



# LEADERSHIP FOR LITERACY

## CASE STUDY SCHOOL B(H): RAW CASE STUDY NOTES

### NAME OF STUDY:

Leadership for literacy or officially “Succeeding Against the Odds: Understanding resilience and exceptionalism in high-functioning township and rural primary schools in South Africa”.

### Funder:

Economic and Social Research Council [grant ES/N01023X/1]

Data submission: February 2019



**B(H)PRIMARY SCHOOL**  
**Ekurhuleni**  
**CASE STUDY REPORT**  
**DATA COLLECTORS: J G & N M**

Data collection occurred over two days 25-26 July 2017. Summary information of interviewees are provided in Table 1 in appendix.

## **1. SCHOOL BACKGROUND AND CONTEXT**

Confirm quintile of school & Language policy

B(H) is situated in **Ekurhuleni**. It is a quintile 3 school. It is officially a non-fee school, but it asks for a minimum 'donation' of R250 pa, which according to the P about 85% of learners pay. The mother-tongue of most learners is isiZulu, but also have Ls from most other Nguni language groups (Xhosa, Sotho, other). According to the P, LOLT is responsibility of the SGB and the Dept advises mother-tongue instruction for FP. But at the school BH parents wanted English LOLT, so they switch to English LOLT for Maths and Lifeskills in Grade 3 and only isiZulu in Zulu. Teachers were also keen to teach in English i.e. English LOLT, because they say there is more textbooks available in English. Also, P claims that some Ls are taken to Model C schools when they start school, but then they can't afford it anymore, then they bring them to B(L), and these Ls can fit in because LOLT is English.

General state of school from School observation

The school appears very well maintained and situated amongst formal housing in the township. The school buildings are a mixture of brick buildings and prefabs. The reception area is a welcome space with lots of posters on notice boards and school awards displayed. The staff room has two walls of bookshelves filled with books, which looks very impressive when you enter. A closer look at these books reveals a host of old law textbooks and encyclopedias mixed with old and new unread English texts, fiction and non-fiction. It turns out most of the English books were donated to the school from England for the school library. One shelf also has a few books in isiZulu, but this space is not used as a library. At most, teachers may take books from shelf, but it looks largely untouched. The entrance foyer and corridors as well as principal office, includes several posters related to reading and story-telling.

Description of learner SES

According to the SES learner survey, Ls are more asset rich than Ls from matching school, B(L). Ls mostly neatly dressed in school uniforms. They also participate in the National School Nutrition programme, so have a feeding scheme. Aspirations of Ls are high. According to Lr survey responses, 93% think marks are important, 97% think they will pass matric and 81% think they will go to university.

### No. of learners and teachers

It is a fairly large school with an enrolment of 1383, and a teaching staff of 38, which includes 2 SGB posts in GR. Staff-student ratio of 1:37.

### Total school budget

The School budget is not a nil budget, it shows a deficit between budget income and expenditure that has to be fundraised. The total budget Expenditure is R2 034 361, while the budget Income is R1 448 952. Income includes income from the State (70% of total income) and from school donations and from GR fees. The target for additional fundraising is R586 409.

### School Budget Summary:

Expenditure Summary	
Cost Centre	Amount
1. Cleaning & Maintenance Equipment	R 96 494.50
2. School Cultural Activities	R 163359.00
3. Teaching and Learning Support Material (LTSM)	R 832234.00
4. Building and Grounds Maintenance	R 453907.00
5. Human Resource Development (Not Subsidised)	R 112 785
6. Administration	R 86850.00
7. Extra-Curricular Activities	R 76100.00
8. Transport	R 152325.00
9. SGB Paid Posts	R 59 270.00
Total Expenditure	R 2,033,324.50

  

Income Break down	
Income	Amount
Income (State)	R 1019 752.29
School donations by parents (proposal) 1300 X250	R 350 000.00
Grade R (Compulsory fee) 66X12	R 79200
Total Income	R 1,448,952.29

  

Budget Summary (School donation @R250)	
	Amount
Total Income	R 1,448,952.29
Total Expenditure	R 2,035,361.50
Deficit (Fundraising)	R 586,409.21

## 2. SCHOOL PERFORMANCE

Identify school as High or Low performer in matched pair

B(H) is the high performer in the matched pair with B(L). Their median ranking for G6 literacy was 2.5 compared to 30 for MZ and ranking for Gr literacy was 1.5 compared to 22 for MZ.

Recap results on performance of G3 & G6 reading tests

40% grade 3 learners tested in English in Feb, read at slower than 40 words per minute, meaning they read so slowly they can't understand what they are reading. At MZ this was 60% of learners. In G6, the average learner got 44% on the comprehension test compared to an average of 29% at MZ.

Most of the respondents were not surprised at the Grade 3 results, but attributed it to the start of the year, and expected improvements in the second term especially

for Grade 3, as LOLT in Grade 3 switches to English for both Lifeskills and maths, and so they expect their English will improve. In contrast, most were surprised at G6 results, because expected better, as they have had exposure to English longer and are older. The IPHOD was most surprised as he said they performed above 50% in the ANAs so expected results similar to that. The G6T1 (English teacher) was not surprised as he said *'learners were still struggling with comprehension and learning new strategies to answer questions and they are also lazy to read, then move on if they don't understand'*.

## **A. MATERIAL RESOURCES**

### **A3. MATERIAL RESOURCES: TEXT**

Are there clear management practices in place for procurement and retrieval of texts – is it clear who is in charge of these processes? How are decisions made to select to select textbooks, readers and books? What criteria are used?

According to the P, needs assessment is critical because they encourage expenditure for textbooks just to be for top-ups. Both HODs confirmed expenditure mainly been for top-ups. If a teacher wants a new book, they first buy teacher copies only. Teachers look at catalogues to make selections. According to P, they use service providers as an intermediary, and ask them to get 3 quotes, before purchasing books. They do not go directly to the supplier. According to DP, he is in charge of LTSM, but there is a committee with someone from each grade. Only HODs and SMT members go to district exhibitions and bring samples back for teachers. Samples are kept in the LTSM cupboard, there is a cupboard for each grade, these are kept in one classroom. Used as references for teachers. They sometimes also have displays at school. The current G3 readers and textbooks were chosen in 2014, and the current G6 readers and textbooks were chosen in 2015. They look at the content of the books and compare it to the ATP lesson plans and look for best match between contents. According to IPHOD who teachers isiZulu, when selecting books, she looks for the *'richness of language in the books, the new isiZulu words, the use of proverbs, the language structure'*. FPHOD mentioned that committee has never rejected a request, but P sometimes can decline, so P checks and committee must explain.

According to P, with the LTSM budget, they do ensure that every learner has a textbook, but these must be guarded, so that only 30% of expenditure can go for top-ups and rest can be used for other resources, like laptops for teachers. Hence, retrieval of books very important. Each teacher keeps a list of textbooks issued to each learner so as to collect at the end of the year. The books have numbers and these are recorded on the learner's sheet, so that a missing book can be traced back to a learner. See example below.

TEXT BOOKS TITLE	NUMBER	LEARNERS/PARENTS CONCENT
Life skills	197	Tuhlonguane
Top Class English	104	Tuhlonguane
Premier Mathematics	126	Tuhlonguane
Masihambisane	40	Tuhlonguane
Our World Our Society	37	Tuhlonguane
Platinum Natural Sciences Tech	38	Tuhlonguane
Isizulu Sagobo	84	Tuhlonguane
TOP class reader	2013/126	Tuhlonguane

  

RETRIEVAL CONDITION		
RETRIEVED	LOST	PAID FOR LOST BOOK

GRADE 6B

School stamp

There is no longer a school library because they had no librarian. Library books are now in the staff room. But P says 'other LTSM' on budget used to be for library books. Now they buy books for the classroom. P says that she went to London on a READ sponsored trip to promote reading, and was given R2000 to buy books, but these are now old, and housed in the staff room, where no-one seems to use it. For the past three years, no new books were purchased. 'Other LTSM' budget was also used to buy laptops for the SMT.

Do procurement practices differ between FP and IP?

Procedures are the same for FP and IP.

Are there sufficient resources, especially books, to make a programme of reading feasible? Sufficient refers to language range, graded reader range, variety. Are the texts utilized?

### Grade3

The number of texts available in class is limited, but there are enough readers for English and isiZulu for each child in G3 to use in class. There is however, a greater variety of reading texts and titles in English than isiZulu available to learners in both G3 classes. For isiZulu, the same series of readers is used in G1-3, but at different levels. In G1 there are three levels of graded reader, but in G2 and G3, there is a single reader that is not graded. If learners struggled, they read a book from the previous grade. All books look used.

	G3T1 (N) (all subjects)	G3T2 (M) (maths, lifeskills and English)
<b>Total number of isiZulu readers</b>	50	50
<b>Total number of titles isiZulu</b>	1	1

<b>Total number of English readers</b>	178	190
<b>Total number of titles English</b>	More than 15	More than 10
<b>TOTAL all Readers</b>	<b>228</b>	<b>240</b>

For isiZulu, they use isiZulu Siqobo learner book and reader from Masihambisane series. One title in the grade, everyone reads the same book. In English they use graded readers, from the *Sounds like Fun series with 3 levels*, also Sunshine books with different titles, ACE readers and Oxford readers as well as Top Class Learner Book. In addition, there are also Big Books in English.

In both classes there are bookshelves and tables with books that are stacked. Graded series not easily visible, same books just stacked together.

## Grade 6

In Grade 6, G6T2, M's class (isiZulu), readers are stacked in crates and on table at the back of class. Extra learner books and textbooks in cupboards and a locked cabinet. Books in cabinet were all still sealed in plastic. Most of the readers were in isiZulu, with a few lifeskills English texts. There were about 4 different titles of short novels in siZulu and 124 copies of the same titled Grade 6 reader in isiZulu.

In G6T1, T's class (English), books were also stored in crates, on tables, and in cupboards. Not particularly organized, but mostly same books stacked together. Most of texts are in English. They use 'Read for Tomorrow series' with multiple titles, also Sunshine Readers with multiple titles, and stored in cupboard is the set-work reader 'Never judge a book by its cover'. There is also the Interactive English series of short stories. There are 30-40 copies of all of the above books. In addition, there are two shelves and a crate with additional random readers, novels, short stories all in English for independent reading.

## Readers in Grade 6 Classrooms

	<b>G6T1 (English) (T)</b>	<b>G6T2 (isiZulu)/IPHOD (M)</b>
<b>Total number of isiZulu readers</b>		181
<b>Total number of titles isiZulu</b>		5
<b>Total number of other isiZulu texts</b>		54
<b>Total number of English readers</b>	387	18 (Lifeskills story books)
<b>Total number of titles</b>	More than 100	18

<b>English</b>	(including novels)	
<b>Total number of other English texts</b>	306	90

Commenting on the classroom libraries, the DP mentioned the 'library boxes' in classrooms with books that learners can take home, but said that there *'are not enough books. We can't afford to buy more books.'* The FPHOD thought that there were sufficient readers for both isiZulu and English in all the classes.

### ***Feasibility of a programme of reading***

#### **Grade 3**

The range of resources for reading in isiZulu in G3 is very limited to make a programme of reading feasible, with only one reader per learner for the whole year. The only other reading material in isiZulu is from the DBE workbook and isiZulu learner textbook. Only G3T1 (N) teaches both isiZulu and English, and she says that she does reading in FAL every day, but reading in HL only 3 days a week.

In contrast, graded readers are used for English, and more than one series of books, making a much wider range of titles in English available to read. In addition, there are additional English texts available for independent reading. With the resources available a programme of reading is possible. Both G3 teachers referred to the M G programme that they are following for teaching reading in English. The M G programme also provides additional resources like Big Books, and some small books that go with the Big books. The programme includes a phonics programme which they follow. Both Grade 3 teachers named some of the English titles of readers they use, and both referred to grouping learners in same ability groups for group reading.

G3T1 describes how she starts and follows through on reading lessons: *'We start with cover of books – look at the pics and predict the story by reading the cover of the books; I then pick out difficult words/vocabulary from the text - learners sound out the words, the phonetic words then we give words to read at home; then make sentence strips with same words; the following week we do a paragraph to summarise the story – 4/5 sentences in the paragraph; then we dramatise the story with roleplay'*. For group guided reading G3T1, says that Ls are grouped in ability groups then *'the leader gives each one a chance to read and the T picks out those that are struggling'*. The purpose she says of GGR is *'to enable Ls to read individually and they can narrate the story and summarise the story'*.

G3T2, M, who only teaches English, says that the M G programme *'taught us to group by ability – same ability per group to not delay the advanced readers.'* She also claimed that *'the school had 10 learners who could not read at all at the beginning of the year, this has been reduced to 3 because of the reading practices. This kind of progress was the same even before M G programme.'* She claims to use the Top Class reader the most saying *'I love the Top Class reader. It has progressive English. There is a lot reading, so it allows children to grasp what*



*reading is.’ She also uses worksheets she says ‘for reinforcements, as an alternative activity for a concept in the DBE workbook.’*

*She does GGR twice a week. She says that GGR ‘develops reading and writing. As they read, they recognize words for writing. They also pick up punctuation, like capital letters and full-stops. They then learn reading itself and as they practice, they develop understanding’.*

Both G3 teachers believed that it was possible to teach a child to read in three years based on their own experiences of teaching reading. For G3T1, if a learner cannot read, she will let him/her sound out words first. For G3T2, she will continue to let them read directly to her and ‘write what they can’ – the main point is the individual attention that will make them a success. While both teachers said they would refer a struggling learner to the SMT, it was not clear what they expected of the SMT in that situation. The FPHOD says if teachers refer a learner, she tries to support teachers and also tries to get the parent involved: *“They are asked to read with the learners and have a practical back at home to practice difficult words. If they don’t improve Ls are referred to the district.”*

## Grade 6

For EFAL, G6T1 (T) stated that they are reading *‘Never judge a book by its cover’* as the set-work book. She describes the book as a story about *“discrimination when a girl comes to the city, so about urban and city life”*. It is 50 pages long, but learners only read in class. There is one book for each learner kept in the cupboard. They read from it 3 days a week. In addition to the set-work, they also read from Big Books from READ together for shared reading. The Big Books are 20 pages long, and they read the whole book in 30 minutes together. She described using different methods for reading, including the Jump Start programme that has tablets loaded with readers. T checks tablets for progress of Lr – can see login details and activities of learners. Ls read from tablet in class, silently, then activities after each book read that Ls complete; use tablets for unprepared reading assessment, once a week in each class, and Jump Start assistant also in class. For group reading they use material from READ – each group has different title; in groups of 6 mixed ability; change groups at end of term and only use these books in class. When group reading, *“I choose the Ls struggling with reading – different Ls have different problems – phonics, confidence. For guided reading, I use worksheets with questions on stories that Ls read together; I reads text, Ls listen, then different Ls read, I move around and listen to them. Independent reading is done in their spare time – Top Class reader can be taken home and DBE stories to read independently.”* She does remediation herself, but refers learner to SBST for special needs or support.

For HL, there is no set-work book. The main reader used is Masihambisane, which has short stories and poems and there are also a few short ‘novels’ that they read. The G6 short stories and ‘novels’ range from 3 pages to 6 pages long. The stories in



the DBE workbook are also used for reading. The intention of the readers is to introduce learners to a range of types of text in isiZulu. Timetable has 2 hours for reading HL a week. G6T2 (M, also IPHOD) described her reading practice as follows: *“Read in groups, in ability groups and teacher facilitates. Easy to see who has difficulty with reading. They are then taken out of groups and put into a special group and I lead them in reading. I ask learners questions about the text. The strong learners must summarise what they read to test comprehension. For weaker learners I ask questions and we summarise together. I also encourage them to read at home. Last term, I invited parents to school and gave them isiZulu books to read with learners at home. Saw a big improvement in their reading. Learners also read newspapers for unprepared reading assessments, and they get excited to use it. Learners also do prepared reading, where they prepare a text and come and read it for prepared reading. To fast-track the weaker learner and for encouragement, weaker and stronger learners are sometimes paired as a strategy to improve reading. Sometimes they read better with peers.”*

For remediation in isiZulu, she says phonics is the first step followed by the easy readers, then they move to spelling and short comprehension.

#### A4. MATERIAL RESOURCES: TIME

**Indicators of time:** time-table slots for reading; actual reading time; format of reading time.

#### Key Questions:

Is time structured in a way that provides clear allocation for reading instruction with detailed formats for teaching reading?

#### Time allocation

The time-table shown to us for Grade 3 by Teacher was actually dated 2013, but is the current time-table.

		08:00 - 08:30	08:30 - 09:00	09:00 - 09:30	09:30 - 10:00	10:00 - 10:30	10:30 - 11:00	11:00 - 11:30	11:30 - 12:00	12:00 - 12:30	12:30 - 13:00	13:00 - 13:30	13:30 - 14:00
Monday	Assembly	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Tuesday	Assembly	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Wednesday	Assembly	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Thursday	Assembly	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Friday	Assembly	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths

  

Time Analysis	
Mathematics: 7 hours	English/FAL: 4 hours
Counting and mental 1hr	Listening and speaking 1hr
Content & development 1hr 30min	Reading and phonics 1hr 30min
Teacher intervention 4hrs 30min	Writing 1hr
	Language development 30min
<b>Total: 7hrs</b>	<b>Total: 4hrs</b>

The G3 timetable shows 8 periods for FAL, with specifications for shared reading, phonics, independent reading, listening and speaking, language structure, writing

and physical education. Only 3 FAL periods are for reading and phonics specifically, which amounts to 1,5 hrs for the week.

14 periods are specified for HL, with specifications for each period written in isiZulu. 4 hrs per week is allocated for 'ukufundo nemisindo' – 'reading and phonics'.

According to FPHOD, group guiding reading is done *"5 times a week, and goes hand in hand with the DBE books"*. Difficult to read this off the time-table. There is no generic reading period for the whole school. According to G3T1 (Nkosi) reading in HL is done 3 days a week and reading in FAL every day for 15 mins. They read one title in a week in FAL and HL. G3T2 (M) said she does both shared reading and phonics for 1,5 hrs per week.

According to both G6 teachers, reading in HL and FAL is explicitly taught in G6. According to IPHOD, in HL, there are 4 periods per week and 2 hrs per week for reading.

In FAL they have a set-work book that they read and in HL a reader with short stories and poems. In FAL there are also additional texts, including Top Class readers that they take home to read, and in HL they also read stories in DBE workbooks at home.

**Is this time used?**

No way of knowing without observation, but descriptions by teachers and use of books suggest time for reading is used in the classroom.

The DP and G6T1 mentioned 'extend reading time' and 'more reading in the classroom' as one of the things that can be done to improve reading outcomes. More time to read at home is also mentioned by FPHOD and G3T2.

**Is time allocated for reading sufficient for grade? How does it compare to curriculum expectations?**

The time-table allocations comply with curriculum expectations, but there appears to be either an over estimation by FPHOD and G3FAL teacher, or more reading is done than reflected on the G3 time-table.

**Is there any monitoring of time spent on reading?**

According to FPHOD she and the DP select Ls from a class to read to them, rather than observing in classes. They identify struggling learners this way and advise teachers. Sometimes they will check spelling of a class. Classroom observations are done for IQMS anytime in term. Both G3 teachers confirmed that the DP and HOD has done classroom visits for IQMS, and commented on L participation and L books, not reading specifically.

The IPHOD says she does classroom observations of three teachers regularly over a 5-week cycle. Not specifically for reading activities. She provides feedback on L participation and listening in class. Some of this is part of IQMS but also about monitoring the curriculum.

## **B. HUMAN RESOURCES**

### **B5. HUMAN RESOURCES: READING SPECIALIST**

**Indicators:** identification of reading specialist; recruitment of teachers

#### **Key Questions:**

Is the management and structuring of staff in the school in any way related to the promotion of reading instruction?

Management structure follows phases, but also some curriculum specialist areas, with HODs for language in FP and languages in IP/SP.

There are 2 DPs – (1) curriculum in FP (acting DP currently in place, elected by HODs) and (2) Curriculum in IP&SP (this was the one interviewed).

There are 5 HODs, 3 for INTERSEN and 2 for FP:

HOD1 IP/SP – Languages (isiZulu & Eng), EMS and Social Sciences

HOD2 IP/SP – Maths and Science and Technology

HOD3 IP/SP – Lifeskills and Arts and Culture

HOD4 FP – isiZulu and Lifeskills

HOD5 FP – Maths & English

According to P, the structure is so that 1 person takes care of a learning area in a phase. HODs are all experienced teachers and form part of SMT. Experience is key criteria for appointment of HODs.

The DP we interviewed described her portfolio as LTSM, admissions and supervisor for admin staff and in charge of school nutrition programme. She also teaches all subjects in G3. She did not speak about too much direct support to teachers, even with LTSM, she said that was mostly co-ordinated by HODs. She did describe looking at reading results of all classes and moderating by selecting 3 random scripts from each grade. The DP also referred to the M G programme that the school uses, and she uses in class. The DP identified lack of human resources as obstacle to reading outcomes, saying the main thing that needs to be done to improve reading outcomes is *“people who can train us to help Ls to read, especially those who have difficulty reading.”*

Primary role of HODs seems to be to support curriculum compliance amongst teachers. The FPHOD teaches all subjects in FP, and could name all the reading series and titles used in FP for isiZulu, but not all the English titles. She did mention ‘Sounds like Fun and Top Class’. When asked about supporting teachers who struggle with learners who can’t read, the FPHOD referred to the IPHOD who is part of the SBST who will support the teacher. It did not appear that the FPHOD provided this kind of

support to teachers. The FPHOD also said that all teachers can teach reading because *'all Ts have isiZulu as HL and LOLT is Zulu, so they can teach, but training at school level also needed'*. She also claimed that isiZulu and English sounds are the same and only some letter sounds are different, so they can be taught together. She explained *'you can relate the phonics in isiZulu and English – use sounds from words, break down words and build up words with flash-cards'*.

The IPHOD was specialist isiZulu teacher in G6, did not teach English. Mentioned only title of main reader in G6. The IPHOD also did not identify herself as the main support to teacher struggling with learners who can't read. She said *'in subject meetings we talk about it, and if anyone can help, then they offer to help'*. The IPHOD also believed all teachers can teach language and reading, because *'reading intertwines with other subjects too, so they do reading in all those subjects. Reading is everywhere'*.

From the interviews with these two HODs it appears that neither HOD claimed nor were attributed any demonstrated expertise in reading instruction. They fulfill mainly administrative and bureaucratic functions such as IQMS observations, monitoring performance based on moderating of results, making sure LTSM retrieval system working so that expenses are limited to top-ups, and ensuring that teachers work together and cover the same things. The IPHOD also suggested that one of the things that can be done to improve reading outcomes is *'maybe the SGB should pay for people to come and train us with workshops on reading'*.

Is there a reading specialist that everyone can identify in the school or at each grade?

There is no reading specialist in the school that emerges from the interviews. Different people mention different kinds of 'expertise' or support they can provide (see table of responses), but effectively they all mention all the teachers in a phase. The DP said emphatically that *'We don't have specialists, we help each other'*, while the FPHOD mentioned Ms N, she commented that *"although she is recognized as good, we don't use her to help, we don't have time and will only disturb her"*. The 'team work' to help each other was echoed by the other G3 teachers and IPHOD. Only G6T1 (T, English teacher) said that she is the best, because there is no-one else to help.

How much autonomy is exercised in recruitment of teachers?

The P outlined process of appointment that involves selection panel appointed by the SGB, and must include parents and the principal. The selection panel agrees on the criteria. The Principal noted a range of criteria for appointments of teachers and HODs:

*"gender equity, knowledge of work eg learning area, understanding the curriculum in the LA, be ICT wise, personality with reference to conflict resolution, IQMS issues like support"*.

Unions are also involved in agreeing on criteria and assessing CVs, but are observers only on the panel. Interview questions are drawn up in a workshop with unions present. Anyone in an acting position who applies is automatically put on the shortlist. The P did however express some reservations about the involvement of unions that suggest a mistrust of union involvement:

*"The unions are selling posts. How do they do it if not part of the panel? The union gives candidates the criteria to answer questions and that is how they get the people in. Eg a candidate repeats keywords on the memo, which makes you suspicious. And they have warned parents of this practice."*

Asked if she was happy with the 7 people in her SMT, the P said she was open to accepting any appointments and taking on the task of induction. She categorises people by ability and attitude. She uses dept guidelines for induction but she says "she can work with supporting people, but if attitude not right then a problem". P discusses improvement plans with SMT, she knows who the weak people are and work to support them, because 'at the end of the day we are a team'. She has never had to change anyone because of non-performance. She says '*changing is not a solution, development is*'. She bought all the SMTs laptops so that she no longer accepts handwritten documents.

Are teachers identified, recruited or deployed based on specialized skills?

It is not clear whether appointments were based on specialized skills, but teachers are deployed as specialist language teachers in some grades. Eg G6T1 teaches only English and G6T2 teaches only isiZulu. And G3T2 does not teach isiZulu at all, as her home language is Sesotho. She teaches, Maths, English and Lifeskills, all in English, and has been teaching at the school for 20 years. Appointment of HODs seem to be based much more on experience and ability to carry out admin and bureaucratic functions, rather than necessarily specialized curriculum areas.

## **B6. HUMAN RESOURCES: PROFESSIONAL QUALIFICATIONS**

**Indicators:** level of qualifications; institutions studied

### **Key Questions:**

Do the levels of qualifications of principals and HODs suggest requisite expertise to manage reading instruction in the school?

Of the interviewees, the P is only one with a Bed Hons qualification (in inclusive education). The rest all have generalist primary education qualifications with no specialisations. A few have additional ACE or FDE qualifications, but none of the specialisations relate to reading instruction. The G6T1, English teacher, did an ACE in Technology, so also teaches technology, but no specialisation in English. All the interviewees had close to or more than 20 years teaching experience. See table of qualifications attached.

## C. SYMBOLIC RESOURCES

### C7. SYMBOLIC RESOURCES: KNOWLEDGE AND PROMOTION OF READING

**Indicators:** understanding reading instruction; promotion of literacy in the school; awards/competitions?

#### Key Questions:

Is there a culture of reading in the school, deriving from an importance placed on reading and on staff's own reading practices and expertise?

Evidence of a reading culture is displayed on noticeboard in entrance foyer and framed posters in P's office. These include Readathon posters, book vouchers, and also on the foyer noticeboard, there is a yellow poster of a reading project of one Grade 4 group of learners, where they have written a summary of a book on the poster.

Foyer notice board:



Framed Readathon posters in P's office and foyer:



Also, the staff room as you

enter also has a full bookshelf of books, but these do not appear to be used by



anyone. Nonetheless, being so visible you get a sense of aspiration for reading in the school, but don't get a sense of much urgency in that direction. There is no organized reading period for the whole school, although there is participation in reading competitions, but this seems to be very individualized by teachers, rather than a whole school endeavor. No mention of reading in assemblies or anything like that.

Is expertise in reading available in the school reflected in understandings of structuring reading curricula and scaffolding reading instruction across grades?

Not evident (see table) – matching reading skills with grade levels inconsistent across all interviewees. Most suggested much higher grades for starting of G1 concepts, and then lower grades for starting of G4 and G7 concepts.

There is no streaming of classes, but all referred to ability grouping within class for reading. As one respondent put it, this practiced was influenced by the M G programme that they follow.

Are there any incentives offered to learners to read?

School participates in the Spellathon and Readathon isiZulu only, organized by the district. According to FPHOD, 1 learner is selected at G3 for the competition in a previous year, went up to the provincial level. G3T1 also mentioned spellathon and readathon, and says the teachers assess and select learners for competition – 1 learner per grade. G3T1 trains G3 Ls for the readathon and spellathon.

According to the IPHOD, in 2016 there was a reading and poetry competition organized by the district in which teachers selected individuals from their classes to participate. G5&6 in both English and isiZulu and G4 in English only. Learners were not informed about competition, so teachers just selected the best students in the grade. Two Ls in G4 and G6 and three Ls in G5 entered the competition.

What is the broad understanding of reading instruction in the school? How shared and coherent is this understanding?

There appears to be some shared language that resonates with official curriculum discourses with respect to the form of reading instruction, with references to 'group guided reading, individual reading, phonics, and shared reading' (see table). But it seems most of the shared understanding has been through the training and use of the MG programme which the school has adopted. All described group guided reading being done in ability groups, but the purpose of GGR varied across respondents. G3T1 stated the purpose of GGR as *'to read individually and they can narrate the story and summarise the story'*. G3T2 however, described the purpose of GGR as *'develops reading and writing. As they read, they recognize words for*



*writing. They also pick up punctuation, like capital letters and full-stops. They then learn reading itself and as they practice, they develop understanding'. The FPHOD described GGR as 'going hand in hand with the DBE workbooks', in which she then references the vowel sound activities in the workbook. She described the purpose of GGR 'to encourage Ls to love reading'. The IPHOD commented that "group guided reading is number 1, because learners learn more easily when they listen to peers and ask help from peers. It also saves time because you can ask the group who can't read".*

In response to the question of whether there is any difference between teaching maths and reading (see table), all respondents said that all teachers can teach reading. Teaching reading appears to be understood as something that anyone who is a language speaker can do. It also assumed that because there is reading across the curriculum anyone can teach reading. There was not a strong sense that specialized skills are needed for teaching reading.

## **D. STRATEGIC RESOURCES**

### **D8. STRATEGIC RESOURCES: FINANCES**

**Indicators:** budget income and expenses

#### **Key Questions:**

Is there any indication that budget is used strategically for reading and reading instruction?

Yes. The largest expenditure is 41% of total budget for LTSM, with 50% of this for 'CAPS textbooks and readers', and another 20% for 'Other LTSM'. Stationery is only 30% of LTSM budget. There is however no budget allocation for library. Expenditure on textbooks and other LTSM (R582 585) is 57% of income from the state (R1 019 752)

What takes up biggest proportion of budget expenditure?

The largest expenditure is 41% of budget for LTSM (R832 234). The second largest expenditure is 22% for building and grounds maintenance (R445 907) There is a detailed list of what constitutes 'building and grounds maintenance', with the biggest expenditure on 'car port painting and assembly' (R70 000), 'temporary classroom maintenance' (R49 000) and 'toilet repairs' (R40 000).

Does budget reflect a pro-active management or one that is limited to recommended departmental provisions and allocations?

Pro-active management is evidenced in the details of budget items. 12% of budget is for 'School cultural activities' (R163 359) and Extra Mural activities' (R76 100). These include sports, Drummies, eco-school functions and staff functions. In addition, 6%

of budget is for 'Human Resource Development' (R112 785) that includes SGB training, staff workshops and an Educator development fund, and 6% on Transport (R125 625), which is mainly used for learners.

Cost Centre	Line Items	Amount
2. School Cultural Activities	Eco-Flag hoisting	R 8 250.00
	Eco-Celebrated Days	R 12 155.00
	Educator celebration/ welfare	R 22 000.00
	Staff/Human capital motivation fund	R 50 000.00
	SGB Closing / Auditing conference	R 8 250.00
	SMT Planning Conference	R 7 700.00
	Learner assistants training administration and subsidy	R 5000
		R 10 000.00
	Whole School catering	R50.000
	Drummies	
<b>Total</b>		<b>R 173,355.00</b>

Cost Centre	Line Items	Amount
7. Extra Curriculum	All sports equipment	R 12 100.00
	All uniforms	R 33 000.00
	All affiliations and registrations	R 11 000.00
	Grounds Improvement	R20 000.00
<b>Total</b>		<b>R 76, 100.00</b>

Cost Centre	Line Items	Amount
5. Human Resource Development (Not Subsidised)	Permanent Staff workshops 37 @ R660 each	R 24 420.00
	Administrator 3 @ R500	R 1 650.00
	General Assistants 9 @ R350	R 3 165.00
	SGB Conferencing Training	R 22 000.00
	Learners prefect training development	R 10 000
	Merit Awards	R 11 000.00
	CEO's Dev - Contingency Plan	R 30 250.00
	Educator Development Fund	
<b>Total</b>		<b>R 112 785.00</b>

Cost Centre	Line Items	Amount
8. Transport	Combi service + petrol	R 50 000.00
	Combi licence	R 825.00
	SGB activities	R 16 500.00
	Admin activities	R 7 700.00
	Hospital emergency	R 3 300.00
	Welfare and bereavement fund (staff)	R 8 800.00
	Learner activities	R 33 000.00
	ESSP Training	R 5 500.00
<b>Total</b>		<b>R 125,625.00</b>

How much of the budget is spent on books?

41% of total budget is on LTSM (R832 342), and of this 50% is for textbooks (R416 082) and another 20% for other LTSM (R166 503). There is no library allocation. Textbook and other LTSM expenditure is 57% of income from the state.

Cost	Line Items	Amount
3. Learning & Teaching Support Material (LTSM)	CAPS Text book + Reader	416 082
	Stationery	249 649
	Other LTSM	166 503
	Laminating machine	
	ICT in one grade	(price not found yet)
	<b>Total</b>	<b>R 832,234.00</b>

### **Fundraising**

The budget gives a deficit of R586 509 that has to be fundraised to cover all expenses. According to the principal, the fundraising plans for 2017 include:

- School trips to zoo, farmyard, apartheid museum, transport museum, science museum and to swimming pools;
- an Arts and culture concert in which Ls participate and community groups are also invited to perform; they use the community hall for this and anticipated income is between R50 000 and R60 000.

The P complained about the lack of support from parents for fundraising. She says that who works and does not work amongst parents confusing because *'when they must come to school, they say they are working, and when we ask them for money, they say they are unemployed'*.

### **D9. STRATEGIC RESOURCES: READING PROGRAMMES & ASSESSMENT**

**Indicators:** Reading assessment practices, reading specific programmes,

#### **Key Questions:**

Are there programmes and practices in the school that are geared towards the improvement of reading instruction and outcomes?

DP and FPHOD confirmed that READ has been running for more than 10 years. But while DP said READ is still running, the FPHOD said not running anymore, although READ books are still used. FPHOD said M G programme has taken over from READ. Both DO and FPHOD referred to past involvement in GPLMS from 2012-2014.

FPHOD also mentioned past use of Drop all and Read in 2009-2010. They used to read 1 period before school on a Tuesday, but this has stopped. They also still use material from Foundation for Learning. The IPHOD also mentioned Drop all and Read programmes. She said the reading period used to be from 7.30-8.00 and was

monitored by student prefects. She said though the programmes for only for FP, not IP so she did not use.

Both Grade 3 teachers mentioned M G programme. G6T1 also mentioned training on READ programme in 2013.

What is the nature and duration of these programmes?

According to DP, READ has been running in school since 1990 and still running. They still buy the Big Books from READ and the small books that go with them. READ trainers still come before they sell new books and come to check on its use. The last time they came was in 2015. She said they are not part of GPLMS because they were not underperforming. They went to GPLMS workshops in 2015, but did not get any coaches. DP did not mention M G, but FPHOD said that M G has replaced READ.

M Go programme is for teaching English only and is the current programme in use. G3T2 said it is a 'national programme'. They run workshops and provide materials, including Bog books. According to G3T1, the focus of the programme is on phonemic pronunciation, group reading and shared reading. Training was provided by NGOs from the district, and they come to schools to check on use and give lesson plans. Last visit was last term. G3T2 also mentioned this programme, and spoke about training received by subject advisors from the district: *'At the previous training they handed out materials: curriculum tracker, graph, sigh words. We watched video demonstrations of the methods and they demonstrated shared reading. The training has really changed my practice. I start learners now from the alphabet, not what they should know in G3'*.

How is reading assessed in the school?

According to DP, every term there are 3 assessment tasks for reading in groups and reading independently. Assessments test punctuation, fluency, recognition of letters and sounds. Both DP and HOD moderate marks at the end of each quarter by looking at scripts and selecting 3 random learners per ability to read, 1 from each grade.

The FPHOD said that they participate in Provincial common assessments for math and HL only every term. These are recorded separately in record books. There are two assessment tasks done in class for reading every term – this includes listening and comprehension and speaking. All the grades use the same rubric for reading assessment in FP

In IP, the IPHOD also said they use same rubric for reading assessment across the phase – the rubric came from the district. The rubric includes assessment of voice (audible), reading with understanding; answering questions at the end of reading.

Both G3 teachers also mentioned PCA, but said it was for all subjects. G3T1 also said she uses any text from the DBE workbook to test oral and reading skills, and records it as part of assessment. She also assesses group reading using rubric for

pronunciation, reading aloud and fluency. G3T2 spoke at 'continuous assessment' for English, and then said there were two assessments. G3T2 said the *'PCA are good because they have additional content to the continuous assessment. They help to pick up the teaching of language'*. She said she set the English paper, but teachers meet to check paper against the policy for the term.

Both G6 teachers also mentioned the PCA for English – these test comprehension, language structure, creative writing. According to G6T1, rubrics for reading are taken from the textbook. She tests fluency, pronunciation, confidence, reading with understanding. She asks Ls questions based on text to assess their reading for understanding – ask about setting, the plot, the title, moral of the story. As the only English teacher in G6, she is in a group with G4 and G5 English teachers and the English HOD.

Are assessment results used for further interventions?

Other than references to having access to results, and using them to select learners for moderation, there is no indication that results are used to guide specific interventions with teachers or learners.

#### **D10. STRATEGIC RESOURCES: COLLABORATION & PROFESSIONAL DEVELOPMENT**

**Indicators:** professional development programmes; collaborations; classroom observations

##### **Key Questions:**

Have there been opportunities for professional development or collaboration amongst teachers around reading instruction?

Professional development has mainly taken place in workshops around reading intervention programmes like READ and M G, and in the past from GPLSM. G3T2 commented on one such training with M G for example:

*'At the previous training they handed out materials: curriculum tracker, graph, sigh words. We watched video demonstrations of the methods and they demonstrated shared reading. The training has really changed my practice. I start learners now from the alphabet, not what they should know in G3'.* DP and G3T1 also mentioned twice monthly workshops on Saturdays or afterschool by the district office for all languages and maths for all FP. This was not mentioned by the other G3 teacher but the FPHOD vaguely mentioned isiZulu workshops. She confirmed that FP teachers have all been involved in training with M G programme – training provided by subject advisors.

There are frequent references to teachers working in 'teams', but these seem limited to making sure all covering the same things, or checking question papers, rather than any collaborations around teaching. No teachers have observed each other teaching reading – only HOD or DP have done observations as part of IQMS.



Nature of feedback also seems limited to coverage and learner participation. For example, G3T2, described the feedback she got from HOD visit last term: *“she was happy that learner books show remediation but she was not happy that some learner exercises books were torn and dirty. She also noted that the work for the Term was not completed. We agreed that I will teach the required content first and use 10mins a lesson to catch up on important work from the previous term”*.

How much sharing of practice is evident/reported? Do teachers watch each other teach? Are they doing the same things in classrooms across the same grade?

Even though there are references to ‘helping each other’ there is not much reporting of sharing of practices between teachers, and no teachers reported observing other teachers teach reading.

What support/expertise is available to teachers for teaching reading?

Support for teaching reading seems very limited in the school. No reading expert recognized, HODs are vague about the support they can provide teachers or learners, and there is simply reference to referral of students to the SBST, without much elaboration of what support they can provide. It seems they then simply refer Ls to the district.

There is little elaboration or detail from any teacher about remediation practices, other than ‘starting with phonics’ or the alphabet. There were no references to any after school classes.

#### **D11. STRATEGIC RESOURCES: STRATEGIC LEADERSHIP**

**Indicators:** target setting; use of results; problem solving

##### **Key Questions:**

Does management demonstrate strategic leadership of reading instruction in the school through their use of reading results, target setting and interventions?

To what extent does the principal and deputy provide a ‘container’ for effective reading instruction?

Management does not talk frequently about using results to inform interventions – there seems to be a very bureaucratic attitude to these, making sure moderation happens and rubrics and results are recorded. The strategic intervention of management for reading is much more evident in their deployment of human and

financial resources. It is management that took the strategic decision to make LOLT English for maths and lifeskills from FP already, thus exposing learners to English instruction early on, and improving familiarity with FAL. Also, there are a few language specialist teachers ie who either teach only HL or only FAL in both FP and IP. There seems to be diligence from the P in setting selection criteria for appointments of teachers and HODs, even if these are driven primarily by experience and ability to be administrators and bureaucrats. The experiences are based within subject areas.

The budget allocations also reflect strategic thinking of management, with clear allocations for staff development and workshops. There seems to be an emphasis on efficient management, but not necessarily geared specifically to improving reading outcomes, except for the priority expressed by all that there should be sufficient readers and textbooks for every learner in every grade. Nonetheless, this drive for efficiency at management level appears to filter down to performance of teachers and learners. Inherent in the efficiency drive, seems to be accountability from teachers – whether it is for LTSM or results of learners. The school also appears to rely on individual teachers to drive reading performances e.g. through individual teacher selections of learners for competitions, and also in the absence of any recognized reading specialist or champion in the school. There also appears to be a lot of pressure on parents to support learners' reading at home. The relatively high performance of learners in this context is also remarkable given that most of the respondents referred to 'getting more training in teaching reading' as one of the main things that could improve reading outcomes. It is not clear whether there are interventions directly related to reading instruction that may account for the higher performance of this school.



**Table 1 – Interviewees and Qualifications**

Date	Name	Position	Education & Qualifications	Teach	Experience – T & M	Residence
26 July	Ms N. M	Principal (for 19 yrs)	< Deleted for anonymity reasons ?	G4 Maths Previously G7 maths, G7 English and G4 EMS	All at B(H), was also learner at B(H). 5 yrs teacher; 5 yrs HOD, 2 yrs DP, 19 yrs Principal	T, Ekurhuleni, walking distance from school
25 July	Ms L T L	Deputy Principal for FP (for 13 yrs)		G3 all subjects	T – 41 M – 19 Arrived as HOD at B(H) in 1998, became DP in 2004	P, Ekurhuleni
25 July	Ms F F M	FPHOD (for 3 yrs) HOD for isiZulu & Lifeskills		G2 all subjects	All at B(H). 5 years as a 'private teacher' before qualified; 29 yrs as teacher; 3 yrs as HOD	M, Ekurhuleni
25 July	Mrs T. M	IPHOD (for 10 years) HOD for G6 (isiZulu, Lifeskills, LO, A&C)  Also, Acting DP (curriculum) since May 2017  Also, <b>G6 isiZulu Teacher</b>		Two G6 isiZulu; Four G7 Creative Arts	T – 19 yrs HOD – 10 yrs Acting DP – May 2017	Ekurhuleni
26 July	Ms M N	Teacher G3		G3 all subjects (58	26 yrs , All at B(H)	M, Ekurhuleni

		(~G3T1)		learners)		
26 July	Ms. A M	Teacher G3 (~G3T2) HL: Sesotho		G3 – Maths, Lifeskills & English. Does not teach isiZulu. Two classes	23 years total, 20 yrs at B(H)	D, Ekurhuleni
26 July	Mrs L R T	Teacher G6 – English (~G6T1)		G6 English (4 classes) G7 Technology (2 classes)	21 yrs, all at B(H)	S, Ekurhuleni

**Table 2 – Comparison of Matching Reading skills to Grade levels**

	Correct answer is...	DP:(L)	FPHOD (M)	Gr3 teacher1 (NN)	Gr3 teacher2 (M)	Gr 6 FAL English teacher1 (T)	Gr 6 HL isiZulu teacher1/ IPHOD (M)
Knowing letters of the alphabet	<b>R</b>	1	1	1	1	1	1
Knowing letter-sound relationships	<b>R</b>	1	1	2	1	1	1
Reading words	<b>R-1</b>	<b>1</b>	<b>1</b>	2 or 3	<b>1</b>	<b>1</b>	<b>1</b>
Reading isolated sentences	<b>1</b>	<b>1</b>	2	3	<b>1</b>	2	2
Reading connected text	<b>1</b>	1 or 2	3	3	1	3	2
Identifying the main idea in the text	<b>1</b>	2	3	3	2	6	2 or 3
Locating information within the text	<b>1</b>	3	2	3	2	6	4
Comparing a text with personal experience	<b>1</b>	3	1	3	2	4 to 6	4 to 7
Making predictions about what will happen next in a text	<b>4 +</b>	3 or 4	1	3	2	6	<b>4 to 7</b>
Making generalisations and drawing inferences based on a text	<b>4 +</b>	3	1	3	3	7	<b>4 to 7</b>

Describing the style or structure of a text	<b>*4 +</b>	<b>4</b>	3	3	3	6 or 7	7
Determining the author's perspective or intention	<b>*7+</b>	4	1	3	3	7	6

## Who would you say is the best at teaching reading? Who can help with a struggling learner?

### Responses:

DP –LTSM (L)	In FP – Ms N (G1 teacher) – her children excel in isiZulu, even in other grades. Also excels in teaching maths. In IP - Mrs T (G6 English teacher). Since she came to school, she is teaching English. Her children know how to read and spell. She always encourages learners to speak English. She trains her learners for activities. We don't have specialists, we help each other. If a learner is struggling in G3 then we would refer them to G2 teacher and they are provided with easier content – they would do this after school.
FPHOD (M)	Ms N (G1 teacher) – I am a G2 teacher, when she gives me learners from her class they excel in isiZulu. Although she is recognized as good, we don't use her to help, we don't have time and will only disturb her. If a teacher struggles with a learner, they report the learner to the HOD, and HOD supports the teacher. Also ask the parents to get involved – ask them to read with the learner and have a practical book at home to practice difficult words. If they don't improve the learners are referred to the district.
G3T1 (N)	All of us – me, Mrrs M, T, N – we do the same work in the same time. After school we prepare together, two days every week. Learners in all four classes are reading the same titles in isiZulu and English. If teacher struggles with a learner, refer to the SBST, there is 1 teacher per grade. They give learners lower level material, and if learner still can't cope, they refer learner to a special school. We also try to involve the parents, we give parents work they can do with learners at home. Parents come in the afternoon and discuss while learners go to aftercare.
G3T2 (M) (English only)	(1) Mrs N(2) Mrs T (3) Mrs N (4) myself. They have experience. I just joined them 6 years ago. I used to teach senior phase classes. If learner is struggling, we refer to SBST M S, she heads the SBST. MN and the HOD are also involved in the SBST. Sometimes these learners also referred to the district. Learners can't learn a second language without their HL. So, when I can't assist a struggling learner, I work with the isiZulu teacher to build isiZulu first.
IPHOD (M) & G6T (Zulu)	Mrs X is best with poetry; Ms D and me best for reading in isiZulu. We like to sit down and share, share strategies and encourage each other. We are the best, because we learn from each other, it is team work actually. We work as a team, we are not isolated there in the corner somewhere. If anyone struggling with a learner, in learning area meetings we talk about and identify those good at specific areas and if anyone can help, they offer to assist others. They can visit the classroom during a free period to observe or assist after school. Unfortunately, this does not happen often.
G6T1 (English) (T)	Me – I focus on the area myself and give myself to emphasise reading and give Ls opportunity to read. No-one else to help. I deal with struggling Ls myself but I do report to the SBST to refer for special needs or

	support; can't do anything if learner has serious problem – also no for Ls to stay after school.
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### Do you think all teachers can teach maths and reading effectively?

#### Responses

DP –LTSM (L)	Yes for maths, because we all did maths up to G12, it was compulsory. Yes for reading, because in training college, training for primary school teaching, meant we were all taught to teach reading, not sure how university works.
FPHOD (M)	No for maths – need to support them at the school in training, needs proper training. Can't teach a subject you were not taught. Although all primary teachers have studied maths, but at SP you need specialist. Yes for reading – in FP as isiZulu is LOLT, all teachers speak isiZulu and can therefore teach isiZulu. In addition, they should be trained at school. Teaching methodologies and teaching aids are different for maths and reading.
G3T1 (N)	Yes for maths and reading, according to the levels of learners. But need development when there is a change in syllabus.
G3T2 (M) (English only)	Yes for maths and reading, but only because of the in-service workshops which reinforce. Even though the FP teacher has a general qualification they need in-service training to teach Maths, and also need reinforcement for teaching reading. [The workshops] encourages teachers with what is happening. Teaching is not static, needs continuous improvement.
IPHOD (M) & G6T (Zulu)	No for maths – some of us don't know maths, only basic operations. We can teach basic operations, but not fractions and algebra, need an understanding of maths for that. Yes for reading – all teachers can teach language and reading, it intertwines with all learning areas, even maths has reading. Reading is everywhere. Anyone can teach reading in home language.
G6T1 (English) (Ts)	Not maths, because some people are not good with numbers, so can't teach maths. Yes for reading. Even if you do maths, there are word sums and Ts can teach reading.

#### Reading practices in G3

FPHOD (M)	<p>In isiZulu, there are only graded readers in G1. In G2 and G3, there is one reader per grade. We use the same series across the grades, but at different levels – <i>Masihambisane, ka busch, isiZulu siqobo, isiZulu selhu, isiZulu esicwebile</i>. If a learner can't read, they are given the simpler G1 readers. This is used at the beginning of the year, then from mid-year they go back to G2 readers. We do phonics for 12 weeks from Ja-March. 1 phonic for a week and every Friday is a test. Phonics are taken from the district for isiZulu. We do group guided reading, shared reading and paired reading in all three grades.</p> <p>In English, we follow the phonics programme from 'M G' programme. In G3 we have more English books than in G1 &amp; G2. We use <i>Sounds like Fun</i> and <i>Top Class</i>. We also have Big Books from Read for FP.</p> <p>For remediation learners get additional individual attention after class time. About 15-30mins, the teacher creates charts and works through this with learner, follow phonics and small reading tasks to test phonics, then building up to words and then spelling before deciding to introduce reading. I think other teachers do it in class, but I do after class.</p>
G3T1 (N)	<p>In HL and FAL we do group reading, shared reading and individual reading. In FAL for shared reading we use Big Books.</p> <p>We start with cover of books – look at the pics and predict the story by reading the cover of the books; I think pick out difficult words/vocabulary from the text-learners sound out the words, the phonetic words then we give words to read at home; then make sentence strips with same words; the following week we do a paragraph to summarise the story – 4/5 sentences in the paragraph; then we dramatise the story with roleplay;</p> <p>We use the M G programme for reading – we choose story from the anthology of the teacher copy; also read stories from DBE books;</p> <p>For FAL we use ACE readers &amp; Oxford readers – E.g 'A new baby'; 'Bulldozer'; 'Giant Stew'; 'What is float'; 'Terrible Tiger';</p> <p>For HL: We use Isizulu Siqobo – not different levels, but different titles. Also, Masihambisane, also not different levels. Everyone reads the same book at a time, there is enough for everyone. If Ls can't read, we a book from the previous grade, then start reading with that.</p> <p>For GGR, Ls in ability groups, and struggling learners kept aside to read individually. Each group has a leader to check all participating in the group, the leader gives each one a chance to read, the teacher picks out those who are struggling.</p>
G3T2 (M) – Teaches English only, not isiZulu	<p>Readers include Top Class, Oxford readers; also READ material for group work. We use multiple readers and titles. They are graded because children have different levels. We have complete series, and every year we top up. The school always has reading material.</p> <p>We used to create mixed reading groups but the M G programme has taught us to group by ability – same</p>



	<p>ability per group to not delay the advanced readers.</p> <p>The M G programme has its own Big Books and uses the DBE workbook. The other readers in the class are used for group guided reading.</p> <p>The school had 10 learners who could not read at all at the beginning of the year, this has been reduced to 3 because of the reading practices. This kind of progress was the same even before M G programme.</p> <p>Phonics programme exists – phonics awareness – use charts with phonics followed by alphabets and the constructing words. Phonics are done Thursday, then spelling on Friday followed by constructing sentences. The programme starts learners from the alphabet so as a teacher can identify where learners struggle.</p> <p>If a learner is beginning, we start with letter symbols. You have to give them individual attention. The struggling learners get specific attention during class for 10mins while the rest of class do other work. Alternatively, I work with struggling group of learners but individual attention is important since some can be shy.</p> <p>I sometimes use G2 text, but not much, this is mostly done in isiZulu. They are only now starting to learn in English in Grade 3 so it's from the basics.</p> <p>GGR reading is 2 times a week. It develops reading and writing.</p>
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### Reading practices in G6

IPHOD (M) & G6T (isiZulu)	<p>Read in groups, in ability groups and teacher facilitates. Easy to see who has difficulty with reading. They are then taken out of groups and put into a special group and teacher leads them in reading. I ask learners questions about the text. The strong learners must summarise what they read to test comprehension. For weaker learners I ask questions and we summarise together. I also encourage them to read at home. Last term I invited parents to school and gave them isiZulu books to read with learners at home. Saw a big improvement in their reading. Learners also read newspapers for unprepared reading assessments, and they get excited to use it. Learners also do prepared reading, where they prepare a text and come and read it for prepared reading. To fast track the weaker learner and for encouragement, weaker and stronger learners are sometimes paired as a strategy to improve reading. Sometimes they read better with peers. The same is happening in EFAL – group guided reading, prepared and unprepared reading, also in ability groups.</p> <p>For remediation in isiZulu, we start with phonics as the first step, then we use easy readers, then move to spelling and then do short comprehension questions.</p>
G6T1 (English) (T)	Use different methods – introduced Jump Start programme that has tablets loaded with readers; T checks

	<p>tablets for progress of Lr – can see login details and activities of learners; Read from tablet in class, silently, then activities after each book read that Ls complete; use tablets for unprepared reading assessment, once a week in each class, and Jump Start assistant also in class;</p> <p>For group reading – use material from READ – each group has different title; in groups of 6 mixed ability; change groups at end of term; only use in class;</p> <p>For guided reading, use worksheets with questions on stories that Ls read together; T reads text, Ls listen, then different Ls read, T moves around and listens to them;</p> <p>When group reading, I choose the Ls struggling with reading – different Ls have different problems – phonics, confidence;</p> <p>Independent reading is done in their spare time – top class reader can be taken home and DBE stories to read independently.</p> <p>Sometimes use Big Books from READ for G6 for shared reading – read the whole book in 30 minutes – Teacher reads with learners.</p>
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### Best advice given for teaching reading?

#### Responses

FPHOD (M)	You cannot teach children if they don't know the sounds of letters. Then go to words and sentences until they know how to write a paragraph. This is good advice because no learner can read without knowing phonics and identifying the sound.
G3T1 (N)	When you teach reading, you start with phonics, to tell learners to pronounce phonics and give Ls the words and paragraphs to read at home every day. This is good advice because when Ls do the work at home then there is improvement in class, check homework in class, those who did not do homework, put aside.
G3T2 (M)	You must not give up on a child, you must keep probing them. Don't be negative, give them encouraging words, tell them they will do it. Encourage them to read everywhere, things in the cupboard like 'salt' and signs like 'Pick 'n Pay'. Reading is an everyday life thing. It's good advice because it's true. We are learning in a spontaneous way without discipline of the classroom. It makes reading intrinsic.
IPHOD (M) & G6T (Zulu)	You must listen to the learners reading and be there to guide and you must read [aloud] so that learners can hear how the word sounds. Group guided reading is number 1, because learners learn more easily when they listen to peers and ask help from peers. It also saves time because you can ask the group who can't

	read.
G6T1 (English) (T)	For the principal – to give Ls opportunities to read. Was good advice because if we don't give them the opportunity, they may never read because we don't know what is happening in the home.

### Main Thing to improve reading outcomes?

#### Responses:

DP –LTSM (L)	People who can train us to help Ls to read, especially those who have difficulty reading. More budget to buy books, and extend reading in class.
FPHOD (M)	Need help to get Ls to read; must get parents to help more at home, if only done in class it is not enough. Parents need to engage with children.
G3T1 (N)	We should have a library corner in each classroom and when Ls are done with work, they must get book to read without disturbing other Ls.
G3T2 (M) (English only)	We are already topping up books and attending workshops, I think we are really already working hard. I wish parents can understand that reading also happens at home. They should create an environment for reading.
IPHOD (M) & G6T (Zulu)	All stakeholders must be involved – reading is about social transformation. Ls can read to others who can't read. Maybe SGB should pay for people to come train us with workshops on reading. Ls are also lazy to read. Everyone needs to work together – teachers, learners and parents.
G6T1 (English) (T)	More time in the classroom for reading and have remedial classes for reading.

### Coverage in G3 DBE workbooks & Exercise books

	G3T1 (N)	G3T2 (M) Term 3&4 only for WB
<b>DBE Workbook (HL)</b>	13	Not available
<b>DBE Workbook (FAL)</b>	66	7
<b>Exercise book (HL)</b>	24	33
<b>Exercise book (FAL)</b>	28	24
<b>Extended text HL (workbook &amp; exercise</b>	<b>6</b>	<b>13</b>

<b>book</b>		
<b>Extended text FAL (workbook &amp; exercise book</b>	<b>11</b>	<b>16</b>

### Coverage in G6 DBE workbooks & Exercise books

	<b>G6T1 (English) (T)</b>	<b>G6T2 (isiZulu)/IPHOD (M)</b>
<b>DBE Workbook (HL)</b>		21
<b>DBE Workbook (FAL)</b>	Not available	
<b>Exercise book (HL)</b>		41
<b>Exercise book (FAL)</b>	24 (Jan-May)	
<b>Extended text HL (workbook &amp; exercise book</b>		<b>7</b>
<b>Extended text FAL (workbook &amp; exercise book</b>	<b>4</b>	

### Estimations of how many learners can read fluently in G3

	<b>Home language</b>	<b>First Additional Language</b>	<b>Reasons</b>
G3T1 (N)	80%	80%	Based on results from own class and results from other classes.
G3T2 (M)	99%	96%	I considered particular children, even the weakest. Even yesterday the learner I had identified as behind, read fluently yesterday, they are coming up. There is only 1 learner that can't read.
FPHOD (M)	80%	60%	isiZulu and English sounds are the same, only some letters sound different eg when teaching 'c', 'a' and 'u'. So, you can teach them together, but they must read. Use sounds, then

			break words down so learners can see similarities, and build up words again using flashcards.
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### Estimations of how many learners can read fluently in G6

	Home language	First Additional Language	Reasons
G6T1 (English) (T)	Don't know	60%	Based on my own assessment of learners
IPHOD (M) & G6T (isiZulu)	95%	90%	When learners have read, and you ask questions and say 'give reasons', they give good reasons. This estimate is based on learners I teach, which is not all, but it does reflect the grade. Also, based on looking at the stats for learner assessments across the school.