



Province of the
EASTERN CAPE
EDUCATION

Reading Strategy and Plan 2022 - 2030

Improve reading to
improve learning
Grades R to 9

Foreword to the ECDoE Reading Strategy and Plan (2022-2030)



It was once said that if you plan for a decade, plant a tree, but if you plan for a century, teach the children.

The Eastern Cape Department of Education (ECDoE) envisages providing access to quality lifelong learning opportunities for all its

learners – for both this century and the next. But centuries of inequality cannot be remedied in a short space of time. It has been more than twenty years since the democratization of South Africa, but the legacy of poor reading ability in many of our learners persists to the detriment of our overall learning performance.

The Eastern Cape Province fully acknowledges the reading problem and is making a concerted effort to find a solution for the poor reading ability of learners. The department, therefore, developed a comprehensive reading strategy to address the problem of poor reading in schools.

The ECDoE's Reading Strategy and Plan (2022 to 2030) aims to build reading and language teaching best practices into the education system, that will ensure that all learners by the age ten can read for meaning in line with the call by the President of South Africa, Mr Cyril Ramaphosa, in his State of the Nation Address in 2019, that one of government's "five fundamental goals for the next decade" is that all children should be able to read for meaning by age ten.

learners' reading skills by training every teacher to become a reading teacher and by providing them with reading skills in schools, by 2030.

The 21st century 'knowledge economy' demands increasingly sophisticated reading levels from South Africa's learners. In pioneering a reading strategy of this magnitude, the ECDOE has demonstrated that solutions to the reading crisis exist and that with the help and support of likeminded private and public partners will be able to take the reading strategy to scale ensuring that every teacher is trained, and every classroom is print rich and have sufficient resources to teach reading.

We look forward to the challenge.

Mr Fundile Gade

Member of the Executive Council (MEC) for Education Eastern Cape

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1. Introduction

Over the past 20 years, South Africans have become increasingly concerned about the poor reading ability of school-going children. Several local and international tests of reading achievement show that South African learners are not reading at the required levels in their home language or in the Language of Learning and Teaching (LoLT).

In June 2019, the President of South Africa, Mr Cyril Ramaphosa, announced in his State of the Nation Address, that one of the government's "five fundamental goals for the next decade" is that all children should be able to read for meaning by age ten.

The Eastern Cape Department of Education's (ECDoE) Reading Strategy and Plan (2022-2030) heeds the President's call and the main focus of the ECDOE Reading Strategy is Grades R to 3 but it includes support for the reading needs of all learners from Grades 1-9.

The ECDoE's Reading Strategy is based on the South African Literacy Strategy and Plan 2024 to 2030 but reflects the circumstances and needs of teachers and learners of the Eastern Cape.

2. The South African National Literacy Strategy and Plan: 2024 – 2030

The South African National Literacy Strategy and Plan 2024 – 2030 was published by the Department of Basic Education in August 2023 after extensive consultation with stakeholders.

The rationale for the development of the National Literacy Strategy and Plan is that there is an urgent need to ensure that South African early readers are able to read for meaning by the age of 10.

The Strategy and Plan highlights the need for a new framework to address the challenges in achieving this goal.

Figure 1 contains the Framework of the Literacy and Reading Policy Framework. The framework has four interdependent pillars: Reading Policy, Teacher Preparation, Training and Development, Provision of Learning and Teaching Support Materials (LTSM) and Parent and Community Engagement. The Framework also has three issues relevant to each of the pillars: Assessment and Monitoring and Evaluation, Advocacy and Communication and Partnerships.

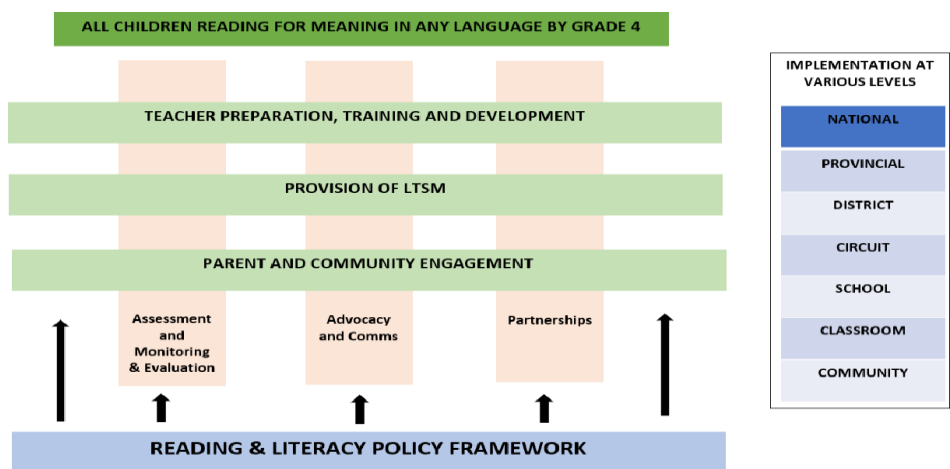


Figure 1

The key interventions presented in the South African National Literacy Strategy and Plan 2024 – 2030 document are:

- Developing a national reading strategy and policy that positions African languages as the basis for reading literacy development in South Africa.
- Providing professional development opportunities, mentoring programs, and teacher recognition initiatives to produce highly skilled and agile reading literacy teachers.
- Developing and distributing culturally relevant learning and teaching support materials (LTSM) that reflect the cultural diversity of South Africa.
- Engaging parents and communities through community outreach programs, parent education initiatives, and partnerships with local organizations.

“By implementing these interventions, South Africa can work towards ensuring that all learners have access to quality reading materials, teachers are equipped with the skills and resources they need to promote reading literacy, and parents and communities are engaged in supporting children's reading development.”
(The South African National Literacy Strategy and Plan 2024 – 2030)



Vula Bula Anthologies

1. Vula Bula anthologies

- The ECDOE will distribute anthologies of stories to all Gr1-3 classes in the Eastern Cape offering Xhosa and Sesotho as the Language of Learning and Teaching. Please use them for individual and paired reading in class; Group Guided Reading and for Drop All and Read Activities.
 - Grade 1 classes will receive Grade 1 anthologies for all Grade 1 learners.
 - Grade 2 classes will receive Grade 2 anthologies for all Grade 2 learners.
 - Grade 3 classes will receive Grade 3 anthologies for all Grade 3 learners.

2. Can children take the anthologies home?

- Yes! The VB anthologies belong to the children. Encourage them to take them home and bring them back to school each day. They must practice reading with their parent, siblings or care-giver.

3. The ECDOE Reading Strategy 2022 – 2030

3.1 Introduction

The ECDOE Reading Strategy and Plan begins with a statement of the expected outcomes of the ECDOE Reading Strategy for learners and teachers from Grade R to Grade 9.

The Strategy and Plan then sets out the ECDOE's strategic approach to supporting reading and the plans from 2022 to 2030 to support the four pillars of the ECDOE's Reading Strategy.

Pillar 1: Policies to support reading

The ECDOE's Reading Strategy and Plan is inspired by National Legislation and Policies which support reading. These include the Constitution of South Africa, the National Education Policy Act, the South African Schools Act, the Language in Education Policy.

The ECDOE Reading Strategy and Plan requires all public schools offering Grades R to 7 to develop individual School Reading Policies to guide and govern schools' activities to meet the goals of the ECDOE's reading strategy



Pillar 2: Teacher Preparation, training and development

The ECDOE has a Chief Directorate dedicated to teacher training and development. The Chief Directorate engages with the four Higher Education Institutions (HEIs) in the Eastern Cape annually to discuss both pre-service and in-service training at the HEIs and to align the courses offered by the HEIs and ECDOE.

The ECDOE publishes an annual prospectus of all the training courses offered by the ECDOE and partners. This allows districts, school management teams and teachers to plan their professional development opportunities.

The ECDOE Reading Strategy and Plan sets out the plans for the training of Foundation Phase teachers to teach reading from 2024 to 2030.

Pillar 3 Provision of LTSM to support the teaching of reading

Schools in the Eastern Cape receive paper budgets to procure LTSM for teaching all subjects. Analysis of procurement trends in the Foundation Phase shows that the catalogue of LTSM for Foundation Phase contains inadequate relevant materials in the African languages (Big Books, graded readers, phonics cards etc) to support the teaching of reading.

For this reason the ECDOE has procured and distributed graded readers, anthologies of stories, big books and phonics cards in the languages of learning and teaching in the Foundation Phase in the Eastern Cape.

The ECDOE Reading Strategy and Plan sets out the plans for the procurement and delivery of Foundation Phase age and language appropriate LTSM from 2024 to 2030.

Pillar 4 Parent and Community Engagement

This pillar in the ECDOE's Reading Strategy aims to connect the learners' school and their homes and communities. Availability of more and varied materials in African languages are a gateway to involving more parents to help with reading homework and reading for fun. The ECDOE Reading Strategy and Plan sets out the plans for engagement with parents and communities to support reading at school and at home.

Three cross-cutting issues

The South African and ECDOE Reading and Literacy Policy Framework has three cross-cutting issues:

1. Advocacy and Communication
2. Partnerships
3. Assessment, Monitoring and Evaluation

The ECDOE Reading Strategy explains how these three cross-cutting mechanisms will be applied to each of the four pillars from 2025 to 2030.

3.2 The Broad Outcomes Expected for the ECDOE Reading Strategy and Plan

Phase	Outcomes for Learners	Outcomes for Teachers
Grade R	<ol style="list-style-type: none"> 1. To develop phonemic awareness by recognising and manipulating sounds in words 2. To promote love for reading early in the child's life 	<ol style="list-style-type: none"> 1. To establish a solid basis for the development of early literacy skills. 2. To enable educators to diagnose barriers to early literacy and to intervene to overcome them
Foundation Phase Grades 1-3	<ol style="list-style-type: none"> 1. To develop listening, speaking, reading, and writing skills in the home language. 2. To extend the skills to the second language. 3. To overcome barriers as early as possible. 	<ol style="list-style-type: none"> 1. To expose educators to a full range of methodologies for the development of early literacy. 2. To enable educators to diagnose barriers to the learning of early literacy and to intervene to overcome them. 3. To expose educators to best practice for teaching in a multicultural and multilingual classroom.
Intermediate Phase Grades 4-6	<ol style="list-style-type: none"> 1. To consolidate basic literacy skills in the home language. 2. To develop skills to the point of proficiency in the first additional language so that they can make the transition to secondary school effectively. 3. To overcome barriers to learning. 	<ol style="list-style-type: none"> 1. To expose educators to a full range of methodologies for the consolidation of literacy skills in the home and first additional language. 2. To enable educators to diagnose barriers to the learning of language and intervene to overcome them 3. To expose educators to best practice for teaching in a multicultural and multilingual classroom.
Senior Phase Grades 7-9	<ol style="list-style-type: none"> 1. To move towards independence in literacy skills in both the home and first additional language. 2. To develop the critical literacy skills necessary to function in Grade 10, 11 and 12 and the world outside of school. 3. To develop the ability to think logically and analytically. 	<ol style="list-style-type: none"> 1. To expose educators to a full range of methodologies for the development of independent literacy skills in the home and first additional language. 2. To enable educators to assist learners in bridging the gap between primary and secondary school and to develop the critical literacy skills learners needed to function in Grades 10, 11 and 12 and the world of outside of school 3. To enable educators to diagnose barriers to the learning of language and intervene to overcome them.

3.3 The four Pillars

The pillars of the ECDOE Reading Strategy and Plan are:

1. Policies to support reading
2. Teacher Preparation, Training and Development
3. Provision of Learning and Teaching Support Materials (LTSM)
4. Parent and Community Engagement.

Pillar 1: Literacy Policy

1. National Policies on language and reading

The ECDOE Reading Strategy and Plan (2022 to 2030) is based on the following national policies:

The Constitution of South Africa

Section 29 (1) of the Constitution of the Republic of South Africa (Act 108 of 1996) decrees the right of everyone to a basic education and to receive education in the official language or languages of their choice in public educational institutions where that is reasonably practicable.

The National Education Policy Act

The National Education Policy Act. Act 27 of 1996 draws from the Constitution and includes directives about rights that include:

- every student to be instructed in the language of his or her choice where this is reasonably practicable and
- every person to use the language and participate in the cultural life of his or her choice within an education institution.

The South African Schools Act

Chapter 2 specifically expresses the protection and advancement of diversity of cultures, languages and upholding the rights of every learner.

ECD Policy

The policy makes reading literacy a central component for the development of the child (Department of Education, 1996:3). In addition, the ECD curriculum guidelines provide for development of learning through listening, speaking, reading and writing and the requirement to assist the learners in their emergent literacy and respect for their mother tongue.

The Language-in-Education Policy (Department of Education 1997)

The policy draws on the values of the Constitution and its emphasis on cultural and linguistic diversity as a national asset. The policy makes provision for promotion of multilingualism and supports the development and respect for all languages in the country. This policy is explicit about the following:

- All learners should have at least one language as a school subject in Grades 1 and 2
- All learners are offered the LOLT and at least one additional language as subject from Grade 3 onwards
- All languages as subjects should be treated equitably

The LiEP further endorses:

- multilingualism
- an **additive approach** to language in education, giving individuals the right to choose the language of learning and teaching (LoLT) at their school if it is practicable for the school to accommodate the choice of LoLT; and
- The promotion of the use of **learners' home language** and at the same time to provide access to other languages.

ECDOE School Reading Policies

One of the central pillars of the ECDOE Reading Strategy and Plan is individual School Reading Policies. School Reading Policies have the potential to:

- ✓ guide and govern school's activities to meet the goals of the ECDOE's reading strategy
- ✓ provide a common reference point for developing strategies for reading improvement
- ✓ assist in focussing reading improvement initiatives towards the desired outcome – a reading nation
- ✓ provide staff and parents with clear guidelines on the reading activities undertaken by the school.

In August 2023, the ECDOE distributed a Curriculum Instruction on the preparation of School Reading Policies to schools offering Foundation Phase classes. The Curriculum Instruction was accompanied by a template and videos to assist schools in developing their own School Reading Policies.

The two links below contain video explanations of the ECDOE's Reading Strategy and Plan: [ECDOE Reading](#)

[Strategy and Campaign 2022 - 20230 \(3\) \(1\).mp4](#)

[ECDOE Reading Strategy-Xhosa.mp4](#)

A School Reading Policy Template can be accessed at: [School Reading Policy Template](#)

Once the staff of a school has completed the School's Reading Policy, the principal of the school and the Chairperson of the School Governing sign the School Reading Policy and submit it to the District Office for recording and monitoring.

Every September from 2024 to 2030 schools will revise their School Reading Policies based on their experience of the previous year.

School Reading Policy - Linda Gwele



Plan for School Reading Policies (2022 – 2030)

Year	Activity
2022	Prepare video and guidelines on SRPs
2023	Distribute Circular Instruction for SRPs with template and videos
2024	Introduce Annual Operational Indicator for publishing SRPs
2025	Report on names and number of schools which submitted SRPs
2026	Report on names and number of schools which submitted revised SRPs
2027	Report on names and number of schools which submitted revised SRPs
2028	Review Template for School Reading Policies and send to Schools
2029	Monitor submission of SRPs using revised template
2030	Report on process and impact of SRPs as part of the ECDOE Reading Strategy

The activities and months for developing, submitting and implementing School Reading Policies are:

Month	Activity	Responsible
September	Review and revise their School Reading Policies based on the years' experience	Schools
October	Submit revised School Reading Policy for the following school year to Districts	Schools
November	Submit revised School Reading Policies to ECDOE	Districts
December	Report on names and number of schools which have submitted revised SRPs	Head Office
Jan - March	Monitor implementation of School Reading Policies	HO / Districts
April	Report on names and numbers of schools monitored and findings	Head Office
May – July	Monitor implementation of School Reading Policies	HO/ Districts
August	Report on names and number of schools monitored and findings	Head Office

Pillar 2: Teacher Preparation, training and development

This pillar focuses on developing skilled and agile teachers who are equipped with the knowledge, skills, and resources they need to teach and encourage reading among their learners.

This pillar includes providing professional development opportunities, mentoring programmes, teacher recognition initiatives, and support for initial teacher education institutions.

All Foundation Phase teachers should develop strategies to help learners to read. These strategies include

1. Identifying learners who need additional support in reading, through the Screening, Identification, Assessment/Adaptation and Support Policy (SIAS).
2. Use a variety of instructional techniques such as the use of multi-sensory learning, shared and guided reading; use of phonemic awareness, that is, sounding the word through the phonic method; breaking word into segments; using familiar words first.
3. Formulating a systematic and cumulative instruction process (build on the prior lesson e.g. start segmenting the word, sound it, write the word, find words with a similar sound; ask the meaning of the word; read a few sentences with the same sound; build the sentences, read a paragraph and time the reading fluency.
4. Build a word wall of new words.
5. Supply resources to practise reading at home.

Teachers in Grades R to 9 should practice the **Drop All and Read Programme** in their teaching timetable. The Drop All and Read programme encourages schools to set time aside for learners, teachers, ground staff and school management to drop all (everything they are doing) and dedicate that time to reading.

The goal of the program is to prompt schools to make reading a regular part of their routine - reading individually or together with their classmates,

How to implement the Drop All and Read programme (DAR) The DAR can be implemented as follows:

- Dedicate 20 minutes every day to reading for enjoyment.
- During this period, learners select a text or book or a portion of the book to read.
- The reading can be done alone or to one other learner or to a group of learners.
- The reading can be silent, or it can be done out aloud.
- The emphasis must be placed on independent reading
- A bookmark may be placed where the learner has left their reading to continue the next day until the book is complete.
- Learners can be awarded with credits for the number of books or texts they have read.

Read - Avanda Booi



ECDOE Professional Development for Teaching Reading Plans 2024 to 2030

Strategic Objective Indicator 4 requires PDEs to set targets in their Annual Performance Plans (APPs) for the number of Foundation Phase teachers to be trained in reading methodology in each of the four years 2023/24; 2024/2025; 2025/26 and 2026/2027.

The ECDOE used the profile of Foundation Phase educators to develop a plan for the training of these teachers to teach reading.

There are 14 089 teachers reported to be teaching Foundation Phase classes in the Eastern Cape in 2024. Of these:

- 12 000 FP teachers teach mono-grade classes;
- 2 000 FP teachers teach multi-grade classes
- 11 000 FP teachers teach reading in Xhosa
- 9 000 FP teachers teach reading in mono-grade Xhosa classes

The Language of Learning and Teaching in 76% of Eastern Cape Foundation Phase classrooms is isiXhosa, 22% use English or Afrikaans as the LOLT, and 2% conduct classes in Sesotho.

Post Level 1 teachers make up 86% of FP teachers. About 8% are HODs, 6% act as Principal as well, with a marginal few occupying Deputy Principal roles.

Training for Grade R teachers will consist of introducing reading through picture stories.

'Training' for Grade 1 to 3 teachers of will consist of three modules:

1. Teaching Phonics/phonemic awareness;
2. Teaching reading for comprehension;
3. Supporting handwriting.

The following number of Foundation Phase teachers will be trained to teach reading in the period 2022 to 2030.

Grades	2022/23	2023/24	2024/25	2025/26	2026/2027	Total
Grade R IsiXhosa	-	-	200	1 000	1 000	2 200
Grade R Eng/Afrikaans	-	-	-	200	200	400
Grades 1 – 3 IsiXhosa	200	3 000	3 000	3 000	3 000	12 200
Grades 1 – 3 Sesotho	-	-	-	150	150	300
Grades 1 – 3 Eng/Afrikaans	300	300	800	800	800	3 000

Pillar 3: Provision of Learning and Teaching Support Materials (LTSMs)

This pillar focuses on procuring and delivering age-appropriate learning and teaching support materials (LTSM) that to support the teaching of reading in the home languages of the learners in the Eastern Cape.

In the period 2022 to 2025 the ECDOE will

- Provide engaging African language fiction and non-fiction reading resources, both print and digital, that are available to schools and homes, and that are affordable;
- Provide materials that correspond with the holistic approach to literacy: graded and rich texts that are culturally relevant;
- Provide materials that include induction to writing as a key aspect of literacy development;
- Provide readers to encourage reading at home;
- Develop core resource packs for reading in the Foundation Phase;
- Encourage reading for enjoyment at school and out of school.

Plans for the provision of LTSM 2022 to 2030

The following table of Grade-specific Learning and Teaching Support Material (LTSM) for reading and writing will guide provision of Foundation Phase (Grade R – 3) LTSM over three years (2024 – 2026).

Grade R	Grade 1	Grade 2	Grade 3
1. Annual phonics programmes	1. Annual phonics programme	1. Annual phonics programme	1. Annual phonics programme
2. Set of alphabet cards	2. A set of alphabet cards (frieze)	2. A set of alphabet cards (frieze)	
3. Graded picture books	3. Set of phonics flashcard words and wordlists	3. Set of phonics flashcard words and wordlists	
4. Big Books	4. Set of sight word flashcards and wordlists	4. Set of sight word flashcards and wordlists	2. Set of sight word flashcards and wordlists
5. DBE Workbooks	5. Core vocabulary list of words	5. Core vocabulary list of words	3. Core vocabulary list of words
	6. Vocabulary and conversation posters/ charts	6. Vocabulary and conversation posters	4. Vocabulary and conversation posters

Grade R	Grade 1	Grade 2	Grade 3
			5. Cursive handwriting charts
	7. Print handwriting charts	7. Print handwriting charts	
	8. DBE Rainbow Workbooks 1 and 2	8. DBE Rainbow Workbooks 1 and 2	6. DBE Rainbow Workbooks 1 and 2
	9. Classroom graded readers	9. Classroom graded readers	7. Classroom graded readers
	10. Big Book texts	10. Big Book texts	8. Big Book texts
	11. Anthologies of graded readers	11. Anthologies of graded readers	9. Anthologies of graded readers
	12. Set of picture dictionaries	12. Set of picture dictionaries	10. Set of picture dictionaries

The following LTSM will be procured and delivered to Grade R to 3 classes from 2022 to 2030.

Plan for Procurement of LTSM to teach reading (2022 to 2030)

Type of LTSM	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Graded picture books for every child in Grade R	0	0	200 000	225 000	230 000	235 000	240 000
An anthology / pack of readers for every child in FP in LOLT	500 000	500 000	480 000	500 000	500 000	500 000	500 000
Graded Readers for Xhosa and Sesotho	0	100 000	150 00	200 000	250 000	300 000	350 000
Packs of phonics cards, flashcard words, word lists, Big Books and related Graded Readers.	0	0	850	2 000	3 000	3 000	3 000

Pillar 4: Involved Parents and Communities

This pillar specifically focuses on engaging parents and communities in supporting children's reading development. This strategic pillar allows for:

- ✓ A framework guiding community-based interventions using among others community engagement
- ✓ Communities involved in identification of challenges and opportunities and implementation of solutions
- ✓ Reading outside of school
- ✓ Community libraries and platforms such as reading clubs
- ✓ Advocacy and communication through local newspapers, radio stations and social media.

The ECDOE template for School Reading Policies requires schools to share their Policies with parents, the community and partners. Schools are encouraged to hold quarterly meetings with parents to explain what the school is doing to support reading and how parents and families can help their children with reading.

Schools have also been informed that readers provided by the ECDOE belong to the learners and should be used in class and taken home to read to parents and other family members.

4. Three cross-cutting issues

The three cross cutting mechanisms to support the four pillars are

1. Assessment and Monitoring and Evaluation
2. Advocacy and Communication
3. Partnerships.

4.1 Assessment, monitoring and evaluation

The anticipated outcomes of this pillar are:

- To establish standardised approaches for monitoring and evaluating progress in reading in African languages, Afrikaans and English.
- To improve the development and implementation of the national research strategy on reading and to optimise its utilisation

Understanding of the medium- to long-term impact of the ECDOE Reading Strategy will require careful planning and a strategy to monitor and evaluate the impact of the plans and to better understand the impact of the interventions and adjust the plans if necessary.

Assessment

One of the tools for the **assessment** of learners' reading and writing are the Norms for Reading developed by the Department of Basic Education for Grade 1 – 9.

The intention of the Norms is to improve fluency and comprehension (automaticity) and to increase the number of books and words per minute (wpm) learners can master.

The prescribed reading norms for Grade 1-9 are available at: [Grade specific norms for reading.docx](#)

A second tool for the monitoring of learners' reading progress is the Early Grade Reading Assessment (EGRA)

The Early Grade Reading Assessment (EGRA) tool is a scaffolded chart used to assess learner's reading proficiency on four key reading components namely phonemic awareness, phonics, word recognition and oral comprehension. The EGRA tool enables the teacher to assess and identify an individual learner's reading abilities and difficulties and can assist the teacher to plan differentiated reading activities that respond to individual learner's reading levels.

Assessment of reading proficiency will provide useful data for making decisions on screening of learners, diagnosing learner reading strengths and needs and monitor progress.

The final measure of the impact of the ECDOE Reading Strategy is the external assessment of the reading levels of learners in the Eastern Cape.

All schools in the Eastern Cape are required to submit the results of every subject for every learner at the end of each of the four quarters of the school year. This internal reporting has been found to be unreliable and if the success of the ECDOE Reading Strategy and planned interventions are to be measured this would require external assessment of reading.

The Early Grade Reading Assessment (EGRA) - Thembisa Jompolo



A small-scale assessment of Grade R and Grade 1 learners' phonemic awareness and letter-sound recognition was conducted in 2023. The pilot aimed to test the viability of the use of materials, training and ongoing support to support Grade R and Grade 1 learners' early reading. The external learner assessment was conducted in 10 intervention schools in the Eastern by an independent agency. Grade R and Grade 1 children were assessed using the Letter Recognition Subtask in the Grade 1 EGRA. The task timed learners on their ability to recognise 60 letter sounds in 60 seconds.

In March 2024, the EDOE submitted a proposal for the funding of the piloting of the external assessment of Grade 1 and Grade 3 learners in the Eastern Cape.

Funding has been granted for three years to assess samples of Grade 1 and Grade 3 learners' reading. The outcomes of these assessments will be used to plan future support for reading and to develop an annual systemic assessment plan.

Monitoring

Monitoring the submission of School Reading Policies

The ECDOE introduced a new Annual Operational Indicator (AOI) for the 2024/25 financial year. This AOI requires the ECDOE to publish the number of schools by district which have submitted School Reading Policies at the end of each quarter of the financial year.

Monitoring Teacher Training

Teacher Training sessions offered as part of the Teacher Development Prospectus are monitored through attendance registers. These attendance registers are verified against PERSAL data and the attendance captured per district on excel spreadsheets.

The ECDOE has also developed a standardised monitoring tool for use by appointed monitors of the teacher training courses. The monitors complete and submit their observations and recommendations to the Teacher Development Unit of the ECDOE. These monitoring reports are collated into monthly reports on teacher training to teach reading.

Monitoring the delivery and use of LTSM

Monitoring of **LTSM** ordered and delivered to support teaching reading is done through tracking the delivery of both graded readers procured by the ECDOE and other materials ordered by schools. All schools in the Eastern Cape are expected to delegate responsibility for the receipt and checking of LTSM to a member of the teaching staff. This delegation requires the staff member to check the quantities of the materials delivered and to sign a Proof of Delivery (POD) with their PERSAL number and telephone number and email address. All PODS are returned and archived by the delivery agent for inspection.

Evaluation

Evaluation of ECDOE Reading Strategy interventions

Evaluation of the three main ECDOE Strategy interventions will be done through surveys, observations, district meetings and the implementation of external assessment of learners' reading.

Evaluation of the development and use of School Reading Policies

Meetings will be held each year from 2024 to 2030 with district staff, principals of schools and teachers to explain the importance of developing and submitting School Reading Policies. These meetings also survey the use and implementation of School Reading Policies.

Evaluation of Teacher Training

All teacher training sessions administer pre- and post-tests. The reports on the tests provide details on how teachers' understanding of teaching reading changed over the course of the workshops.

Evaluation of the receipt and use of LTSM

Evaluation of the receipt and use of LTSM is done through surveys of teachers attending Teacher Development courses on teaching reading. At these courses, teachers are surveyed on whether they have received graded readers and how they use the readers. In the Teaching Reading in African languages courses, teachers are given multiple opportunities to discuss how they used the readers and to demonstrate this.

Surveys of teacher satisfaction with training courses are also conducted.

4.2. Advocacy and Communication

This pillar focuses on advocacy and communication of reading activities both in schools and in communities.

Communities have many places and spaces where reading can be supported, such as schools, homes, churches, clinics etc. To nurture a culture of reading it is important to support these spaces, but it requires communities to be organised, equipped, and connected for collective action.

Anticipated outcomes

- To cultivate and empower community role players to act, inspire, create change and have a sense of ownership of reading activities in their communities.

A key lever for the communication and advocacy of reading in schools and surrounding areas is the appointment of a reading champion or champions. A Reading Champion is a teacher or member of the school community who promotes and facilitates reading and reading skills across the curriculum.

The roles and responsibilities of a Reading Champion

The roles and responsibilities of the Reading Champion may include:

- Ensure the development and implementation of targeted reading programmes through the School Reading Policy.
- Lead the reading programmes of the phase or school
- Guide teachers in using appropriate strategies.
- Help turn the school into a reading environment.
- Manage the Drop All and Read (DAR) Programme.
- Encourage the implementation of reading and writing across all subjects.
- Establish a Reading Network with outside organisations.
- Set up motivational programmes to encourage reading.
- Ensure the involvement of parents to support reading at home.
- Liaise with administrators on all reading initiatives.

Reading Champion - Noxolo Twalo

Mission

To achieve the vision we will:

- Engender appropriate and relevant educational programmes through quality teaching and learning.
- Provide continuous and consistent support through curriculum and implementation of quality of all levels of the Department.

Values

Noxolo Twalo
Deputy Chief Education Specialist of the Province Foundation Phase Languages

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EASTERN CAPE

Selecting a Reading Champion



4.3 Partnerships

The ECDOE welcomes the support of partners in implementing the ECDOE Reading Strategy. The support may be financial aid, technical advice, professional services or advocacy and communication.

The support offered should be aligned with the four pillars or focus areas of the ECDOE Reading Strategy and communicated to the ECDOE. In this way all the expertise and resources available are directed and co-ordinated to improve learners’ reading.

The ECDOE will provide guidance on the Roles and Responsibilities of all stakeholders and partners to ensure alignment and maximize support provided.

Over the next five years, the ECDOE will seek support and will offer guidance to those offering support for the four pillars of the ECDOE Reading Strategy.

Five-year Plan for Partnerships

Pillar	Type of support	Who
School Reading Policies	<ul style="list-style-type: none"> • Advocacy of SRPs • Participation in crafting SRPs • Implementation of SRPs • Monitoring of implementation of SRPs 	<ul style="list-style-type: none"> • School Governing Bodies • School Governing Body Associations • Teacher Unions • Print and social media • HEIs and NGOs working in schools
LTSM	<ul style="list-style-type: none"> • Development of age-appropriate reading materials • Printing of LTSM • Delivery of LTSM • Advocacy of the use of LTSM • Training on use of LTSM • Monitoring and reporting on the use of LTSM 	<ul style="list-style-type: none"> • Materials development experts • Printers • Transport and logistics companies • School Governing Bodies • School Governing Body Associations • Teacher Unions • Print and social media • HEIs and NGOs working in schools
Teacher Development Programmes	<ul style="list-style-type: none"> • Design of Teacher Development Programmes • Offering Teacher Development Programmes • Monitoring and Reporting on Teacher Development Programmes • In-class support for teachers • Monitoring of teachers after training 	<ul style="list-style-type: none"> • HEIs • NGOs with experience and expertise in teacher development • Teacher Assistants • Teacher Unions
Family and Community Engagement	<ul style="list-style-type: none"> • Celebration of Reading Days/ Weeks • Setting up and running Book Clubs, writing competitions and spelling bees • Training parents and community learners on ways to support reading in the home and community 	<ul style="list-style-type: none"> • Libraries • Faith-based Organisations • Community Organisations • School Governing Bodies • Volunteers • NGOs



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