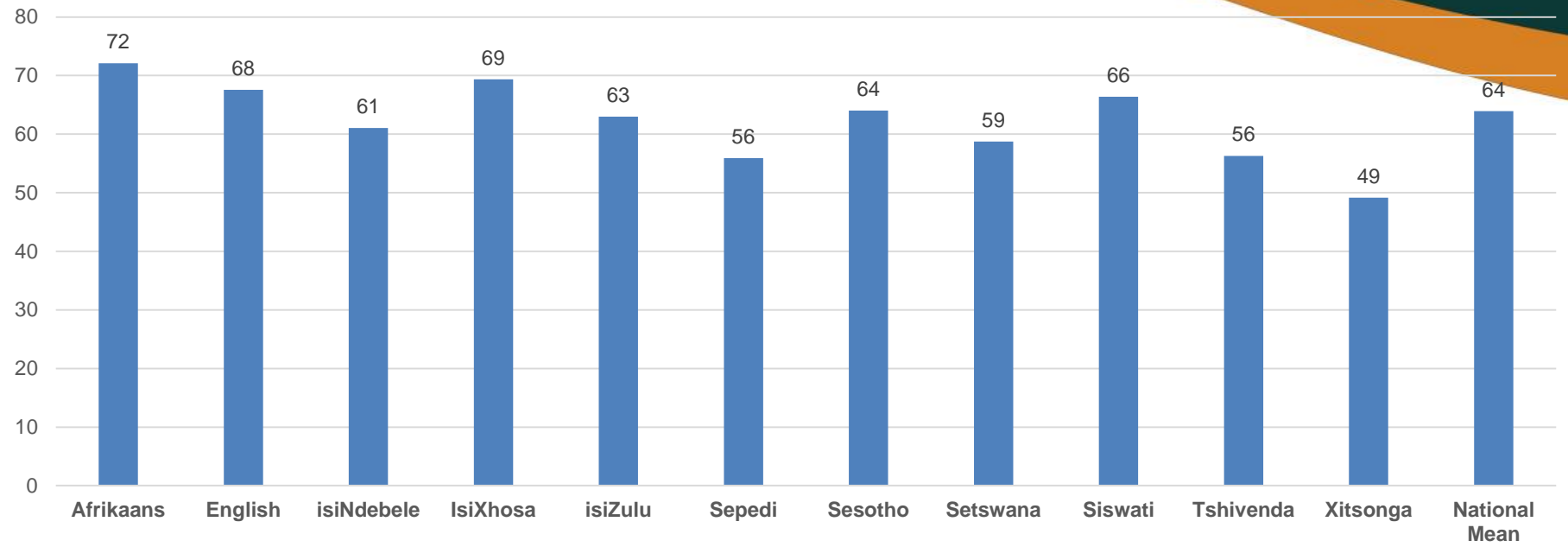
EMERGING LITERACY BY LANGUAGE AND SUB-STRAND

Legend:
- Mean (%) Listening and speaking
- Mean (%) Phonics
- Mean (%) Reading
- Mean (%) Writing
- Mean (%) Mean (%) Emergent Literacy

Chart showing Mean (%) Emergent Literacy values by language:
- Afrikaans: 66
- English: 55
- isiNdebele: 60
- IsiXhosa: 62
- isiZulu: 58
- Sepedi: 50
- Sesotho: 59
- Setswana: 58
- Siswati: 59
- Tshivenda: 48
- Xitsonga: 44
- National Mean: 57

EMERGING LITERACY BY PROVINCE

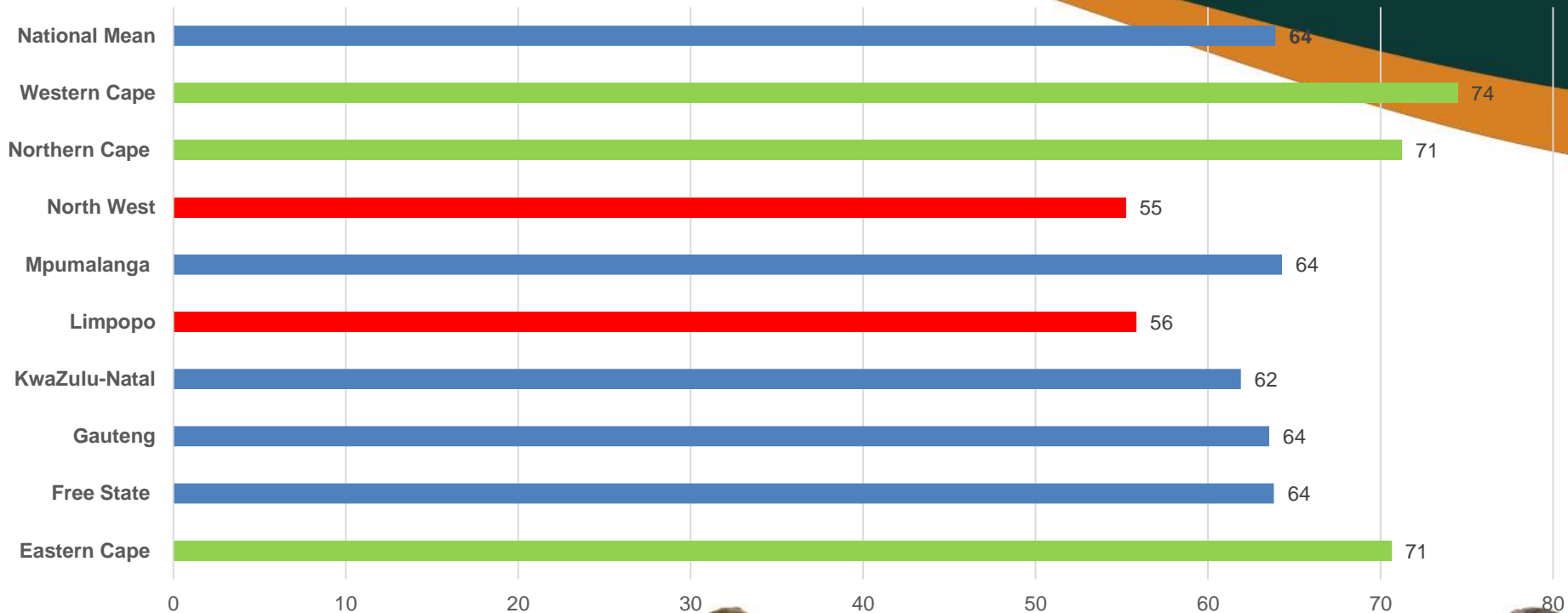| Province	Value
National Mean	64
Western Cape	74
Northern Cape	71
North West	55
Mpumalanga	64
Limpopo	56
KwaZulu-Natal	62
Gauteng	64
Free State	64
Eastern Cape	71
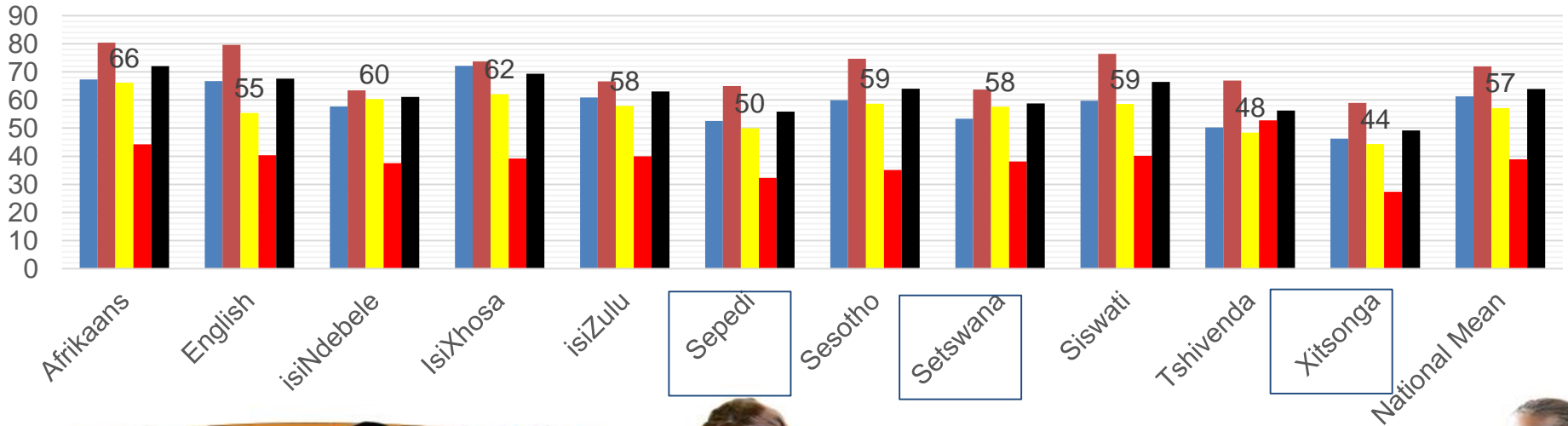
EMERGING LITERACY BY PROVINCE AND SUB-STRAND

- Mean (%) Listening and speaking
- Mean (%) Phonics
- Mean (%) Reading
- Mean (%) Writing
- Mean (%) Mean (%) Emergent Literacy

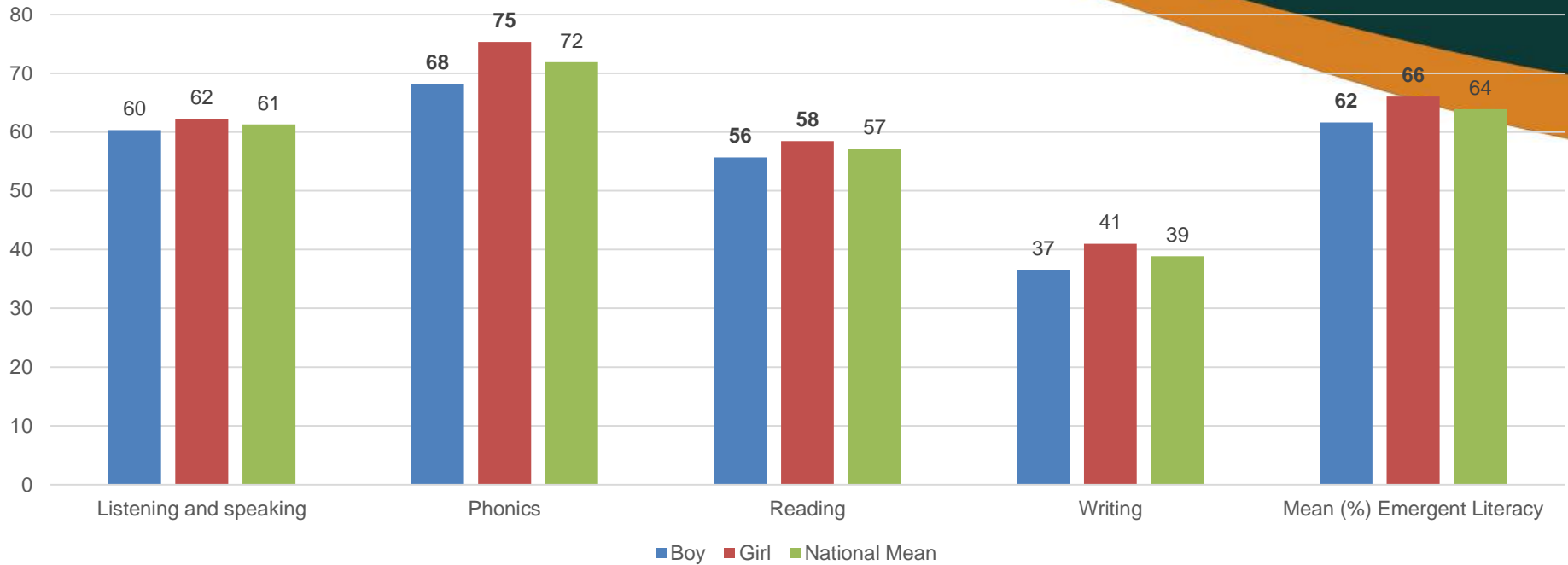Chart showing mean literacy percentages by province with labelled Emergent Literacy values:
- Eastern Cape: 62
- Free State: 57
- Gauteng: 55
- KwaZulu-Natal: 56
- Limpopo: 51
- Mpumalanga: 55
- North West: 51
- Northern Cape: 67
- Western Cape: 65
- National Mean: 57
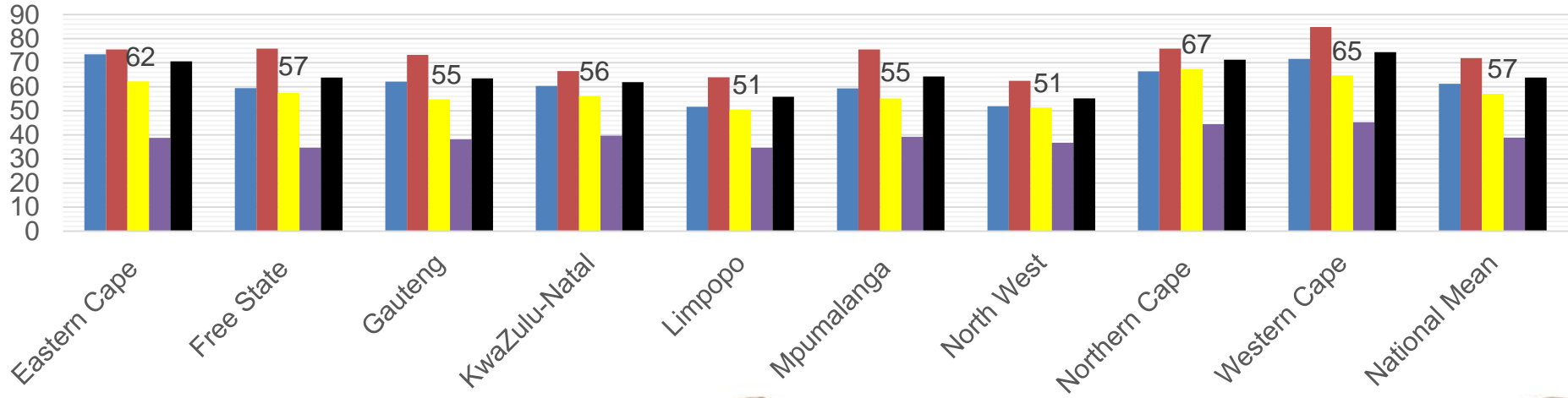
EMERGING LITERACY BY QUINTILE

Quintile	Mean (%)				
	Listening and speaking	Phonics	Reading	Writing	Emergent Literacy
1	58	68	55	38	61
2	58	66	55	37	60
3	58	69	57	37	62
4	66	80	59	43	69
5	75	89	63	47	76
National Mean	61	72	57	39	64

Emerging Literacy by Gender chart

Category	Boy	Girl	National Mean
Listening and speaking	60	62	61
Phonics	68	75	72
Reading	56	58	57
Writing	37	41	39
Mean (%) Emergent Literacy	62	66	64

Legend: Boy | Girl | National Mean

STORY 2: SYSTEMIC EVALUATION

SYSTEMIC EVALUATION FRAMEWORK

System support

Effectiveness of education policies and programmes

System support factors for successful implementation

School and learner

Characteristics

Interpretation of learning outcomes

Learner performance
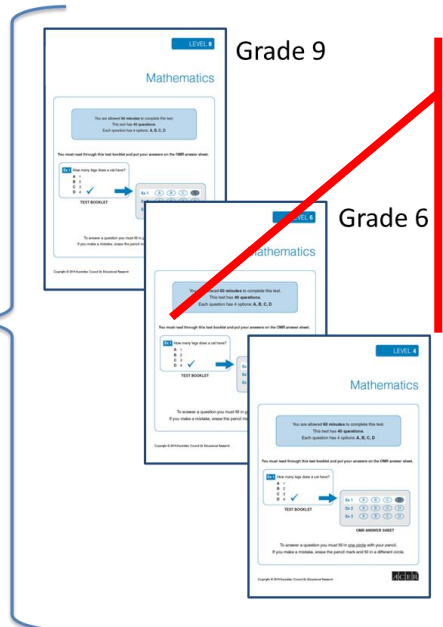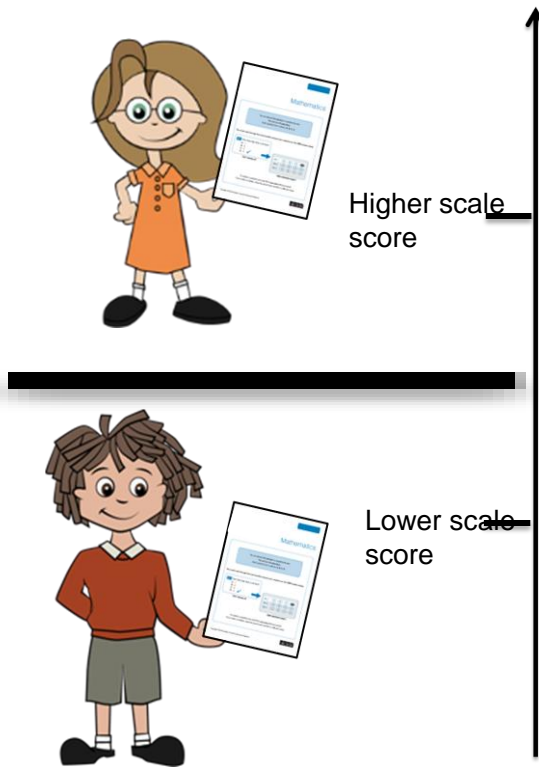
Establish and monitor learner performance

Learning levels and profiles
Growth between grades and over time

COGNITIVE DATA - ASSESSMENTS ON ONE SCALE

Higher scale score

Mean scale score set to 500

Lower scale score
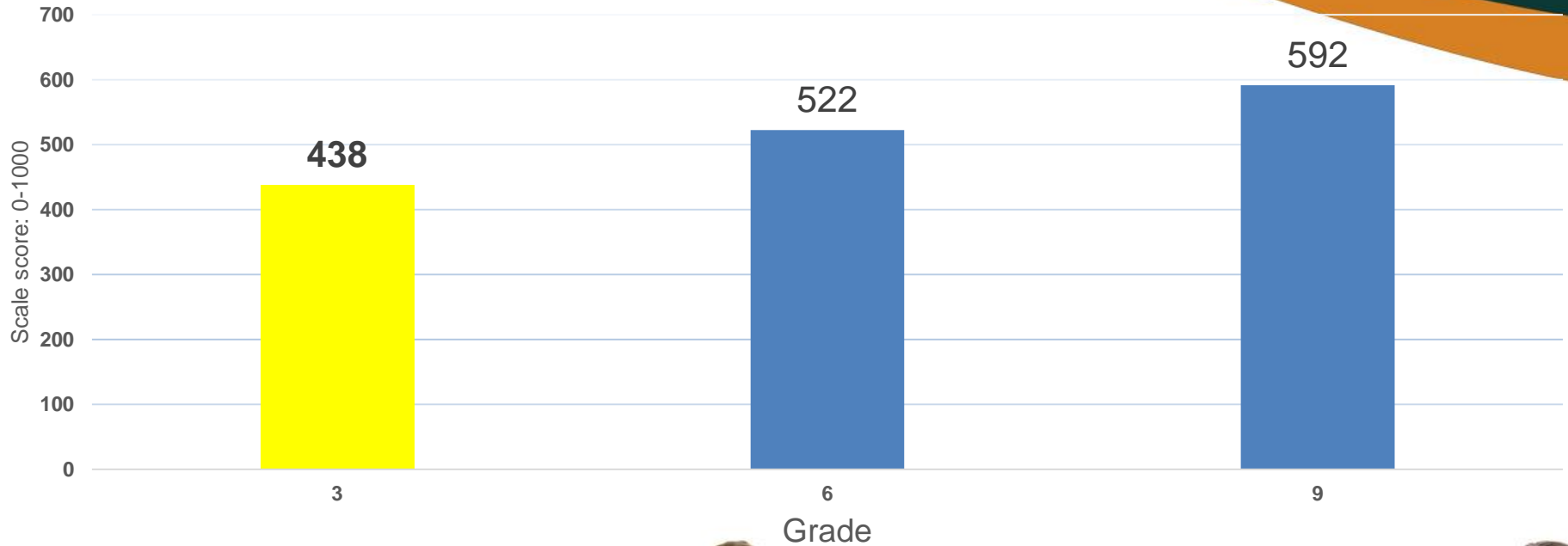
Grade 9

Grade 6

Grade 3

Some of the assessment content is administered to both grades to provide a link

OVERALL READING SCORES

Every child is a National Asset
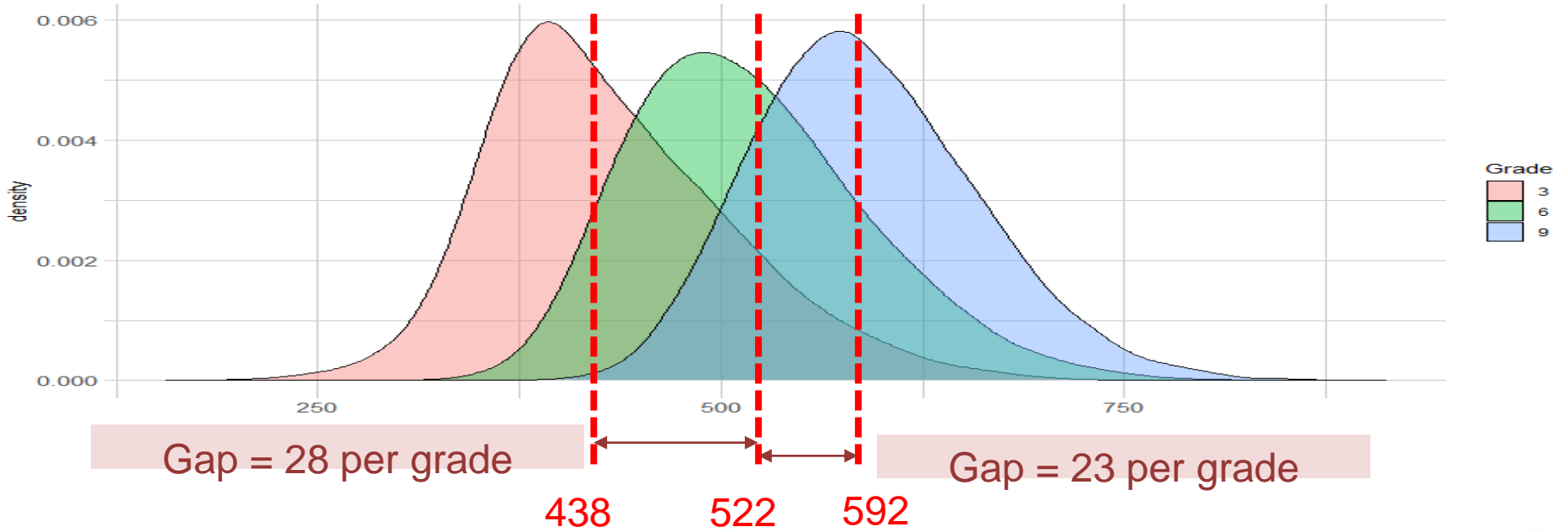
Reading Means by Grade – transformed scale score

READING BY GRADE

Reading grade comparison

Gap = 28 per grade

Gap = 23 per grade

438   522   592

READING SCORES BY GENDER

Grade	Gender	Mean
3	Female	454
3	Male	422
6	Female	535
6	Male	509
9	Female	603
9	Male	580
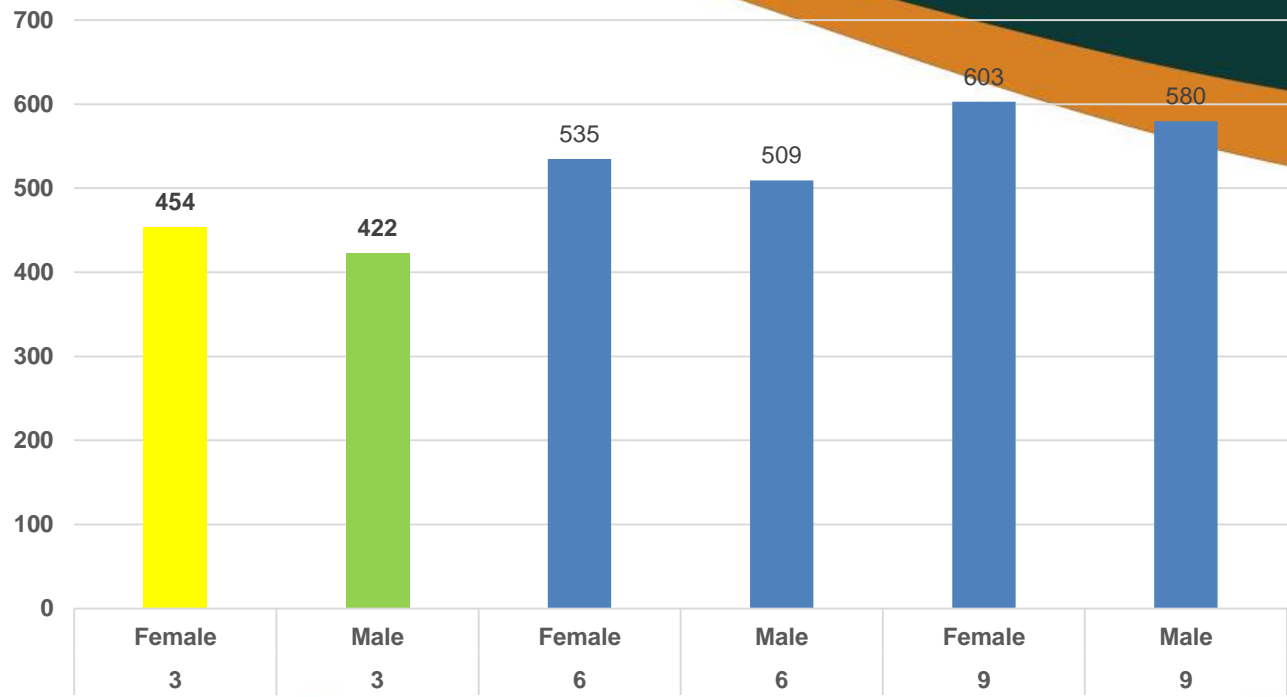
Difference in Reading between Gender within Grade

Grade	Difference
3	-31.4
6	-25.6
9	-22.9
Total	-30.5

Grade 3 Reading gender comparison
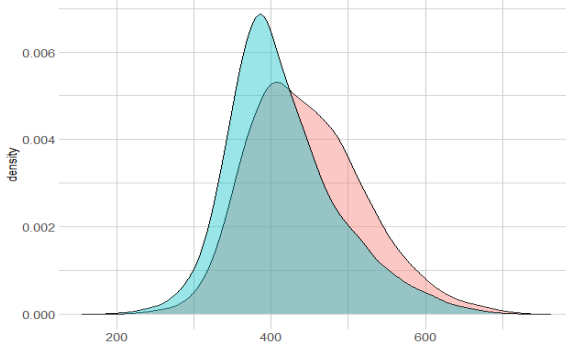
Grade 6 Reading gender comparison
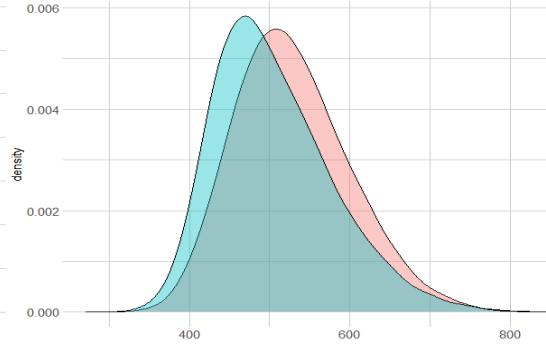
Grade 9 Reading gender comparison
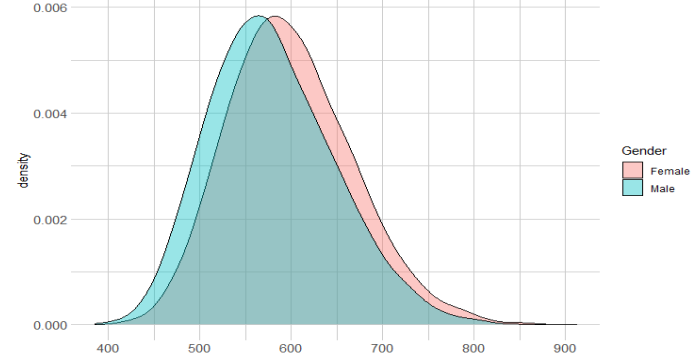
Gender
Female
Male

Grade	Gender	Mean
3	Female	454
3	Male	422

Grade	Gender	Mean
6	Female	535
6	Male	509

Grade	Gender	Mean
9	Female	603
9	Male	580

G3 girls are about 1.1 years ahead of boys, on average

G6 girls are about 1 year ahead of boys, on average

G9 girls are about 1 year ahead of boys, on average

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READING SCORES BY PROVINCE

Population density in South Africa's nine provinces

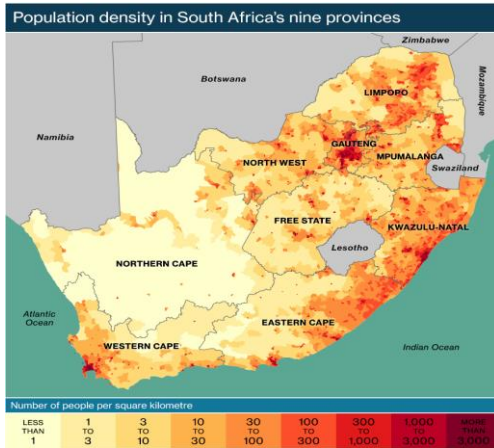| Reading			
Grade	PRV	Mean	MeanSE
3	Eastern Cape	439	2.83
3	Free State	436	3.08
3	Gauteng	450	3.51
3	KwaZulu Natal	436	2.94
3	Limpopo	413	2.10
3	Mpumalanga	427	2.28
3	Northern Cape	424	3.78
3	North-West	413	2.38
3	Western Cape	477	3.45
6	Eastern Cape	507	2.79
6	Free State	518	2.97
6	Gauteng	559	3.53
6	KwaZulu Natal	504	2.76
6	Limpopo	493	2.02
6	Mpumalanga	516	2.68
6	Northern Cape	524	3.17
6	North-West	510	2.49
6	Western Cape	567	2.64
9	Eastern Cape	580	3.28
9	Free State	603	3.44
9	Gauteng	624	3.46
9	KwaZulu Natal	571	2.63
9	Limpopo	567	3.02
9	Mpumalanga	591	2.80
9	Northern Cape	594	4.16
9	North-West	590	2.82
9	Western Cape	632	2.97

Grade 3
Low = Limpopo, Northern Cape, North West
High = Western Cape

Grade 6
Low = Limpopo
High = Gauteng

Grade 9
Low = Limpopo, KwaZulu-Natal
High = Gauteng, Western Cape

CONTEXTUAL SCALES

Classroom practice (one scale for Language lessons, one for Maths)
Attitudes towards school
Attitudes towards Language lessons
Parental engagement
Parental perception of school
Teacher job satisfaction
Factors hindering learning
School climate (2 factors)
Impact of teacher and resource-related factors
Impact of learner-related factors
Impact of COVID disruptions
Wealth index

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CLASSROOM PRACTICES - LANGUAGE LESSONS

How often do these things happen in a normal language lesson?
1=Never
2=Sometimes
3=Often
4=Always

		Factor loadings	Reverse Scoring	Item label	Frequencies				
					Never	Sometimes	Often	Always	Invalid or Missing
Classroom practices - language lessons	LQ12a	**0.65**	0	The teacher is in class	5.89%	16.12%	11.21%	66.78%	8.56%
	LQ12b	**0.64**	0	Lessons start on time	5.53%	23.17%	15.91%	55.39%	11.00%
	LQ12c	**0.58**	0	The teacher reads us a book	8.24%	36.30%	16.18%	39.28%	10.22%
	LQ12d	**0.63**	0	We silently listen to the teacher when she/he reads to us	6.94%	18.52%	15.07%	59.47%	10.43%
	LQ12e	**0.70**	0	The teacher asks us questions	4.85%	13.47%	12.57%	69.11%	9.85%
	LQ12f	**0.55**	0	We repeat what the teacher says	12.83%	35.55%	16.34%	35.29%	11.21%
	LQ12g	**0.41**	0	We work in small groups	18.54%	48.31%	14.02%	19.13%	11.34%
	LQ12h		0	We try to solve problems on our own	14.31%	33.21%	18.36%	34.12%	11.86%
	LQ12i	**0.55**	0	The teacher helps me when I don't understand something	2.46%	14.94%	8.09%	74.51%	6.10%
	LQ12j	**0.67**	0	The teacher marks my language homework	6.44%	19.36%	13.94%	60.26%	10.15%

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ATTITUDES TOWARDS LANGUAGE

How much do you agree with these statements about school and home?

1=Disagree a lot

2=Disagree a little

3=Agree a little

4=Agree a lot

		Factor loadings	Reverse Scoring	Item label	Frequencies				
					Disagree a lot	Disagree a little	Agree a little	Agree a lot	Invalid or Missing
Attitudes towards language	LQ21a	**0.88**	0	I like my Language lessons	8.19%	4.48%	12.67%	74.66%	7.37%
	LQ21c	**0.84**	0	I do well in Language	6.22%	6.60%	25.15%	62.03%	9.63%
	LQ21f	**0.77**	0	I like reading	7.18%	7.65%	21.57%	63.59%	9.64%
	LQ21h	**0.84**	0	Language is an important subject	5.95%	4.57%	11.72%	77.75%	10.39%
	LUQ21k	**0.73**	0	I find learning Language easy	4.34%	7.64%	28.13%	59.88%	7.48%

PARENTAL ENGAGEMENT

How often do you do or someone else do the following things with your child?

1=Every day

2=Once or twice a week

3=Once or twice a month

4=Never or hardly ever

		Factor loadings	Reverse Scoring	Item label	Every day	Once or twice a week	Once or twice a month	Never or hardly ever	Invalid or Missing
Parental engagement	PA2125a	**0.67**	0	Talk about your child's language schoolwork	62.47%	25.09%	7.58%	4.86%	10.70%
	PA2125b	**0.67**	0	Talk about your child's mathematics schoolwork	53.92%	31.49%	8.99%	5.60%	13.30%
	PA2125c	**0.89**	0	Help your child with their schoolwork	66.88%	20.68%	7.08%	5.35%	9.64%
	PA2125d	**0.83**	0	Read with your child	43.96%	31.69%	12.38%	11.97%	13.75%
	PA2125b WITH PA2125a	**0.49**							

To what extent are these factors a problem in the class(es) that you teach?

1=Not a problem

2=A minor problem

3=A moderate problem

4=A major problem

		Factor loadings	Reverse Scoring	Item label	Not a problem	A minor problem	A moderate problem	A major problem	Invalid or Missing
Factors hindering learning	TE2125a	0.71	0	Learner absenteeism	12.03%	37.66%	30.03%	20.29%	1.87%
	TE2125b	0.83	0	Learners lacking interest in school	15.18%	29.89%	28.47%	26.47%	2.32%
	TE2125c	0.72	0	Parents lacking interest in their children's education	9.05%	19.07%	29.55%	42.33%	1.81%
	TE2125d	0.61	0	Learners lacking basic nutrition	39.33%	28.94%	21.15%	10.58%	2.26%
	TE2125e	0.74	0	Learners damaging school property	23.93%	35.16%	21.16%	19.75%	1.95%
	TE2125f	0.69	0	Learners abusing alcohol	64.65%	17.20%	9.64%	8.51%	2.59%
	TE2125g	0.67	0	Learners abusing drugs	58.13%	18.20%	11.14%	12.53%	2.47%
	TE2125f WITH TE2125g		0.85						

Please indicate the extent to which the following impacted your school during the COVID pandemic
1=Did not impact
2=Impacted a little
3=Moderately impacted
4=Strongly impacted

		Factor loadings	Reverse Scoring	Item label	Did not impact	Impacted a little	Moderately impacted	Strongly impacted	Invalid or Missing
Impact of COVID distruptions	PR2139a	**0.77**	0	Learner non-attendance	5.80%	17.18%	28.28%	48.73%	1.95%
	PR2139b	**0.71**	0	Teacher non-attendance	25.57%	27.89%	29.62%	16.92%	2.26%
	PR2139c	**0.90**	0	Poor curriculum coverage	7.02%	16.37%	28.36%	48.25%	1.89%
	PR2139d	**0.90**	0	Learning losses as indicated by poorer results on assessment tasks	5.20%	17.53%	32.94%	44.33%	2.07%
	PR2139e	**0.53**	0	A lack of Personal Protection Equipment	41.43%	25.72%	23.16%	9.69%	1.73%
	PR2139f	**0.56**	0	Poor implementation of the Health and Safety Measures	41.77%	28.07%	21.83%	8.32%	1.79%
	PR2139f with PR2139e	0.735							

SE provides a monitoring tool every 3 years

Tracking progress by grade

Tracking growth across grades

Tracking progress by sub-population
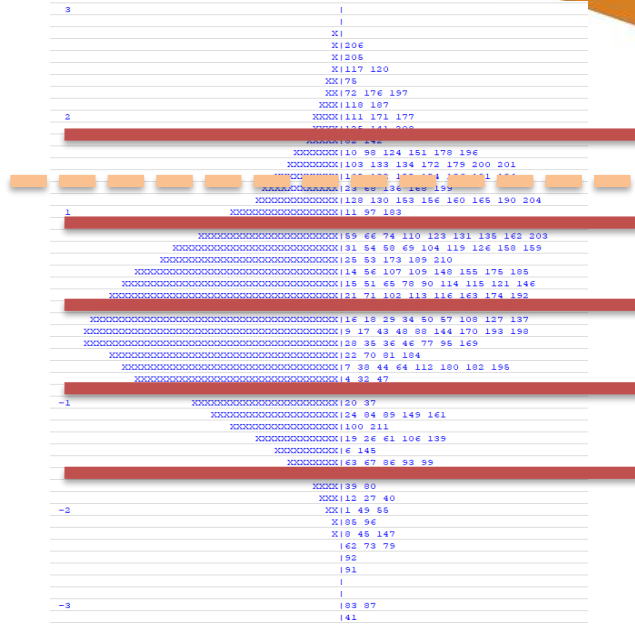
- **Gender**

- **Province**

- **Language**

- **Wealth**

Does PIRLS reflect the same results as SE in reading?

Level 7

Level 6

Level 5

Level 4

Level 3 (and below)

SDG

4.1.1 b

Developing proficiency levels aligned with global benchmarks

STORY 3: PIRLS

BACKGROUND ON PIRLS

- Leading international study on Reading Literacy – **reading comprehension.**
- PIRLS is the **global standard** for monitoring reading achievement at the fourth grade, conducted by IEA.
- Children are assessed on a Literary (**fiction)** passage and on a Informational (**non-fiction) passage.**
- The PIRLS assessment consists of **18 passages** (of different cognitive ability) and accompanying questions. The passages are spread across 18 different booklets in accordance with the group adaptive design. Learners seated next to one another would answer different booklets.
- PIRLS is the first international large-scale assessment to report results after successfully collecting data during the COVID-19 pandemic, assessing **400,000** students in **57** countries.

PIRLS SCORING BENCHMARKS

- **Low International Benchmark (400 - 474)**: can read to locate and retrieve explicit information.
- **Intermediate Benchmark (475 - 549)**: begin to interpret and identify obvious reasons for events in text, as well as giving basic explanations for actions or information.
- **High International Benchmark (550 - 625)**: make intricate connections between events in the text. Identify crucial features and make generalisations. Interpret complex text and tables.
- **Advanced International Benchmark (625 and above score points)**: integrate ideas, as well as evidence across a text to appreciate overall themes, understand the author's stance, and interpret significant events.

INTERNATIONAL RELEASE

- The international release was on **Tuesday, May 16, 2023** at 10am Central European Summer Time, at which time the report was released to the public on the **TIMSS** & **PIRLS** International Study Centre website.
- As part of the international release, the TIMSS & PIRLS International Study Center will **publish** a **special release page** and a **results-highlights video** that are not yet available for early access.

PIRLS GLOBAL READING LITERACY TRENDS

- There was nearly universal literacy in the **43 countries** that managed to collect achievement data on schedule.
- Scores are based on **4 benchmarks**:
- Most countries had at least **85 percent** of their students reaching the Low International Benchmark, demonstrating that they could read straightforward texts.
- More than one-third of the students in the majority of countries reached the **High International Benchmark**, demonstrating the ability to interpret, integrate, and evaluate a variety of text and visual elements in relatively difficult reading materials.
- However, achievement trends reflected the negative impact of the pandemic on education, showing declines in reading achievement in **21** of the **32** countries that had comparable trend data between 2016 and 2021, eight with no change, and only three with higher achievement. According to their parents, staying home from school adversely affected learning for two-thirds of the students.
- The gender gap in reading achievement favoring girls persisted in PIRLS 2021, according to the research. Girls had higher reading achievement than boys in **51** of the **57** PIRLS 2021 countries, with an average difference of **19 points**.

(World Bank report supported by UNICEF, UNESCO, Bill and Melinda Gates, USAID)

- A deep pre-COVID learning crisis existed:

  - In 2019, learning poverty was estimated at **57%** in low- and middle- income countries.

  - Post-COVID a surge of up to **70%** in learning poverty in low- and middle-income countries.

  - As high as **86%** for Sub-Saharan Africa.

  - **Learning poverty** = the share of children who cannot read a simple text by age 10.

PIRLS NATIONAL REPORT

- We have participated in PIRLS since **2006**, with subsequent cycles in **2011, 2016**, and most recently in **2021** (i.e. 4 cycles).
- A total of **12 426 Grade 4** learners in **321 schools,** and **9 317 Grade 6 learners** in **253 schools** were assessed.
- Grade 4 learners were representative of the **11 official languages** and **nine** provinces, while Grade 6 was only representative of **Afrikaans** and **English.**
- South Africa's Grade 4 and 6 participation rate was **97%** and **98%**, respectively (after replacements).
- An initial country report and highlights report is being **finalised** – DBE contracted the Univ. of Pretoria.

WHAT DOES PIRLS 2021 ACHIEVEMENT RESULTS SHOW?

1. Our trend score from 2016 drops significantly from **320** to **288** (diff = 32 points). 81% of (Grade 4) and **56%** of Grade 6 learners do not reach the low benchmark of **400** points.

2. Grade 6 learners scored **384** points, with Afrikaans learners scoring an average of 456.

3. The best performing language is **Afrikaans (387)** and lowest score is observed in **Setswana (211).**

4. Western Cape has the highest scores (Gr 4 = **363;** Gr 6 = **460**) almost **131** points above North West in Grade 4.

5. At **317** score points, Grade 4 girls achieved **57** score points higher than Grade 4 boys **(260),** which was statistically significant.

PIRLS 2021
GRADE 4 RESULTS

OVERALL GRADE 4 ACHIEVEMENT
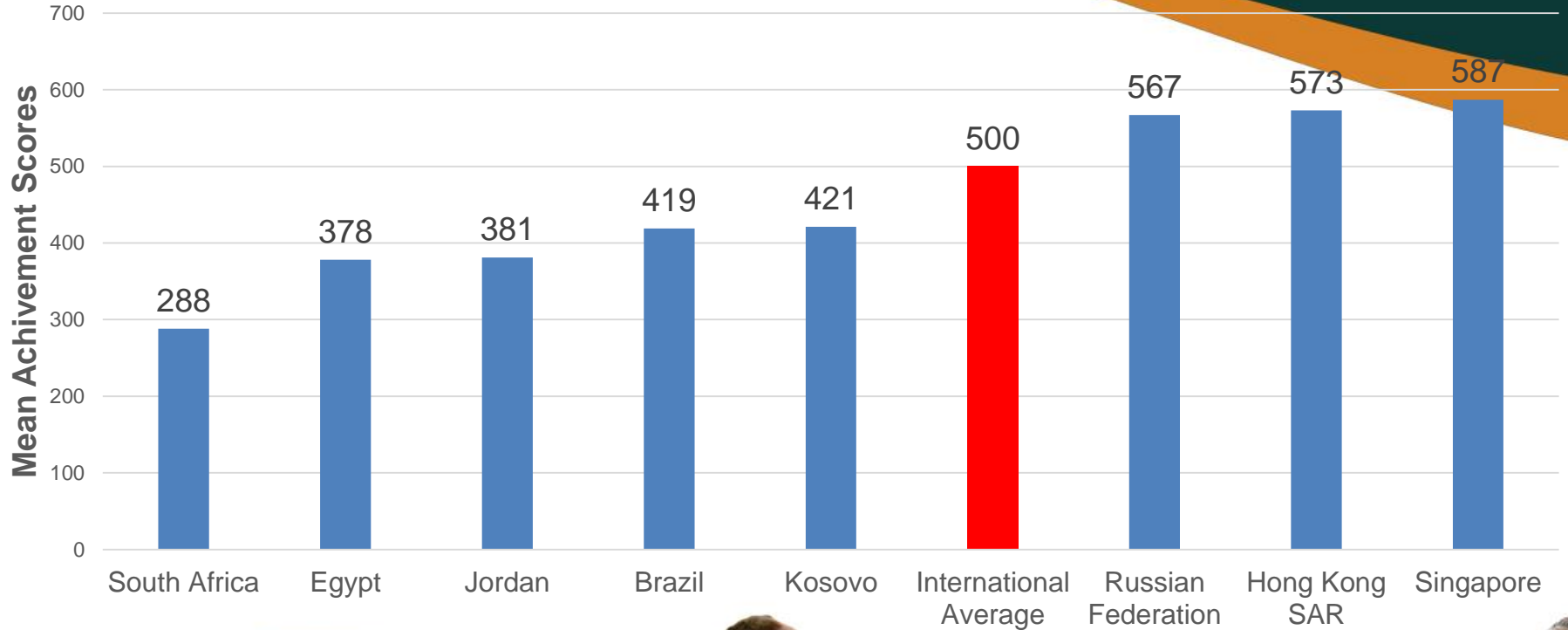
Bar chart of Mean Achievement Scores:

Country	Score
South Africa	288
Egypt	378
Jordan	381
Brazil	419
Kosovo	421
International Average	500
Russian Federation	567
Hong Kong SAR	573
Singapore	587

GRADE 4 ACHIEVEMENT BY LANGUAGE

Chart: Mean Achievement Score by language

- Afrikaans: 387
- English: 382
- isiZulu: 267
- Sesotho: 258
- siSwati: 257
- Tshivenda: 255
- isiNdebele: 255
- isiXhosa: 254
- Xitsonga: 223
- Sepedi: 216
- Setswana: 211

South Africa: 288

GRADE 4 ACHIEVEMENT BY PROVINCE

Mean Achievement Score

Province	Score
Western Cape	363
Gauteng	320
KwaZulu Natal	297
Free State	285
Northern Cape	284
Eastern Cape	271
Mpumalanga	264
Limpopo	244
North West	232
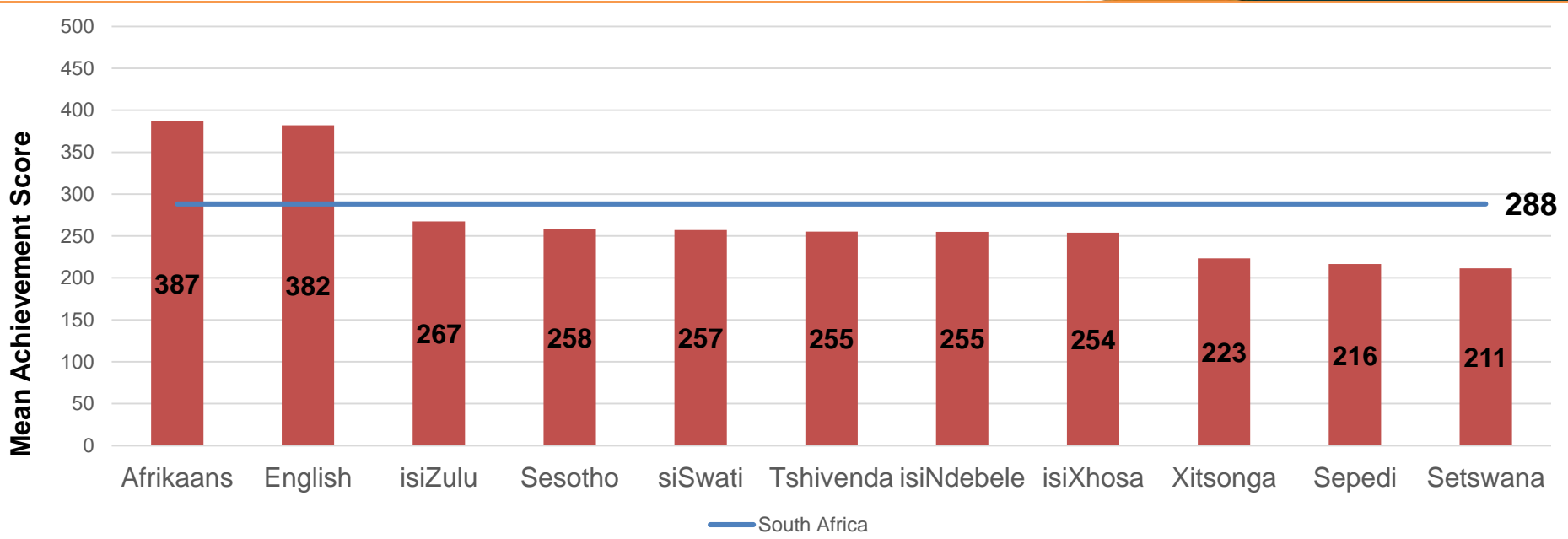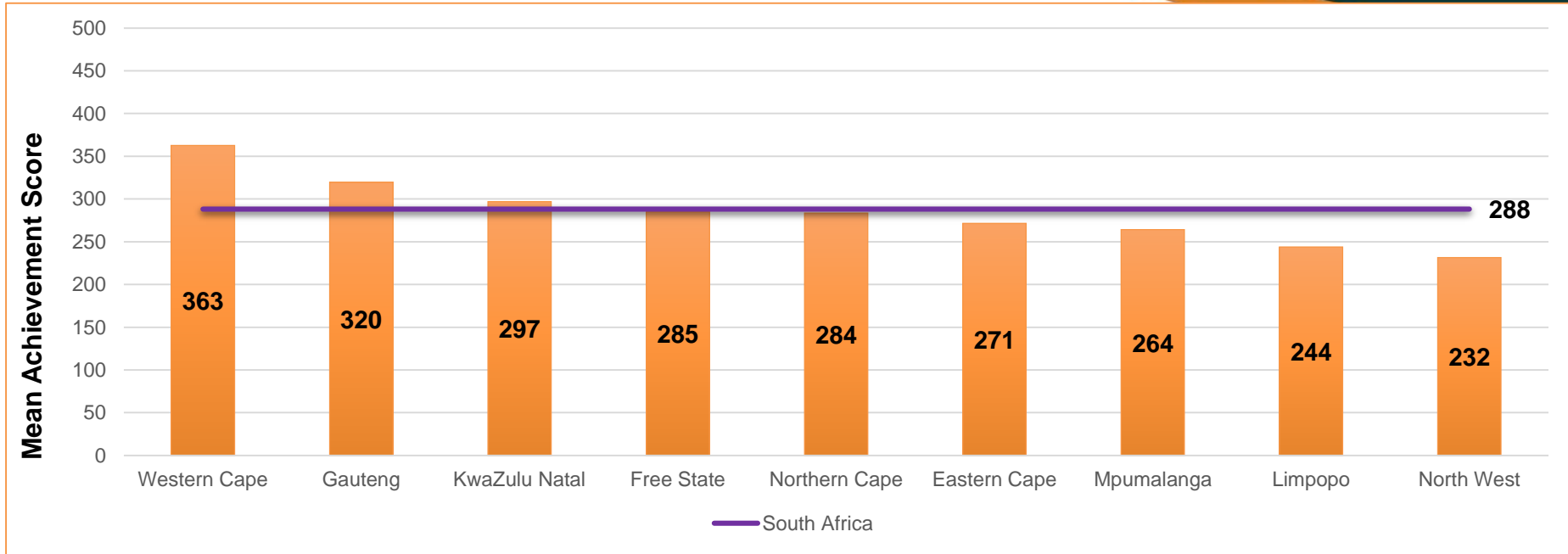
South Africa — 288

GRADE 4 TREND ACHIEVEMENT
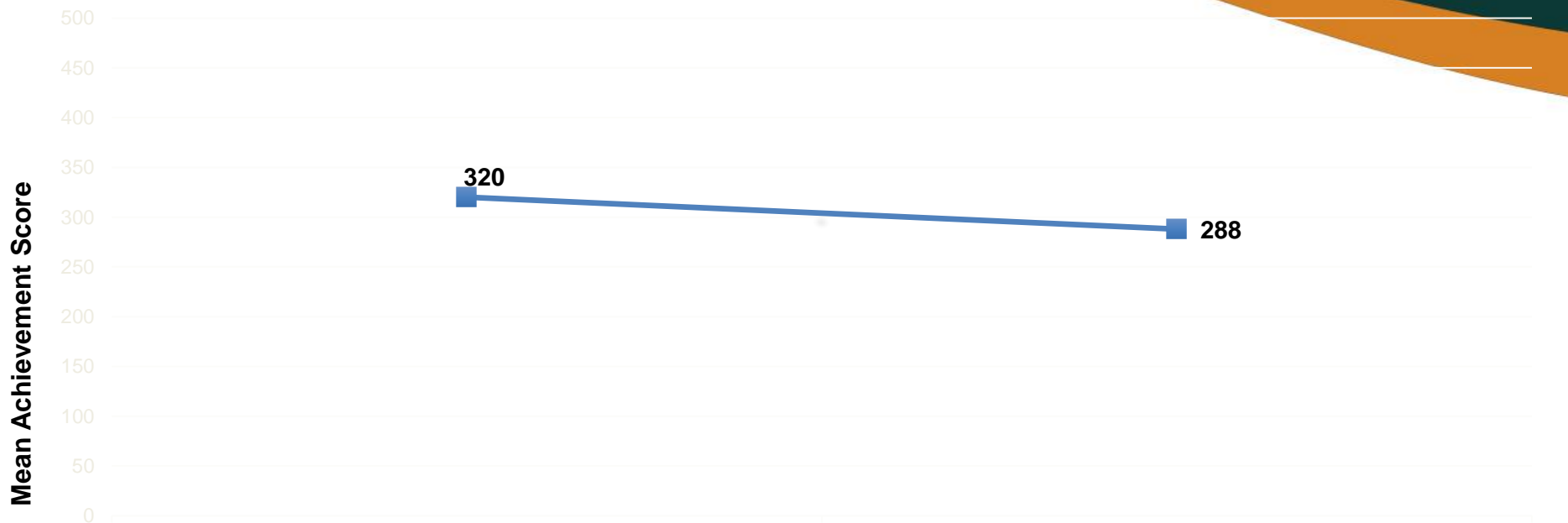
Mean Achievement Score

500
450
400
350
300
250
200
150
100
50
0

320

288

PIRLS 2016

PIRLS 2021

GRADE 4 ACHIEVEMENT BY GENDER

260

317

51%

49%

- Boys
- Girls
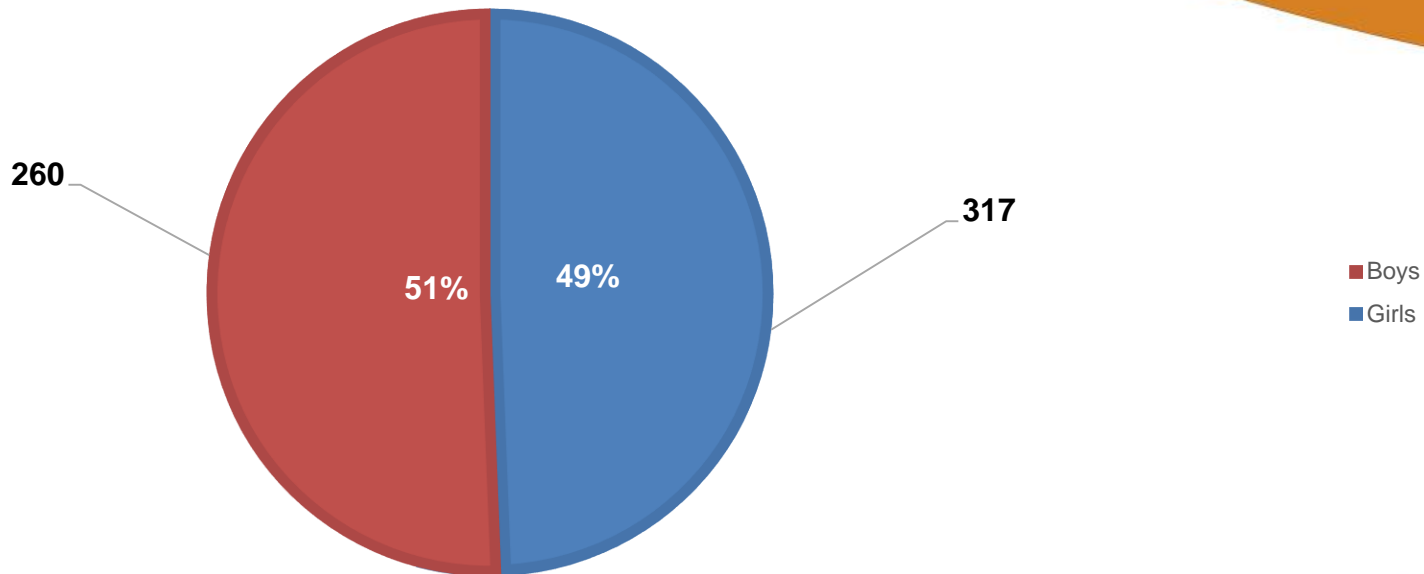
GRADE 4 BENCHMARK ACHIEVEMENT

INTERNATIONAL BENCHMARKS

Benchmark	Percentage
ADVANCED BENCHMARK	1%
HIGH BENCHMARK	2%
INTERMEDIATE BENCHMARK	6%
LOW BENCHMARK	11%
BELOW LOW BENCHMARK	81%

PIRLS 2021 GRADE 6 RESULTS

OVERALL GRADE 6 ACHIEVEMENT

Bar chart: Overall Grade 6 Achievement for a selection of Wave 1 countries

Country	Score
Egypt	378
Jordan	381
South Africa (Grade 6)	384
Brazil	419
Kosovo	421
International Average	500
Rassian Federation	567
Hong Kong SAR	573
Singapore	587

A Selection of Wave 1 Countries

GRADE 6 ACHIEVEMENT BY LANGUAGE

Mean Achievement Score

- Afrikaans: 456
- English: 377
- South Africa (Grade 6): 384

GRADE 6 ACHIEVEMENT BY PROVINCE

Chart: Mean Achievement Score by province with South Africa (Grade 6) line at 384.

- Western Cape: 460
- Gauteng: 426
- Northern Cape: 416
- Mpumalanga: 390
- Free State: 376
- KwaZulu Natal: 363
- North West: 362
- Limpopo: 353
- Eastern Cape: 351
- South Africa (Grade 6): 384

GRADE 6 ACHIEVEMENT BY GENDER

359 — 48% (Boys)

408 — 52% (Girls)

Boys
Girls

INTERNATIONAL BENCHMARKS

Benchmark	Percentage
ADVANCED BENCHMARK	3%
HIGH BENCHMARK	8%
INTERMEDIATE BENCHMARK	14%
LOW BENCHMARK	19%
DID NOT REACH LOW BENCHMARK	56%

COMPARATIVE ACHIEVEMENT BY GRADE BY PROVINCE

Every Child is a National asset

Bar chart titled "Mean Achievement Score" comparing Grade 4 and Grade 6 scores by province.

Province	Grade 4	Grade 6
Western Cape	363	460
Gauteng	320	426
Kwa Zulu Natal	297	363
Free State	285	376
Northern Cape	284	416
Eastern Cape	271	351
Mpumalanga	264	390
Limpopo	244	353
North West	232	362
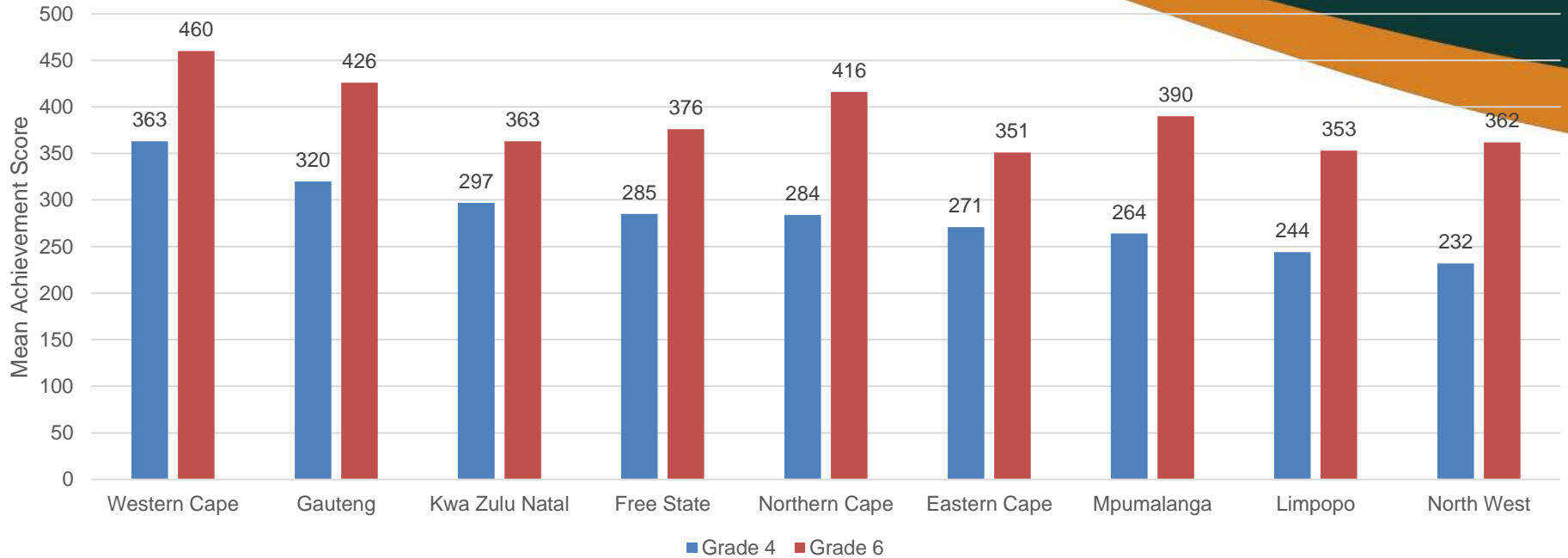
CULTURE OF READING IN SOUTH AFRICA COMPARED TO OTHER COUNTRIES
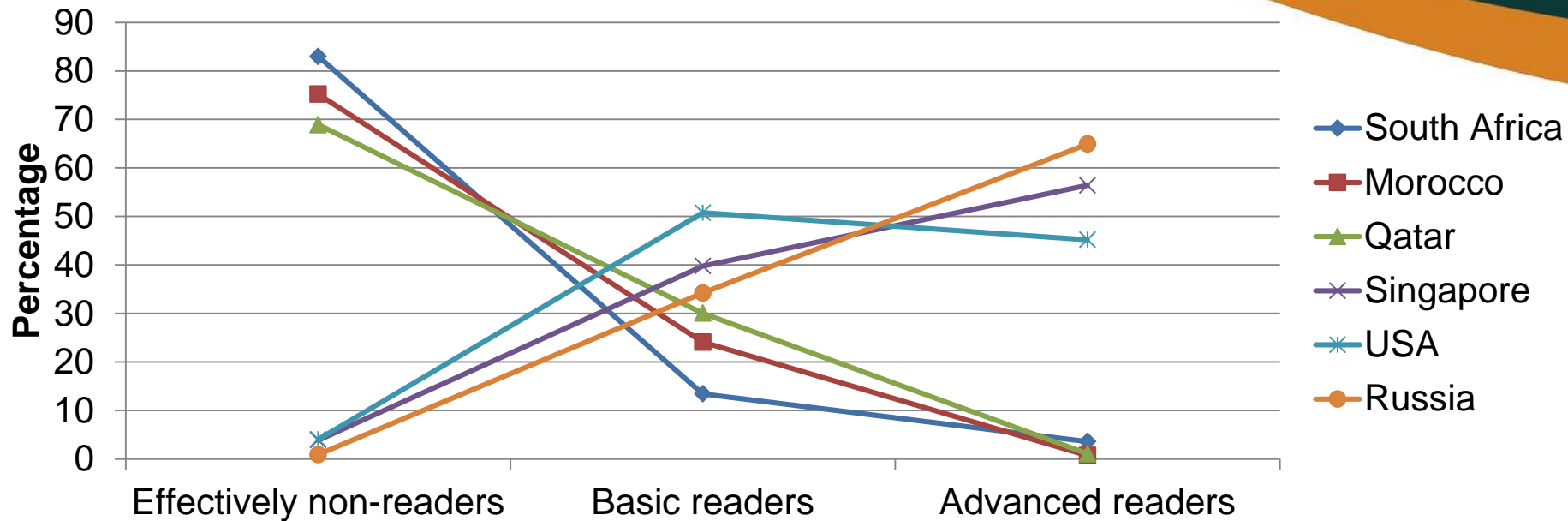
PIRLS 2021 DESIGN:

Achievement booklets:

Purpose for Reading	Percentage coverage in PIRLS 2021
Literary Experience	50%
Acquire and Use Information	50%
Process of Comprehension	
Focus on and retrieve explicitly stated information	20%
Make straightforward inferences	30%
Interpret and integrate ideas and information	30%
Evaluate and critique content and textual elements	20%

THE EMPTY POT PASSAGE GRADE 4 AND 6 ENGLISH LEARNER RESPONSES

The Empty Pot

retold by Elaine L. Lindy
*illustrated by Jennifer Moher*

The Emperor of China announced a contest to decide the next heir to the throne. The Emperor was old and had no children. Because he loved plants, he declared that any child who wanted to be emperor should come to the palace to receive one royal seed. Whichever child could show the best results within six months would win the contest and become the next emperor.
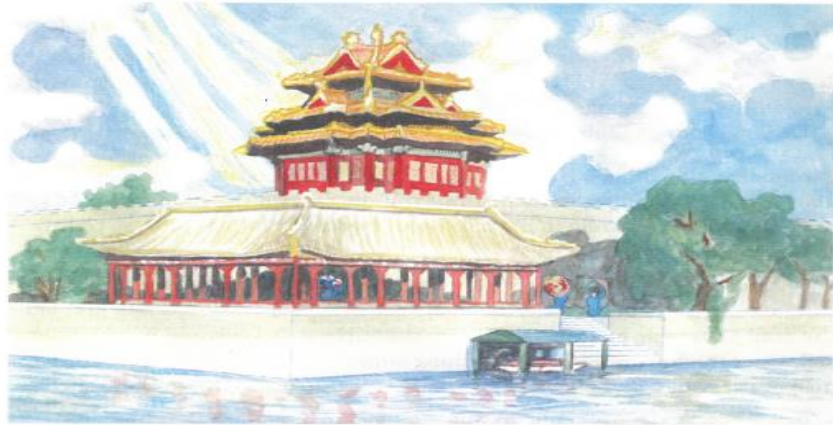
You can imagine the excitement! On the day the seeds were to be handed out, crowds of hopeful children filled the palace. Each child returned home holding one precious possibility.

And so it was with the boy Jun. He was already considered the best gardener in the village. His neighbours loved to share the melons, cabbages, and snow peas from his garden. Jun carefully carried the Emperor's seed home, sealing it securely in his hands so it wouldn't fall, but not so tightly that it might be crushed.

At home, he spread the bottom of a flowerpot with large stones, covered the stones with pebbles, then filled the pot with rich moist soil. He pressed the seed about two centimetres below the surface and covered it with light soil. Over the next few days Jun, along with every child he knew, watered his pot every day and watched for the first leaf to burst through the surface.

Cheun was the first child in Jun's village to announce that his seed was sprouting. This was met with whoops of congratulations. He bragged that he would surely be the next emperor and practised his royal skills by bossing around the younger children. Ming was the next child whose tiny plant had emerged from his pot, then it was Wong. Jun was puzzled—none of these boys could grow plants as well as him! But Jun's seed did not grow.

Soon sprouts emerged from pots all over the village. Children built fences around their pots and guarded them from those who might accidentally—or not so accidentally—topple them over. Soon, dozens of sprouts in pots throughout Jun's village were stretching out their first leaves. But Jun's seed did not grow. He was confused—what was wrong? Jun carefully replanted his seed into a new pot with the very best and richest black soil from his garden. He crumbled every ball of soil into tiny particles. He gently pressed in the seed, and kept the top moist and watched the pot every day. Still Jun's seed did not grow.

Strong, powerful stalks soon emerged from the pots cared for by other children in Jun's village. Jun was sad and defeated. The other children laughed at him.

Six months passed. The day approached when the children were supposed to bring their plants to the palace for judging. They cleaned their pots until they shone, gently wiped the great leaves, and dressed in their finest clothes. Some parents walked alongside their child as they carried the pot to the palace, holding the plant upright to keep it from tipping over.

"What will I do?" wailed Jun to his parents as he gazed out the window at the other children preparing for their triumphant return to the palace. "My seed wouldn't grow! My pot is empty!"

"You did the best you could," said his father, shaking his head.

"Jun, just bring the Emperor your pot," said his mother, "it was the best you could do."

Ashamed, Jun carried his empty pot on the road to the palace, while gleeful children carrying pots tottering with huge plants marched to his right and left.

At the palace, children lined up in rows with their blossoming plants and awaited judgement. The Emperor, wrapped in his silk robe, strode down the line of hopeful contestants, viewing each plant with a frown. When he came to Jun, he scowled even more and said, "What is this? You brought me an empty pot?"

It was all Jun could do to keep from crying. "If you please, Your Majesty," said Jun, "I tried my best. I planted your seed with the best soil I could find, I kept it moist and watched it every day. When the seed didn't grow I even replanted it in new soil. But it just didn't grow. I'm sorry." Jun hung his head.

"Hmm," said the Emperor. Turning so everyone could hear, he thundered, "I don't know where all these other children got their seeds. Nothing could grow from the seeds I gave you, because those seeds had all been boiled!"

And the Emperor smiled at Jun.

Grade 4   ## Grade 6

2. What did each child receive from the Emperor?

A big plant.

2. What did each child receive from the Emperor?

A seed

2. What did each child receive from the Emperor?

they got a royal seed

2. What did each child receive from the Emperor?

They recieved seeds

2. What did each child receive from the Emperor?

The best kind of plant

2. What did each child receive from the Emperor?

to teach children about plants

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MAKE STRAIGHTFORWARD INFERENCES

Grade 4

4. Find the part of the story next to this picture of a leaf: 🍂 .
What shows that Jun was the best gardener in the village?

_____

4. Find the part of the story next to this picture of a leaf: 🍂 .
What shows that Jun was the best gardener in the village?

His neighbours loved to share the melons and cabbages.

4. Find the part of the story next to this picture of a leaf: 🍂 .
What shows that Jun was the best gardener in the village?

He was already considered the best gradener in the village

Grade 6

4. Find the part of the story next to this picture of a leaf: 🍂 .
What shows that Jun was the best gardener in the village?

He was already considered to be the best gardener.

4. Find the part of the story next to this picture of a leaf: 🍂 .
What shows that Jun was the best gardener in the village?

That his seed grew fast

4. Find the part of the story next to this picture of a leaf: 🍂 .
What shows that Jun was the best gardener in the village?

Each seed was royal and very expensive

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Grade 4

Grade 6

9. Why did the other children laugh at Jun? Use what happened in the story to explain your answer.

Because Jun's plant did not grow. And that is why they laughed.

9. Why did the other children laugh at Jun? Use what happened in the story to explain your answer.

The other children laughed at jun becaus the plant did not grow his pot was empty.

9. Why did the other children laugh at Jun? Use what happened in the story to explain your answer.

his plant was not growing

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Because his seed wasn't growing.

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9. Why did the other children laugh at Jun? Use what happened in the story to explain your answer.

The Emperor was old and had no Children Because he loved plants

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Grade 4

Grade 6

3. Why was each seed called a "precious possibility"?

(A) Each seed gave a chance to win the contest.

(B) Each seed was royal and very expensive.

(C) Each seed would grow into a beautiful plant.

● Each seed gave a chance to become the best gardener.

3. Why was each seed called a "precious possibility"?

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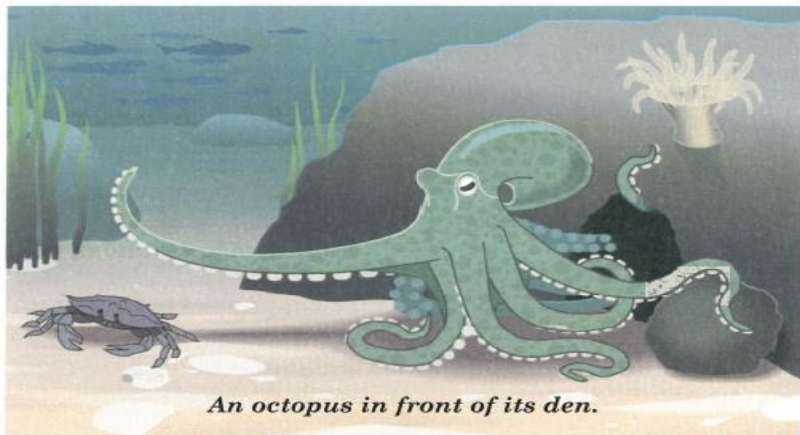
(D) Each seed gave a chance to become the best gardener.

#Item	Process	Type	Grade 4							Grade 6						
			N	0	1	2	3	Omitted	Not Reached	N	0	1	2	3	Omitted	Not Reached
Literary Experience (The Empty Pot)																
1	Focus On & Retrieve	MCQ	1343	55%	38%			8%	0%	1043	43%	55%			2%	0%
2	Focus On & Retrieve	CR	1343	70%	25%			5%	0%	1043	53%	44%			3%	0%
3	Evaluate & Critique	MCQ	1343	61%	30%			9%	0%	1043	65%	33%			2%	0%
4	Straightforward Inferences	CR	1342	85%	6%			8%	1%	1043	72%	25%			3%	0%
5	Straightforward Inferences	MCQ	1343	43%	31%			24%	2%	1043	47%	47%			6%	0%
6	Evaluate & Critique	MCQ	1343	64%	25%			8%	3%	1043	57%	40%			3%	0%
7	Straightforward Inferences	MCQ	1343	61%	27%			7%	4%	1043	49%	48%			2%	1%
8	Focus On & Retrieve	MCQ	1343	57%	30%			9%	4%	1043	40%	56%			3%	1%
9	Interpret & Integrate	CR	1342	61%	23%	5%		7%	5%	1043	39%	46%	13%		2%	1%
10	Interpret & Integrate	CR	1342	77%	6%			11%	6%	1043	65%	31%			3%	1%
11	Focus On & Retrieve	MCQ	1343	46%	36%			8%	9%	1043	39%	56%			2%	2%
12	Interpret & Integrate	MCQ	1343	62%	18%			10%	10%	1043	57%	38%			2%	2%
13	Straightforward Inferences	MCQ	1343	51%	29%			8%	13%	1043	33%	62%			2%	3%
14	Interpret & Integrate	MCQ	1343	60%	18%			8%	14%	1043	55%	38%			3%	3%
15	Evaluate & Critique	MCQ	1343	57%	20%			9%	15%	1043	55%	38%			3%	4%
16	Interpret & Integrate	CR	1343	70%	8%			5%	16%	1043	67%	27%			2%	4%
17	Interpret & Integrate	CR	1339	59%	9%	3%	1%	8%	20%	1043	47%	20%	15%	10%	4%	5%
17A	Interpret & Integrate	CR	1342	64%	8%			9%	20%	1043	59%	30%			6%	5%
17B	Interpret & Integrate	CR	1341	62%	6%			11%	20%	1043	64%	25%			7%	5%
17C	Interpret & Integrate	CR	1340	62%	5%			13%	20%	1043	63%	24%			8%	5%

THE AMAZING OCTOPUS PASSAGE
GRADE 4 AND 6 ENGLISH LEARNER RESPONSES

The Amazing Octopus

An octopus in front of its den.

Octopuses are sea animals that have rounded bodies, bulging eyes, and eight long arms. Their arms are very strong and lined with powerful suction cups. They live in all the world's oceans but they especially like warm, tropical waters. They often stay on the ocean floor where they can find their favorite foods. They like to eat crabs, shrimp, and small fish. They capture their prey with their suction cups and then put the food into their mouths.

Octopuses often live alone in dens built from rocks. Octopuses sometimes even make rock "doors" for their dens that can be pulled closed to keep them safe.

Escaping Danger

An octopus shoots ink to escape danger.

An octopus scares away predators with its spots.

Octopuses can escape from danger because they are fast swimmers and can shoot a cloud of thick, dark ink at any attackers. This gives them enough time to speed away.

Octopuses also are experts in disguise. They can change their skin color to pink, blue, brown, or green to blend into the rocks, sand, and coral around them and become invisible. Octopuses can look just like lumpy seaweed covered rocks. They also can create a variety of spots, stripes, and blotches in a matter of seconds to look like something else that would not be good to eat.

Octopuses can hide by slipping through cracks in rocks or coral. They have no backbones. In fact, they do not have any bones at all and are soft all over. Without bones, octopuses can flow like water and fit their whole body into very tiny places. They are famous for showing up in places you don't expect them. Octopuses have been found in shells, scientists' equipment, and bottles left in the sea.

Sometimes, octopuses even use shells to hide. They pick up shells with their suction cups. Then, they wrap their arms around their bodies with the shells facing out. Passing predators think the octopus is just an old pile of shells.

An octopus hiding itself under shells.

Frieda opens jars of food.

Squirt makes "art."

Learning to Do Things

An octopus named Frieda lived in an aquarium in Germany. After watching her keepers twist open the glass jars containing her food, she learned to open the jars herself. Pressing the lid against her body and grasping the jar with her arms, she twisted her boneless body to unscrew the lid. She only opened jars containing her favourite foods, such as crabs and shrimp. She ignored the jars with everyday fish.

At a marine center in the United States, an octopus named Squirt learned to paint. He could do this by moving levers that spray the paint onto a canvas. The "art" was then sold to make money to help maintain the octopus tank.

Keeping Octopuses Busy

People like to watch octopuses in aquariums that show their natural environments. But, octopuses are easily bored, so aquarium staff have to invent ways to keep their octopuses occupied. For example, they give octopuses puzzles and toys that can be taken apart.

At an aquarium in the United States, an octopus named Sammy enjoyed playing with a plastic ball that could be screwed together by twisting the two halves. His keeper would put food inside the ball and Sammy would open the ball and then screw it back together when he was finished eating.

An octopus playing with a toy in its tank.

Recognising Their Keepers

Besides toys and puzzles, octopuses like it when their keepers spend time touching them and playing with them. When octopuses see their keepers coming to feed them and stroke their heads, they turn red to show they are excited. They also might greet their keepers by standing up tall on their arms and leaning forward. Octopuses have been known to hop on their back "legs" while waving their arms to get the attention of their keepers.

Octopuses like the company as much as they like the food. When the octopuses finish eating they will reach up with one arm and then another, curling them over their keeper's hands and arms. Octopuses and keepers will hold each other's arms, with the octopuses gently latching onto their keepers with their suction cups.

An octopus latching on to its keeper's arms.

Grade 4

Grade 6

2. What do octopuses use to make doors for their dens?
that can be pulled closed to Keep them safe

2. What do octopuses use to make doors for their dens?
Octopuses often live alone in dens built from rock.

2. What do octopuses use to make doors for their dens?
They use rocks for their den doors.

2. What do octopuses use to make doors for their dens?
They use they bodyes to build

2. What do octopuses use to make doors for their dens?
Rocks that can be pulled

2. What do octopuses use to make doors for their dens?
They use rocks to make doors

MAKE STRAIGHTFORWARD INFERENCES

Grade 4

1. According to the article, which statements are true about octopuses?

   Tick **all** that apply.

   They have round bodies. ——————————— ☑
   They have eight long arms. ——————————— ☑
   They only live in cold parts of the ocean. ——— ☒
   They like to eat crabs and small fish. ————— ☒
   They catch their food with their mouths. ——— ☒

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INTERPRET AND INTEGRATE IDEAS AND INFORMATION

Grade 4

14. The writer thinks octopuses are "amazing." Give three examples of what octopuses in aquariums have learned to do that are amazing.

1. Octopuses are sea animals that have round bodies, buling eyes and eight long arm.
2. Their arms are very strong and lind with powerful suction cups. They live in all the wou.
3. oceans but they especially like warm, tropical waters. They often stay on the ocean

14. The writer thinks octopuses are "amazing." Give three examples of what octopuses in aquariums have learned to do that are amazing.

1.
2.
3.

Grade 6

14. The writer thinks octopuses are "amazing." Give three examples of what octopuses in aquariums have learned to do that are amazing.

1. They want some food and
2.
3.

14. The writer thinks octopuses are "amazing." Give three examples of what octopuses in aquariums have learned to do that are amazing.

1. They hop up down when they are hungry.
2. They play with toys.
3. they can paint.

Grade 4

14. The writer thinks octopuses are "amazing." Give three examples of what octopuses in aquariums have learned to do that are amazing.

1. _____

2. _____

3. _____

Grade 6

14. The writer thinks octopuses are "amazing." Give three examples of what octopuses in aquariums have learned to do that are amazing.

1. They can play with balls and

2. They solve puzzles

3. They can paint.

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EVALUATE AND CRITIQUE CONTENT AND TEXTUAL ELEMENTS

Grade 4

3. The article says octopuses are "experts in disguise."

What does this mean?

- (A) They can look like something else.
- (B) They are very fast swimmers.
- (C) They can shoot dark ink.
- (D) They can be different shapes.

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- (C) They can shoot dark ink.
- (D) They can be different shapes.

3. The article says octopuses are "experts in disguise."

What does this mean?

- (A) They can look like something else.
- (B) They are very fast swimmers.
- (C) They can shoot dark ink.
- (D) They can be different shapes.

#Item	Process	Type	Grade 4							Grade 6						
			N	0	1	2	3	Omitted	Not Reached	N	0	1	2	3	Omitted	Not Reached
Acquire and Use Information (The Amazing Octopus)																
1	Straightforward Inferences	CR	1905	61%	20%	13%		7%	0%	1418	41%	24%	34%		2%	0%
2	Focus On & Retrieve	CR	1904	60%	27%			13%	0%	1418	42%	54%			4%	0%
3	Evaluate & Critique	MCQ	1907	62%	18%			19%	1%	1418	53%	40%			7%	0%
4	Focus On & Retrieve	MCQ	1907	53%	26%			17%	3%	1418	43%	52%			5%	0%
5	Focus On & Retrieve	CR	1899	80%	4%			10%	5%	1418	75%	20%			5%	0%
6	Interpret & Integrate	CR	1900	58%	11%	13%		9%	8%	1418	31%	18%	48%		3%	0%
7	Straightforward Inferences	CR	1901	59%	22%			9%	10%	1417	33%	64%			3%	0%
8	Focus On & Retrieve	MCQ	1907	48%	23%			17%	12%	1418	43%	51%			5%	1%
9	Evaluate & Critique	CR	1901	73%	6%			6%	15%	1418	65%	33%			2%	1%
10	Focus On & Retrieve	CR	1899	59%	10%			14%	17%	1418	55%	41%			3%	1%
11	Focus On & Retrieve	CR	1900	52%	17%			8%	23%	1418	42%	53%			3%	2%
12	Straightforward Inferences	CR	1898	51%	8%	7%		8%	26%	1418	38%	22%	33%		4%	3%
13	Straightforward Inferences	MCQ	1907	39%	20%			13%	28%	1418	39%	53%			4%	4%
14	Interpret & Integrate	CR	1897	43%	7%	5%	6%	8%	30%	1417	30%	13%	17%	31%	4%	4%
15	Evaluate & Critique	CR	1900	53%	8%			5%	35%	1417	54%	38%			1%	7%

NEXT STEPS

WHAT WILL BE DONE DIFFERENTLY?

Use of evidence to support every learner at the point of their need should dictate our strategy!

Focus on promoting action that leads to improved learning and teaching

Engagement of the TAG

Focus & balance among technical, practical, national & international perspectives on data use

National & international results

Simultaneous availability of national & international results provides a compressive data of learning and teaching

Benchmarks & Performance Levels

Develop **NATIONAL** benchmarks and performance levels across the schooling system to identify, and **REPORT** on, the knowledge, understanding and skills that learners need to demonstrate

Use evidence to improve teaching and enhance learning for ALL learners to access quality education, address inequalities and establish strong early foundations in reading and mathematics

Dissemination & Effective utilization

Dissemination of results is strategically coupled with Capacity Development and Support for data use

Monitoring & evaluation

Increased use of evidence to monitor implementation and evaluate outcomes

Continuous research

Support local scholars to provide technical support and ongoing research to strengthen implementation plans

PRACTICAL COMPLEXITIES FACING EDUCATION IN SA

Effective data use need to address complex challenges across different contexts that impact on schooling

Diversity, incl multiple languages

Challenges of monolingualism in an increasingly growing multi-lingualism

1

Decline in SES

Stats SA shows increases in poverty levels in the last ten years

3

Demographic disparities

Stark rural-urban contrasts and challenges for education

2

Covid-related backlogs

Extent of Covid-related backlogs has not yet been fully grasped

4

NEXT STEPS

Strategic reporting of results that combines dissemination, capacity building for data utilization, support for decision-making and monitoring and evaluation

Target participants
- DBE officials
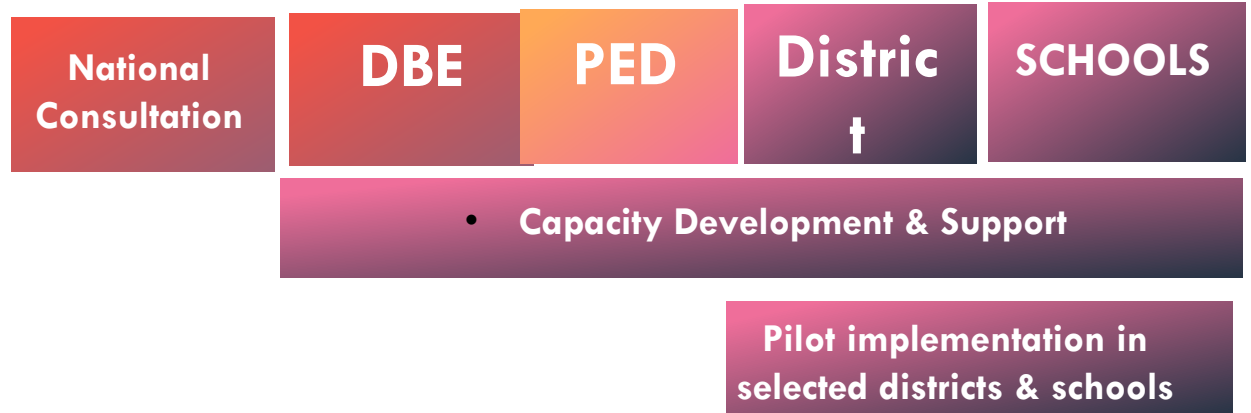- Stakeholders
- Researchers

Target participants
- Provincial Officials
- District officials
- SMTs

KEY data use activities
- Capacity building
- Data interpretation
- Decision-making
  - Support
  - M&E

| National Consultation | DBE | PED | District | SCHOOLS |

- Capacity Development & Support

Pilot implementation in selected districts & schools

WHERE TO FROM HERE? (STRATEGY AND PLAN)

UNDERSTANDING THE COMPLEXITY

- We have to realise that reading **literacy challenges** manifest at various levels (multi-layered) - thus, solutions should be multi-layered
- We also have to agree that **reading literacy** development requires a multi-sectoral approach

Reviewing the current Sector Reading Plan

We have been reviewing our current strategy – it's apparent that we need ***to improve the teaching and learning of African home languages reading literacy on a large scale in the emergent and early grade phases (ECD and Foundation Phase)***

Refining focus

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THE 'NEW' FRAMEWORK: CHILDREN WHO READ FOR MEANING BY AGE 10 WITH A SPECIFIC FOCUS ON AFRICAN LANGUAGES

- Partnerships

- **M&E**

Explicit Policy Framework

Skilled & versatile teachers

Age appropriate & culturally relevant

Involved parents & Communities

Advocacy & communications

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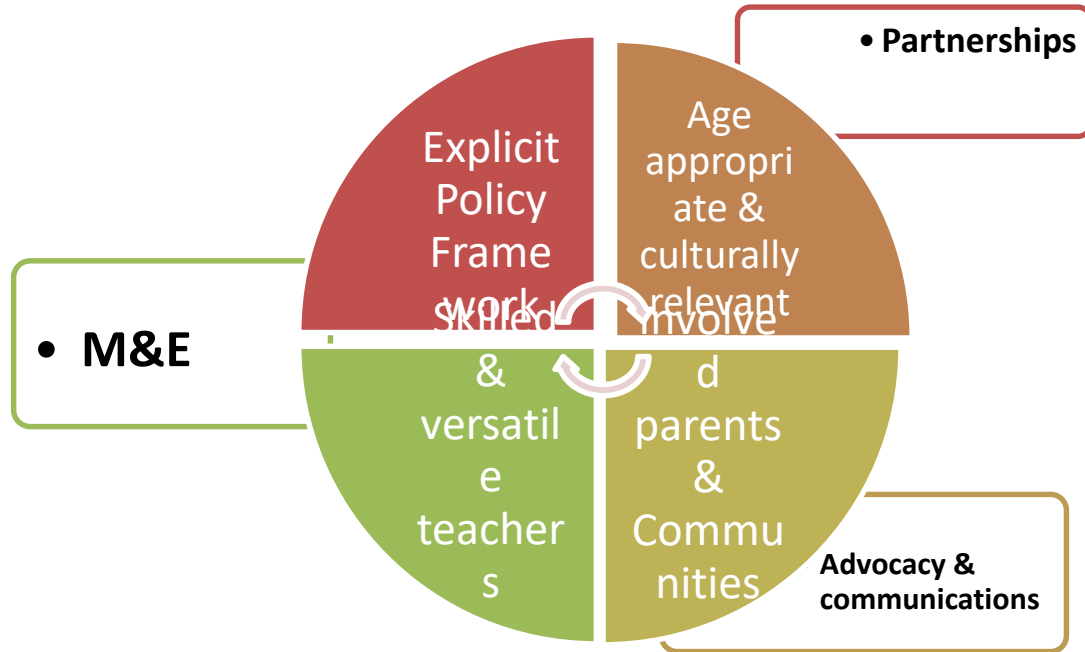
WHERE TO FROM HERE?

- Expected outcome: Children who **read for meaning** by age 10
- The key driver is focus on **African Languages**
- The **matrix of interdependent 4-pillars:** *(i) Reading Policy, (ii) Skilled and agile Teachers, (iii) Culturally-relevant LTSM; and (iv) Involved Parents and Communities* **tightens the scope**
- Key partnerships; research, monitoring and evaluation; and communication and advocacy are **cutting across sub-themes** embedded in each of the pillars at the same time.
- **ECD inclusion** is a necessary condition to broaden the scope of reading literacy (from 0-10).
- **End in mind**: (i) A revised, implementable & costed framework; (ii) policy drafting process initiatives to begin in earnest.

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The revised Strategy will comprise **refining policy to explicitly guide the development of reading literacy**. This will include the rolling out of a comprehensive **Early Grade Reading Programme**, incorporating proven best practices.

- It will start with improving *school readiness through better ECD provision*
- The *primary focus is Home Language Literacy*, with *added support* for English as a First Additional Language.
- It will provide a **culturally and age-appropriate Minimum LTSM package** for both **ECD and Early Grades**
- Teacher training **focused on Home Language Literacy** & EFAL instructional methods and using LTSM package (*print & digital*); and
- Progress will be tracked:
  - **Thrive by Five** (early learning)
  - **ELNA** (School Readiness)
  - A **reading survey** to track foundational reading skills in Grades 1-3
  - **Systemic Evaluation** to measure the outcome of reading comprehension

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EARLY GRADE READING

Theory of Change

INTERVENTIONS & SUPPORT

(All aligned through Policy and delivered with help from Unions, Donors, NECT & Partners)

LTSM Package	Training & Coaching	Instructional Leadership (SMT)	District & System Support	TA's

A system-wide focus on the foundational skills of reading:

If everyone is focused on the reading skills needed in grades 1, 2 & 3 this will encourage teachers, learners and parents to optimally **use** available support.

EGRA tool; National Reading Survey

The Classroom

The learner	The teacher

Children learn to read

IN HOME LANGUAGE

LEARNER HOME BACKGROUND:

- Parental support
- Increased school readiness through access to better ECD opportunities

TEACHER SUBSIDY:

- Initial Teacher Education
- More focused on how to teach reading in the African languages.

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WE HAVE BEGUN TO COST AN EARLY GRADE READING PROGRAMME

DNA Economics
Making economic sense of common problems

Analysis of the financial implication of scaling an early grade reading programme in South Africa

Final draft

Finance Review and Costing Tools have been developed to assist planning

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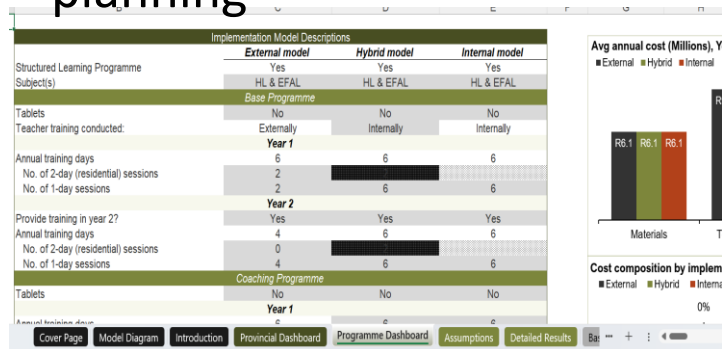
THE BASIC LTSM PACKAGE

Focus: Early Years & Early Grades in HL

LTSM PACKAGE FOR EARLY YEARS:

Minimum package incl. resources to stimulate emergent & early literacy, will be provided to **all ECDs in the poor Quintiles in** <u>**this financial**</u>

Designing an LTSM package to help children to:

- **learn** to read; &
- **support the habit** and **practice** of reading **esp. in Home Languages**

FUNDING:

*ECD: funds **already secured** Early Grades: Engagement with Treasury have ensued*

MINIMUM PACKAGE FOR EARLY GRADES (1-3): *(not an exhaustive list)*:

- Phonics Programme;
- Alphabet friezes & Flashcards
- Readers & reading series (exciting & fun, also address values, culture; etc)
- Non-fiction & expository texts in Afri Langs. – to stimulate academic literacy
- Posters - Vocab, Handwriting, *etc.*

BUILDING COMMUNITY & SOCIAL CAPITAL

THE STATE: GOVT & ITS ENTITIES

HIGHER EDUCATION INSTITUTIONS

NGOs & CIVIL SOCIETY ORGANISATIONS

BUSINESS & INDUSTRIES

COMMUNITIES & HOUSEHOLDS

INDIVIDUALS

Pulling together: we need alignment of purpose & effective coordination of efforts

LEVERAGING THE READING ECOSYSTEM: A NEED FOR MOBILISATION & COORDINATION

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MULTI-SECTORAL & MULTI-LATERAL MOBILISATION & COORDINATION

- *Pulling together to amplify our efforts in promoting reading literacy and driving a reading movement*

- *Pulling together to maximise efficiencies and minimise wastage*

- *Clarify the role of both the State and Non-State actors*

- *Promote Meaningful & Active Stakeholder Participation*

- *Promote coordination and alignment*

- *Promote parent / caregiver / community agency*

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SYSTEMIC SUPPORT TO TEACHERS

- Pandemic proved that a teacher, **qualified to teach** the skills of reading, in the classroom is critical to learning skills of reading;

  – Other forms of support (radio, home support, campaigns) were important in the pandemic but could not fully substitute for the teacher providing 8 hours of HL Literacy lessons a week.

- But we need to support **better instructional practice** by teachers

- We must expand the **repertoire of instructional methods** (especially hard-to-teach methods like group guided reading)

  – by providing LTSM, support for lesson planning, and high dosage professional support, all targeting those methods

- Must **eliminate large classes** in FP;

- Prioritise **filling of FP posts** with those qualified to teach there.

- Initial preparation of teachers to **teach Home Languages**
- Capacity building through **induction** & **CPTD**
- Will be aligned to **LTSM** and **lesson planning** support
- Must be **higher dosage** direct support
- Should combine a mix of **easy-to-use teacher guides**, up-front training, virtual support, on-site coaching
- PLCs led by Departmental Heads of FP must **internalize best practice** within the school
- Subject Advisors at district and circuit levels need to lead the **local adoption** of these forms of support

What is the role of the Curriculum line function?

- Efforts to **strengthen** the **curriculum** have included the development of norms and standards for reading in the Intermediate Phase including passage complexity, length and the number of passages

- A **stricter use** of **assessment taxonomy's** in all DBE work to give learners the opportunity to answer a range of questions with a broad set of difficulty levels has been increasingly enforced

- Overall **curriculum strengthening** is underway to consolidate and document the various lessons from PIRLS and other assessments

What is the role of Subject Advisors?

- **Identify**
  - Problem areas for the teachers to establish **training needs**
  - Lead teachers' or 'cluster leaders' in districts to assist and **support novice teachers**

- **Learning support**
  - Moderation of **School-Based Assessment**
  - Needs analysis
  - Annual LTSMs

- **Facilitate:**
  - **conten**t and **methodology** capacity building programmes for teachers
  - Subject Committee meetings
  - **seminars**/ **colloquiums** that promote teaching methodologies/ subject content

What is the role of Circuit Managers?

- Management and support to Principals and Deputy Principals
- **Administrative support** – ensure that all learners are registered and that funds are distributed to schools
- **Capacity building** – facilitate training for SGBs and SMTs
- Monitor the functionality of schools – ensure the correct allocation of teachers to subjects and phases
- Provide **curriculum management** and support to schools, school timetables adherence to notional time

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What is the role of the school?

- Schools should **develop** and implement **reading policies**
- Schools, particularly primary schools should set aside at least **30 min a day** for **Drop All and Read**
- School leaders and managers must **support reading literacy** initiatives
- Develop **partnership networks** with parents, communities, NGOs and Business.
- SGBs should **mobilise parents** to support the schools' reading literacy initiatives.

What is the role of Professional Learning Communities?

- Take **collective responsibility** for student learning
- **Challenge each other** with questions
- **Reflect** on **own practices** together
- Have a **shared vision** to ensure learning for all learners
- Be **systemic** and **vigorous** – use challenges emanating from discussions to invite support
- **Meet regularly** , **stay connected** with each other

PLCs are communities that provide the setting and necessary support for groups of classroom teachers, school managers and subject advisors to participate collectively in determining their own developmental trajectories, and to set up activities that will drive their development.
(ISPFTED, p.14)

What is the role of the learner/child?

- Children need to **access** and **read** books as part of their daily activities.
- Spend at least **30 min a day** reading at home, make reading a habit that will enable them to read fluently and with understanding.
- They should be encouraged to **actively participate** in **debate teams**, spelling bee & speech competitions, poetry and story-telling, as well as join community libraries.
- With **support** from parents and guardians, children need to prioritise reading, writing and learning; take care of the books they read; and share with others after reading.

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What is the Role of NGOs & HEIs?

- We are grateful to this sector for their contribution in **regularly highlighting** the **importance of reading**.
- Instrumental in **sparking** and **sustaining** a culture of reading in South Africa.
- **Partnering** with the Department and schools in the design and implementation of literacy programmes.
- Attracting **corporate investment** towards expanding access to books.
- Participating in literacy / reading **ambassador programmes.**

What is the role of corporate and the business sector?

- **Partner** with the Department, schools and NGOs in identifying and implementing **social corporate programmes**
- **Zero-rate platforms** for educational content, especially for reading literacy.
- TV and **radio broadcast solutions** to promote literacy through programmes that create an awareness around the importance of reading
- Promote **reading** in their sector
- Participate in **literacy** / **reading** ambassador programmes

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ROLE OF PARENTS, FAMILIES, YOUTH COMMUNITY LEADERS

- **Parents and families**:
- An important **role- model reading** behaviour
- Ensure that their homes become **hubs** of **story-tellin**g and **story-sharing.**
- **Track reading progress** of their children,
- Providing support to **assist** and **complement** the role of the school.
- Promote **library membership** where available
- **Volunteer** in the schools' literacy promotion initiatives.
- Community leaders can raise the **profile o**f reading and **influencing community-based** initiatives.

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Education beyond the classroom

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1. **Support scale-up** of evidence-based approaches to improving reading in Foundation Phase **Home Language Literacy (*mainly*)** and EFAL teaching.

- **Universal LTSM package** with teacher guides and integrated materials (coordinated & sustained *a la* Workbooks)

- Layering on effective forms of **professional support (direct training & coaching)**

2. Ongoing innovation, research and evaluation to **inform** programmatic support at scale

- Current evaluation of **Departmental Heads-led PLCs** (2021-2024)

3. Leveraging the new reading benchmarks in all languages to <u>**track progress**</u> in early reading skills, which builds towards comprehension

- Teachers strengthened in using Assessment for Learning and EGRA to teach; continuously asses & give feedback; as well as diagnose & remediate.

- National Reading benchmarks linked to existing programmes

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What is different?

- The new integrated reading literacy strategy has been **re-evaluated** and critique **internally** and **externally.**
- We have reduced the areas of focus from **10 to 4 areas**
- We have **shifted** the focus from **English First Additional Language** to **Home Language** based on international and local evidence
- We are prioritizing appropriate **African Home language** materials including graded readers, decodable texts and alphabet freezes. These would be systematically incorporated into LTSM provisioning

CONCLUSION

NDP VISION STATEMENT

"*We, the **people** of South Africa, have **journeyed** far since the long lines of our first **democratic** election on 27 April 1994, when we elected a government for **us** all.*

We began to *tell* *a* *new* *story then.*

We have lived and *renewed* *that story along the way.*

*Now in **2030** we live in a country which we have **remade**…"*

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That the Portfolio Committee on Basic Education **discusses** the presentation and provide **guidance** on the **utilization** of the assessment data and the **implementation** of the Reading Literacy Strategy and Plan