

Early Grade Reading

25 September 2018



Presentation Outline

- Background
- Policy: CAPS
- Teaching reading
- Reading assessment : EGRA

Vision and Mission

Vision

Every learner feels valued and inspired in our innovative education system.

Mission

We are committed to provide functional and modern schools that enable quality teaching and learning that protect and promote the right of every learner quality, equitable and relevant education.

Background

- Reading is essentially about meaning. Whatever we read, we read to understand it.
- The problem facing our country is the high number of learners who can not read with understanding.
- Various studies like the PIRLS (Progress in International Reading Literacy Study) (2006 & 2011) and SACMEQ (2013) revealed that large proportions of learners in grades 4, 5 & 6 are not able to read with comprehension

Background (cont.)

- The GP context:
- Heterogeneous
- The LOLT
- Overcrowding in the FP classes
- Resources: availability & type

Policy: Language Components

Listening and
Speaking

Phonics

Reading

Handwriting

Writing

Policy: Reading

Reading
automaticity

Time allocation
for reading

Focussed
activities

Reading
methodologies

Reading
assessment

Time allocation

- Phonics: every day (15 min in grads 1 & 2) In Grade 3 = (4 days)
- Shared reading = 3 – 4 days in a week (15 – 20 min)
- Group Guided reading = every day (15 min per group X 2)

Reading Methodologies

Shared reading

Group Guided reading

Paired & Independent reading

Teaching Reading

INTRODUCTION

- The EGRA project was developed by the **World Bank and the United States Agency for International Development (USAID)** in 2006 in response to improving reading outcomes in the early grades globally. EGRA is a **diagnostic reading assessment** that focuses on four key reading components namely **phonemic awareness, phonics, word recognition and oral comprehension.**

BACKGROUND

- At a very early stage, the EGRA tool enables **the teacher to assess and identify individual learner's reading abilities and difficulties** and 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

PURPOSE

The purpose of the Early Grade Reading Assessment (EGRA) is to:-

- establish easily-measurable criteria for **tracking reading competency** at early grades
- **identify challenges** to beginning reading proficiency and
- provide **reliable data to inform specific didactic and supportive interventions** to improve reading and the overall quality of learning

PROBLEM STATEMENT

Research findings have concluded that South African learners on the whole are **not reading at grade and age appropriate levels.**

The **Ministerial reading audit report, the NEEDU report (State of Literacy Teaching in the Foundation Phase) and the Annual National Assessment (ANA)** conclude that teachers are not able to conduct **diagnostic assessments on reading** and provide appropriate **didactic interventions to enhance individual reading levels**

OVERVIEW OF THE EGRA PILOT

- EGRA was piloted by the Department of Education (DoE) in the **Quality Improvement Development Support and Upliftment (QIDS UP)** schools 2007-2009 in Gauteng, Mpumalanga, Eastern Cape, KwaZulu-Natal and Western Cape in **all eleven official languages** in Grades 1-3. The pilot project was funded by USAID in a total of 100 schools (20 schools per province)

PILOT RECOMMENDATIONS

- The recommendations of the pilot report have confirmed that:

EGRA is a reliable and effective diagnostic reading assessment tool to track individual learner's reading progress, as well as detect reading difficulties in the early grades

RESUSCITATION OF EGRA

- The implementation of EGRA was put on **hold with the implementation of CAPS**
- **Reading promotion plan** which is a fast track Ministerial programme for 2014-15 has identified the implementation of EGRA in Grades 1 to 3 as one of the key reading interventions
- The decision to implement EGRA in Grades 1 to 3 has been approved by the **HEDCOM and CEM**
- 2018 GDE is implementing EGRA in 450 schools and your school is one of them.

IMPACT OF EGRA

The **impact of EGRA** will be evaluated using the **Term 4 learner performance stats**

The **2017 term 4 results** of the piloting schools will be used as a **baseline**.

The overall impact of EGRA will be evaluated against this baseline which will be compared with the **2018 term 3 & 4 results** of these schools.

The aim of EGRA is to help identify learners who cannot sound letters, read familiar words and read for meaning so that they are assisted

STRENGTHENING THE TOOLKIT

- The **2008-2009 EGRA versioned toolkits** were quality assured and amended for the **2015 EGRA project**
- Re-revised tools at Home Language and development of **EFAL** toolkit PSRIP.
- Grade 1-3 use the same booklet but we have changed progression sheet
- Grade 1,2&3 have different recording sheet
- All levels of the Sector (province, district and school) are requested to provide **further inputs on the content of the Toolkit including Language edits**

REMEMBERING THE ALIGNMENT TO CAPS!

EGRA	CAPS
<p>Charts of letters that learners must recognise and sound aloud. (depending on languages)</p>	<p>-P18: “Phonics refers to the sounds in the words and the symbols (letters of the alphabet) used to represent them”.</p> <p>Gr.1 Term 1 P56</p> <ul style="list-style-type: none">-Identifies letter-sound relationships of some single letters. (l, o, h, m....)-Recognises and name some letters of the alphabets. <p>Term 2&3 P63: Carries on with identification of letter-sound relationships of most single sounds.</p> <p>Term 4 P75 : Recognises consonant digraphs (sh, ch, th) to show progression.</p>

UNPACKING OF CONTENT

- Assess familiar word reading (WR)

EGRA	CAPS
<p>Charts of words that learners must recognise and sound aloud. (depending on languages)</p>	<p>Gr. 2 Term 1 P81: Uses initial and final consonant blends to build up and break down words -Builds 3& 4 letter words using the single letters and digraphs taught Term 2 P87: Reads words from phonics lessons in sentences and other texts Term 3 P93: Learns to spell ten words a week taken from phonics lessons and sight words. Term 4 P99: Builds words using phonic sounds taught during the year. Builds sentences using phonics vocabulary.</p>

PASSAGE READING

EGRA

Charts of passages that learners must read aloud. (depending on languages)

CAPS

Gr.3: Term 1 P107:- Reads instructions in the classroom.

-Plays reading games and completes crosswords to reinforce reading and vocabulary skills.

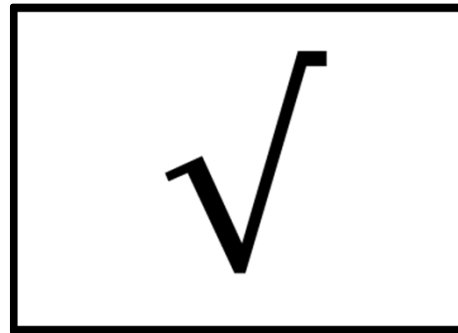
Term 2 P114:- Uses self- correcting strategies when reading : rereading
Monitors self when reading both word recognition and comprehension.

Term 3 P119: Interprets information from graphical texts such as advertisements, pictures, graphs and charts.

Term 4 P125: Reads with increasing fluency, speed and expression.

WHAT TO DO IF LEARNER MASTERED THE SKILL?

- If the learner has **mastered the skills**, there is no need to continue with this assessment where this learner is concerned.
- Letter sounds, Familiar word and comprehension



- Recording sheets, you put a tick, then such a learner will not be assessed again on the same skills

COMPREHENSION PASSAGE - CO

- The best way to develop these **skills** in your learners, is to ask the kind of questions that get them to **think about** and **process information** (p15 TREG)

COMPREHENSION PASSAGE –CO

- Ask yourself what you **already know** about the title / passage
- When teaching reading, one needs to keep a close check on whether learners are simply ‘barking at the print’ or if they really **understand** and can **interpret** what they are reading – comprehension (CAPS p114, 119, 124, 126)

HOW TO MAKE MEANING OF WHAT YOU READ

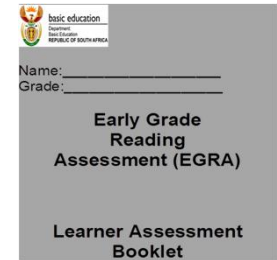
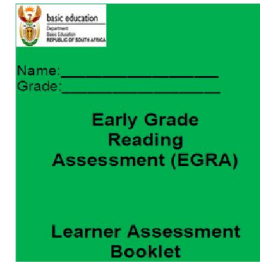
- Read on, and check whether what you read now makes sense
- Check the meaning of words by using a dictionary or ask for assistance (p26 TREG)

HOW TO MAKE MEANING OF WHAT YOU READ

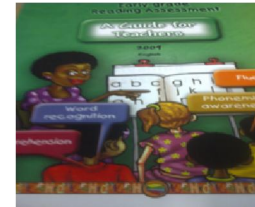
- When the text does not make sense, **stop** and **re-read** the passage (CAPS: 64,69, 75,81,87, 107)
- Try to link the problem sentence to what you have already read i.e. expressing feelings about the text and give reasons (CAPS p 105)

RESOURCES

➤ Learner booklet



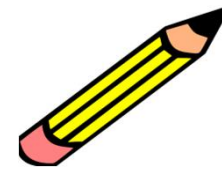
➤ Teacher's guide



➤ Stop watch



➤ Pen/Pencil



LEARNER ASSESSMENT TOOL

- Every learner must have a copy of a learner assessment booklet
- Learners' names and grade must be written on the cover of the booklet
- The booklet will be used from Grade 1-3 (2015) and from Grade 3-5 (2016-2017)
- The cohort in Grade 1 will use the booklets up to Grade 3
- Grade 2's use it until Grade 4
- Grade 3's use it until Grade 5

LEARNER ASSESSMENT TOOL - CONT

- The booklet contains the following:
- Letter sounds – 3 charts
 - Word Reading – 3 charts
 - Passage Reading/Comprehension - 5 questions after the passage

Marking sheet for Assessment 1 (end of first term)

- Letter sounding (LS) Chart 1.1

l	z	s	w	m	j	i	y	a	h
h	e	r	o	t	c	i	e	t	o
e	n	f	v	b	k	o	d	a	t
g	s	u	x	a	i	r	n	d	p

Total number of letters sounded correctly:

Familiar word reading (WR) Chart 2.1

back	came	but	look	went	what	did	be
got	me	eat	do	like	there	little	with
had	are	your	make	put	he	see	it
the	all	here	no	from	tree	out	an
come	will	time	my	you	too	cat	she
have	some	away	down	a	them	we	in
that	they	can	one	not	of	this	his
was	is	when	so	go	dog	at	day
big	just	said	her	into	to	up	very
for	mother	and	now	on	where	get	then

Total number of letters sounded correctly:

Marking sheet for Assessment 1 (end of first term)

	Words per line
Jabu had a little dog. The little dog was fat and happy. One day	14
Jabu and the dog went out to play in the fields behind Jabu's house	14
The little dog liked to play tricks and he ran away. The little dog got lost.	16
Jabu was sad. But after a while the dog came back. He had been gone	15
Jabu took the dog home. When they got home, Jabu gave the dog a bone. The dog ate it.	14
	5
The little dog was happy, so he slept. Jabu also went to sleep. They both	15
slept for a very long time and played again when they woke up.	13
	111

Total number of words read correctly:

EGRA ASSESSMENT- one minute

Letter Sounds

How many letters can the learner sound correctly in a minute?

Word reading

How many words can the learner read in a minute?

Passage reading

How many words can the learner read **correctly** and fluently in one minute?
And do they understand what they read. The point is not speed but to **read fluently**

Revised Grade 3 Record Sheet

School:																						
Class Teacher:																						
Grade:	THREE																					
Grade 3 Early Grade Reading Assessment (EGRA) Progress Sheet																						
Assessment Period	Assessment 1 (Beginning)							Assessment 2 (Middle)							Assessment 3 (End)							
Date																						
Task	Letter sound		Word Recognition		Passage reading		CO	Letter sounds		Word Recognition		Passage reading		CO	Letter sounds		WR		Passage		C	Comments
	1.1		2.1		3.1			1.2		2.2		3.2			1.3		2.3		3.3			
Maximum Totals	40		80		111		5Q	60		80		122		5Q	100		80		126		5Q	
Number of times	1st	2nd	1st	2nd	1st	2nd		1st	2nd	1st	2nd	1st	2nd		1st	2nd	1st	2nd	1st	2nd		
Minimum Benchmark	40	40	50	60	70	80		30	30	60	70	80			40	40	70	80	80	90		
Names																						
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PROGRESSION ACROSS THE GRADES

Grade 1 Term 1

- Distinguishes aurally between different initial sounds (e.g. cat, table)
- Identifies and reads single sounds taught, e.g. e, k, o, m, a, l, i, b, u
- Uses blending and builds short words

Grade 2 Term 1

- Identifies and reads all single sounds, e.g. e, k, o, m, a, l, i, b, u
- Builds 3 and 4 letter words using single letters and digraphs taught this term.
- Recognises rhyming words

Grade 3 Term 1

- Identifies letter sound and letter name relationships of all single letters
- Builds 3, 4, 5 letter words using consonant and vowel digraphs taught this term
- Recognises and uses rhyming words

STAGES OF READING DEVELOPMENT TREG pg 9

Stage 1. The 'pre-reader'

Stage 2. The emergent reader

Stage 3. The early reader

Stage 4. The developing reader

Stage 5. The early fluent reader

Stage 6. Independent reader

READING FOCUS TIME

- It is here, through clear focussed lessons that the skill will be taught to children. HL policy p.11(Reading methodologies)
- CAPS provides specific time for reading activities. (Reading and phonics)
- EGRA assessments can be administered during reading focus time

READING NORMS

Indicators	Norms	Resources	Grade 1	Grade 2	Grade 3
Word Recognition	Recognize and read high frequency sight words in grade appropriate texts	<ul style="list-style-type: none"> •DBE •Workbooks •Big Books •Graded Readers 	By end of: Term 1 = 20 sight words Term 2 = 40 sight words Term 3 = 60 sight words Term 4 = 80-100 sight words	By end of: Term 1 = 100 sight words Term 2 = 120 sight words Term 3 = 140 sight words Term 4 = 160 -200 sight words	By end of: Term 1 = 200 sight words Term 2 = 250 sight words Term 3 = 300 sight words Term 4 = 500 sight words

READING NORMS

Indicator	Norm	Resource	Grade 1	Grade 2	Grade 3
Reading Fluency	Benchmark reading fluency		By end of: Term 1 learner should be able to read 10 words per minute Term 2 = 20 words per minute Term 3 = 30 words per minute Term 4 = 50 – 60 words per minute	By end of: Term 1 learner should be able to read 50 words per minute Term 2 = 60 words per minute Term 3 = 70 words per minute Term 4 = 90 words per minute	By end of: Term 1 learner should be able to read 100 words per minute Term 2 = 120 words per minute Term 3 = 130 words per minute Term 4 = 50 – 150 words per minute

READING NORMS - CONT

Indicator	Norm	Resources	Grade 1	Grade 2	Grade 3
Comprehension	Teach and assess comprehension skills at grade appropriate levels	DBE Workbooks Comprehension Worksheets	Recall and Literal comprehension skills	Recall ,Literal ,reorganization and inferential skills	Recall ,Literal ,reorganization, inferential skills and evaluation skills
Integrated Reading Activities	Teach and consolidate reading and writing activities using reading texts.	Worksheets DBE Workbooks Puzzles Sentence strips Flash words Posters	re-telling story, sequencing, role-playing, word building, comprehension activities, story writing Book making	re-telling story, sequencing, role-playing, word building, comprehension activities, story writing, book making	re-telling story, sequencing, role-playing, word building, comprehension activities, story writing, book making

READING NORMS -CONT

Indicator	Norm	Resources	Grade 1	Grade 2	Grade 3
Number of books to be read	Read independently graded readers and library books	Simple picture story books Simple fiction and non-fiction books	By end of: <ul style="list-style-type: none"> • Term 1 = 8 -10 picture story books • Term 2 = 8 - 10 story books • Term 3 = 10 - 12 story books • Term 4 = 12 -15 story books 	By end of: <ul style="list-style-type: none"> • Term 1 = 15 - 20 story books • Term 2 = 15 -20 story books • Term 3 = 20 - 25 story books • Term 4 = 20 - 25 story books 	By end of: <ul style="list-style-type: none"> • Term 1 20 -25 story books • Term 2 = 20 – 25 story books • Term 3 = 30 - 35 story books • Term 4 = 30 – 35 story books including short novels

CONCLUSION

- This is a huge project in terms of Reading promotion and the DBE is looking forward to the **support and co-operation of all stakeholders** to ensure that the **desired outcomes** are achieved.