



DEPARTMENT OF BASIC EDUCATION

READING CHAMPIONS MANUAL

June 2025 • Phase 5



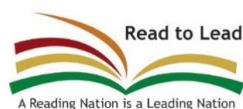
basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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EDUCATION
COLLABORATION
TRUST

Published by:

Department of Basic Education
222 Struben Street
Pretoria Central, Pretoria
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Welcome!



Dear Reading Champion,

Welcome to the programme! We are excited that you have chosen to make a meaningful impact in children's lives by encouraging a love of reading through your support in a school setting.

Reading is a vital life skill. Research shows that reading stimulates brain development and unlocks remarkable abilities—such as focusing and concentrating, thinking critically, making sound judgments, and building a deep understanding of the world.

Listening to and reading stories develops language skills, expands vocabulary, and enhances a child's ability to learn, retain information, and apply it meaningfully when making life decisions.

For thousands of years, people—adults and children alike—have told and listened to stories with interest and enjoyment. By engaging with children of all skill levels to foster a love of reading, you join a long and valued tradition of storytellers.

This manual is your guide to delivering engaging reading and writing opportunities and activities - your first step toward inspiring children to become motivated readers. It also supports your important work by outlining your responsibilities, introducing tools to facilitate Reading Aloud, Shared Reading, Paired Reading, and Independent Reading, and presenting the principles that guide reading for enjoyment.

Additionally, the manual offers guidance on how to create reading-friendly spaces such as reading corners and mini-libraries, plan events and literacy celebrations, track progress, and measure success. It also outlines the support available to you throughout your journey.

Thank you for joining this important and exciting programme. We look forward to working with you!

Sincerely,
The Department of Basic Education



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Overview of the Programme

SECTION 1



The goal of the reading champion programme is to promote a culture of reading, and to encourage children to read by engaging them in reading for enjoyment.

Learners should be encouraged to engage meaningfully with books at school and at home. They should be encouraged to the point that they find reading exciting and fun. By the end of primary school they should be motivated, independent readers who have confidence and pride in their reading at school and at home.

The key purpose of reading is to understand the text. Supporting children to understand what they read is key and reading champions need to keep this in mind for all reading activities. Each activity is meant to promote a love of reading and encourage understanding of the content.

When children read fluently in their home language, they transfer these skills to their additional languages thus enabling them to learn effectively in higher grades. It is very important that children have many opportunities to hear and read stories in their home languages (mother tongue). Reading champions must prioritise Home Language reading, especially in the Foundation Phase.

Reading aloud to children for enjoyment shows them that books are valued. They learn that spoken words can be represented as symbols on a page, as writing to be read. Reading for pleasure develops their vocabulary and language abilities, critical thinking skills and most of all develops their ability to make sense of what they read.



Reading is a magic carpet ride to visit new places, to meet interesting characters, and to explore the world and all its wonders and to make sense of who we are. To provide this lifelong magic to South Africa's children, is the overarching purpose of the Reading Champions Programme.



Our National Reading and Literacy Strategy

Our Vision

We want all children to read and write with meaning and confidence—starting with the languages they know best. We see literacy as a social practice: it grows when children use reading and writing in real-life ways, with support from schools, families, and communities.

4 Pillars of the Strategy



1. Clear Policies and Guidance

- National and local guidelines support reading and writing in African languages.
- Everyone—schools, libraries, families—knows the direction and works together.



2. Right Books, Right Language

- Children get access to books that reflect their culture, language, and everyday lives.
- Reading materials are available from early years right through the grades.



3. Empowered Teachers

- Teachers are supported to teach reading and writing in African languages with skill and confidence.
- Training focuses on how children learn to read and write, and how to use local language resources well.



4. Stronger Partnerships

- Communities, schools, libraries, and local leaders work as a team.
- Together, they create a reading-friendly environment for children to thrive.

How Reading Champions Fit In

You are part of a national effort to make reading and writing a normal, joyful part of everyday life for children.

Your Core Role:

- Bring reading to life in the languages children speak and understand best.
- Make books and stories part of daily routines—in schools, homes, and community spaces.
- Support children's ability to express themselves, connect with others, and grow in confidence.



The Importance of Language in Learning and Literacy

Language is not only a way to communicate, it is the foundation of learning.

For children, especially in the early years, learning happens through interactions: listening, talking, playing, exploring, and imagining. When these experiences take place in a language they understand, learning becomes meaningful, enjoyable, and lasting.

Children learn best when they are taught in their home language, the language they speak and understand most naturally. That is why we place a strong emphasis on promoting African languages as a key part of our literacy work.

How Children Learn

Children are naturally curious and capable. They learn by doing, through play, observation, repetition, and storytelling. They begin to make sense of the world by making connections between what they already know and what they are discovering.

In their early years, children are developing their understanding of:

- Sounds and meaning of words.
- How to communicate needs, thoughts, and feelings.
- What stories, symbols, and print mean.

When we speak, read, and tell stories in a language a child understands, we build on what they already know. This supports learning, encourages questions, and allows them to participate fully. If a child is taught in a language they do not understand, they are often left out and unable to engage, this causes frustration and limits their development.

Reading and storytelling in a child's home language:

- Strengthens vocabulary and comprehension.
- Promotes imagination and confidence.
- Builds memory and listening skills.
- Encourages social and emotional development.

This is why mother tongue-based learning is essential, especially in the foundation phase of education. It forms a solid base for children to build further skills, even when they later learn additional languages.

Why African Languages Matter

African languages are deeply connected to a child's identity, family, and culture. When a child hears and sees their language in books, stories, songs, and conversations, they feel valued. It tells them that their world matters, that they belong.

Too often, children in South Africa are taught in languages that are not their own. This creates barriers and disadvantages. By promoting African languages in literacy, we help ensure fairness, inclusion, and success in learning. Nal'ibali supports reading and storytelling in multiple South African languages through:

- Weekly multilingual story supplements.
- Translated storybooks and literacy resources.
- Training and support for Reading Champions and caregivers.
- Campaigns like World Read Aloud Day and Story Powered Schools.

Guidance for Reading Champions

As a Reading Champion, you are helping children learn to love reading. Here are some practical ways you can support language and learning in your sessions:

- Use local languages during storytelling to make stories more accessible and engaging.
- Create a warm, welcoming space where children feel safe to speak, ask questions, and share ideas in their own language.
- Involve children in storytelling, ask questions, let them retell stories, and use drama or puppets to bring stories to life.
- Encourage caregivers and teachers to read and talk with children in their home language every day.
- Share materials in the languages that are most used in your community.
- Highlight African language stories to foster pride, cultural identity, and a deeper connection to reading.
- Celebrate language days and community literacy events using African languages and traditions.

Language is a powerful tool for learning and children thrive when they are understood. African languages are not only important, but they are also essential for unlocking literacy, supporting confidence, and nurturing capable, resilient children who can grow into thoughtful, informed adults.

By promoting African languages and understanding how children learn, you are building the foundation for stronger communities one story at a time.

Understanding Literacy as a Social Practice

Making Meaning Through Literacy

As a Reading Champion, it's important to understand that literacy is far more than simply learning to read and write. Literacy is a social practice — it's about how we use reading, writing, speaking, and other forms of communication in real-life, everyday contexts to make meaning.



From a young age, children come into the world already using a wide range of modes to convey meaning:

Images and pictures, Songs and signs,

- Gestures and facial expressions,
- Speaking and listening,
- Movement,
- And eventually, reading and writing.

By the time they enter school, children already use language to express themselves and interact with others. Schools then focus on developing their abilities to read and write — but our role as Reading Champions is to help children see that these are powerful tools they can use not just for schoolwork, but in all areas of their lives.

Reading and writing are not just academic exercises; they can be:

- Fun
- A way to learn new things
- A way to express feelings
- A way to connect with others
- A way to relax
- A tool for persuasion or advocacy

In essence, reading and writing are life skills — woven into the fabric of our homes, communities, and cultures. People use them every day to communicate, engage with the world, and express identity. Literacy practices vary widely — across cultures, communities, generations, and technologies.

For example:

- Some people read sacred texts like the Bible as part of daily life.
- Others use emojis, slang, or even gestures to communicate meaning online or in conversation.
- Different communities have their own ways of speaking, reading, and writing, shaped by their environment and cultural history.

At the core of all these practices is language — spoken, written, and visual.

Your Role as a Reading Champion

As a Reading Champion, you play a vital role in shaping how children feel about literacy. You influence their:

- Feelings
- Attitudes
- Interests
- Motivation

This means your job is not only to share books and stories — it is to inspire children to see themselves as readers and writers.

To do this, you need to:

- Be a positive role model of reading and writing in action.
- Create joyful and meaningful literacy experiences.
- Always show children that literacy connects to their lives — to their interests, experiences, families, and cultures.
- Bring their voices, identities, and ideas into the stories you tell and the books you share.

When children feel that reading and writing matter in their own world — and not just in the classroom — they are more likely to want to read and write. Your passion, presence, and approach can light that spark.

Remember:

“Every story you share, every word you write together, and every joyful moment spent with a book builds a bridge between literacy and life.”

2 Roles & Responsibilities in the Programme



Reading Champion:	Teacher Mentor
<p>Your purpose is to promote a reading culture in schools and communities.</p> <p>Reading Programme Activities:</p> <ol style="list-style-type: none"> 1. Work with the school Teacher Mentor, to initiate and activate a whole school Reading Promotion plan. 2. Drive activation of Reading activities as in the weekly plans on the Reading Champion chatbot platform. 3. Activate and transform reading spaces in schools with the support of the Teacher Mentor <ul style="list-style-type: none"> • Revive & support school libraries, setting up reading corners, classroom libraries or similar spaces) • Create a rich print environment (including with children's work); • Display books (to promote book selection). 4. Support teachers with exciting reading activities and routines in Drop All And Read (DAAR) timeslots or in the library period in schools (storytelling, creative reading strategies, singing, and games) 5. Start and run reading & writing for enjoyment clubs to drive learner participation and inspiration 6. Support the organisation of school level events to celebrate national or provincial literacy events linked to the Literacy calendar (WRAD, World Book Day, Literacy Day etc.) as prescribed in the provincial literacy calendar of events. 7. Engage parents and community to support school literacy activities and events. <p>Administrative Programme Activities:</p> <ol style="list-style-type: none"> 8. Register on the Reading Champion chatbot platform designed to track programme engagement. 9. Regularly complete required monitoring and evaluation tools designed to track impact (baseline, weekly & endline tools), 10. Join the Reading Champion WhatsApp group platform, designed to support the milestone journey of the Reading Champion, 11. Participate in focus group discussion sessions, share video clips and photos of your activities. 	<p>Your purpose is to support the reading champion(s) that are assigned to you.</p> <p>The role of the Teacher Mentor is as follows:</p> <ol style="list-style-type: none"> 1. Understand and communicate the big picture of the Reading Champion programme to the Reading Champions. 2. Support the Reading Champion with information about the school, the school timetable, and so on. 3. Support Reading Champions by sharing insights about learners and learning, teachers and teaching. 4. Provide psycho-social support to the Reading Champion. 5. Ensure completion of the Reading Champion orientation training as prescribed by programme coordinators. 6. Ensure completion of the Reading Champion milestone journey steps by the Reading Champion. 7. Participate in Teacher Mentor WhatsApp groups as directed by programme coordinators. 8. Continuous planning and review sessions with Reading Champions to ensure progress. 9. Completion of programme observation monitoring tools as prescribed by programme coordinators.

Principal:	District official
<p>As the key person at a school, you need to fully support the reading programme, and make sure that it operates smoothly.</p> <p>Your main responsibilities are to:</p> <ol style="list-style-type: none"> 1. Raise awareness of the reading programme at school level and encourage the community to support and participate in the programme. 2. Identify teacher mentors beforehand and introduce them to the reading champion(s). 3. Introduce the Reading Champion to all school staff, SMT, SGB and the teacher mentor. 4. Orientate the reading champions to the school, including the space(s) and resources available, with the support of the teacher mentor. 5. Integrate the reading programme into the school planning. It should NOT be seen as an extra. 6. Revise the school time-table to include a reading/library period for each class in Grades R-7 and ensure the learners attend this period. This time-table should be displayed in every class, in the office block and in the library if there is one. Ensure this is done before the Reading Champion arrives at your school. This can be a DAAR period as well. Ensure that these periods are during the school day and not after school. These periods should be at different times for different classes. 7. Ensure that all school staff understand their responsibilities in supporting the reading champions and the school reading programme. 8. If your school does not have a library, provide resources to support the reading programme, for example, books and materials for the reading champion to make a reading corner or classroom library. 9. Support Reading Champions with the proper logistic support required for them to attend training and engage in online sessions. 	<p>Ensure the Reading Champion programme is integrated at district level.</p> <p>The main responsibilities of district officials are to:</p> <ol style="list-style-type: none"> 1. Work with and support the activities of the Provincial Support Partner and Provincial Leads. 2. Facilitate the Reading Champion training as part of the provincial/district training team. 3. Digitally support Reading Champions on all programme delivery aspects via WhatsApp group and chatbot interface. 4. Use district level data and emerging insights to drive implementation and ensure maximum participation. 5. Understand and monitor the Teacher Mentor journey milestones (training & support) as directed on Teacher connect. 6. Sustain the Reading Activities that have been initiated by the Reading Champion Program

What to Expect When You Get To School?

SECTION 3



During this time, before you have received training and/or the resources to run the reading programme, you should present yourself at your assigned school and do the following.

Meet the principal, the SMT and your Teacher Mentor at your assigned school.

With the help of the teacher mentor/principal, orientate yourself to the school: the space available, the time-table, the number of learners in the school, the different languages taught at the school.

Check whether there is a library or reading corners/classroom libraries so that you know what you will be working with. Make a list of what books and resources are available.

Obtain and review the school timetable which should contain reading/library/DAAR periods for each class.

Meet community stakeholders in the school community through the school principal, or other SMT or SGB members and tell them about the programme. Do your best to interest them in supporting the programme. Get the names and contacts of these interested community members.

Phase 2: Implementation

This should start as soon as you have received your orientation training and resources. The following is a weekly plan that you can follow.

Before School	During School	After School	
Week 1:			
Preparation	Foundation Phase (FP)	InterSen Phase (ISP)	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	Meet the classes and teachers you will work with. Have a storybook ready to READ ALOUD to them, following the ROUTINE FOR READING. You can just do 10–15 minutes as this is introductory. You are giving them a taste. Make it as interesting and engaging as possible!	Meet the classes and teachers you will work with. Have a storybook ready to READ ALOUD to them, following the ROUTINE FOR READING. This needs to be at a higher level than the book you used for the FP. You can just do 10–15 minutes as this is introductory. You are giving them a taste. Make it as interesting and engaging as possible!	Use this time to set up your reading clubs. Remember to take a register. Mon & Wed – FOUNDATION PHASE Introductory songs (find suitable songs online or in your community) Tues & Thurs – INTERSEN PHASE Games (find suitable games online) Fri – admin and writing up reports, reflection time
General Note Make sure you get the reading period time-table and that it is displayed in all the classes you visit. As you prepare, remember to alternate between the Home Language and English from week to week. If you do activities in the Home Language during school hours, then do activities in English in the reading clubs and vice versa.			

Phase 3: Final reflection and consolidation

Work with other reading champions to reflect on the successes and challenges of the programme. Write this up in a report. Remember to include the parts you loved about the programme.

Reading Champion Preparation

You need to begin preparing for the reading period before the reading session takes place. Think about what language you will use. We want to always use the languages children are most familiar with first, and we also want to give them vocabulary and translations into English.¹:

- what interests young learners and how the text relates to their own lived experiences.
- the characters and storyline: Is the story humorous or sad? Is the story full of exciting action, or is it a gentle story? The type of story will influence how you tell it. How can I tell the story so it helps children understand the story?
- the learners' age and reading stage, and the reading method for the session².
- watch yourself read or tell the story in the mirror with the appropriate facial expressions, body language and tone of voice. Practise making eye contact as you read. Be an ACTOR/ACTRESS: Use your face, body and voice to make the story come alive.
- keep storytelling fresh with new stories to tell, while also reading those that the learners know – younger children love repetition.

Essential to Practice Before Reading to the Class

When you have considered all of the above, choose the story. If the book is in a language the children are learning or is not their mother tongue, practice summarising the story first in an African language and make sure you go through important words or phrases in both English and African languages. Remember the goal is comprehension and enjoyment!:

- read it aloud to yourself with enjoyment and expression. Practise this at least 3 times. Fluent story reading and telling will keep learners focused and engaged.
- practise displaying or pointing to the pictures or text while reading the story.
- if you are telling a story, make or find pictures to support the storyline.
- make flashcard words for important vocabulary, and activity materials
- prepare and note down your prediction and story sequence questions and activities for the BEFORE, DURING and AFTER READING STORY questions and answers. These questions are to promote understanding which is the ultimate goal of reading.



Remember!

Although learning to read is a serious skill, it must always be enjoyable, interactive and FUN! If you have fun reading and telling a story, the learners will have fun too!



If children start to view reading as enjoyable, fun and pleasurable, they will want to read and this is the start of developing a culture of reading. By this we mean that reading becomes a selected, regular, daily habit. Children will read before school, during break, after school; they will discuss books with each other, browse the library for new books and share exciting moments and characters from books with each other and their teachers. Reading will be valued in the school and book reviews, reading contests, reading posters are visible in the school. Teachers model reading and adults in the schools are seen reading books and discussing what they have read.

¹ See the Book Levelling Criteria table in terms of content, illustration and design.

² A Read Aloud story can be at a higher level of difficulty and complexity than the learners' own reading levels. A Shared Reading story should be at the level of the more able learner and slightly above the level of the weaker reader. In this way the stronger reader reads fluently and can help to raise the reading level of their weaker partner. Independent readers should read at their level, and slightly above their level to challenge their reading skills.

4 The Five Core Reading Activities

SECTION 4



Here are FIVE different kinds of reading activities that you can use to engage learners in reading.



1. Storytelling



Plan for Language

Tell the story in the language children know best. You can summarise the story after telling it, reminding children of words/phrases in both/multiple languages.



Reading resources

- Story that you remember
- A story that you read
- A folktale
- A historical event
- A film/news/documentary that you saw



Activity ideas

- Read with expression using voice, gestures, movement, pausing, pacing and drama.
- Start the story and ask learners what they think will happen next.
- Let learners join in during chorus or refrains, or repetitions.
- Allow learners to join in and make sound effects (animal sounds, spooky noises, walking, running, banging, crying....).
- Ask questions about what you told them.
- Ask them to draw a picture from your story.
- Ask them to draw a character.
- Retell the story.
- Ask learners to tell you their stories.
- Dramatize the story.
- Present a review of the story.



Reading Activity Guide



Storytelling

Whole Group



30
mins

This is a great activity if you do not have access to books in the school. You need to read a story and remember it and then retell it to the children in an exciting way

Preparation

1. Start with what you know, so begin telling stories that you know well. These could be stories that you heard as a child or ones that you have enjoyed reading over the years.
2. Choose a story that will interest your listeners and that is appropriate for their ages. Young children love stories about themselves and about you when you were young, especially ones that are funny or about being naughty!
3. If you are telling a story, practise in advance. Check your facial expressions and gestures, and whether you use too many 'ums' or 'ahs'. Practise for your family too.
4. Keep storytelling exciting by finding new stories to tell – look in books or on the internet. Translate and adapt stories that are available in only one language.

Welcome

3min



1. Learners should sit down quickly and quietly on the mat or at desks.
2. Welcome learners to the reading period and remind them of the library/reading period rules.
3. Explain the plan for today's reading period.

Before Storytelling

7min



1. Introduce the story (the title and author's name if it is not your own story).
2. Teach learners 1-2 new vocabulary words. Use words in your own sentences.
3. Ask questions that will prepare the learners to listen to the story, for example, Have you seen a lion? What does it look like? What sound does it make?

During Storytelling

10min



1. Tell your story clearly with expression and gestures. Move around the room if you can.
2. Help to create a sense of wonder and pictures in the minds of your listeners by using:
 - interesting and expressive words, and questions that invite the listeners to participate, for example, "And what do you think happened next?"
 - gestures, for example reaching up to show how tall a tree or a giant is
 - facial expressions, such as smiling to show how happy a character is expression in your voice – you can give each character a unique voice, such as a soft, squeaky voice for a mouse and a big, booming voice for a giant
 - eye contact with your listeners – don't be shy, look them in the eye!
 - Ask prediction questions: What do you think will happen next? How do you think the story ends?
 - Ask or remind learners of the meaning of the new vocabulary words as you use them.



After Storytelling

10min

1. Review what happened in the story: Ask Who? What? Where? When? questions
2. Help learners retell the story: What happened first? What happened next?
3. Ask "why" question(s): Why do you think the character did or felt that?
4. Review learners' predictions: were predictions correct?

All these questions are to support the children to understand what you read. Ask any other questions that will help learners understand the story.



Goodbye & check-out

Learners check-out books to take home if the school has resources to allow for this.



Reading Activity:

2. Reading Aloud



Plan for Language

Like storytelling, the goal is understanding and enjoyment. Read a story in languages children understand. You can repeat words/phrases in other languages. If the book is only in English, translate it and prepare it in languages the children know best. English books must be translated as you read so children can follow the story. Go over new or difficult words before you start reading to aid comprehension.



Reading resources

- Picture storybook
- Poem
- Blog
- Digital story
- Section of a longer story
- Comic/graphic novel
- Newspaper article
- Non-fiction
- Chapter book
- Newspaper supplement



Activity ideas

- Show pictures from what you've read.
- Show pictures and ask learners to predict.
- Read title and do prediction.
- Read half of text and children must compose their own ending.
- Learners draw a picture to show understanding.
- Comprehension questions.
- Create a dialogue between two of the characters.
- Make a poster about the story/text.
- Do a retell of the story.
- Give a summary.
- Tell you which part they enjoyed and why.
- Tell you which character they enjoyed and why.
- Create a short song based on the story.



Materials needed: 1 storybook for you. Vocabulary word flashcards.

VIDEO

CAPS Reading Activities Teacher Read Aloud

What is Teacher Read Aloud?

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Preparation



1. Select a small book to read to the learners. Reminder: Books can be at a higher level than the learners' own reading level.
2. Read the book at least twice before the reading period. Identify 2-3 places in the story to ask prediction questions.
3. Select 1-2 vocabulary words from the book to teach the learners.

VIDEO

CAPS Reading Activities Teacher Read Aloud

What texts do I use for Read Aloud?

Ntsika reading a Nalibali story

38





Welcome

2min

1. Learners should sit down quickly and quietly on the mat or at desks.
2. Welcome learners to the reading period and remind them of the library/reading period rules.
3. Explain the plan for today's reading period.



Before Reading

5min

1. Introduce the book (read title, author's name, illustrator's name) and show the cover picture. If the book is small, walk around and make sure that all learners see the cover picture.
2. Ask prediction/comprehension questions. For example:
 - a. What do you think this story might be about?
 - b. Who do you think are the main characters?
 - c. What do you think happens to the main characters?
 - d. Do you have a _____ at home? (relate book to learners' lives)
 - e. Has _____ ever happened to you? (relate book to learners' lives)
3. Teach learners 1-2 new vocabulary words. Use words in your own sentences.



During Reading

8min

1. Read slowly and clearly with expression and gestures. Read following the punctuation marks.
2. Ask prediction questions: What do you think will happen next?

Note: It is important that when children predict, you must remind them to use the text and pictures as a clue as to what might happen. They must not just make any predictions-it must be based on what has been read and then use that and their life experience to make a prediction. It is also useful to ask them what their predictions are based on and why they have predicted what they have.



After Reading

15min

1. Review what happened in the book: Ask Who? What? Where? When? How? questions.
2. Help learners retell the story: What happened first? What happened next?
3. Ask "why" question(s): Why do you think the character did or felt that?
4. Review learners' predictions: were predictions correct?
5. Do any other activity relating to the story, as described in the reading routine.



Goodbye & check-out

Learners check out books to take home if the school has resources to allow for this.

3. Shared Reading



Plan for Language

As with reading aloud, try and do this in African languages. If the book is in English, discuss vocabulary in different languages and summarise the story in African languages before you read it in English. Don't be afraid to translate the text and put the African language text next to the English.



Reading resources

- Big Books
- Picture books
- Stories written on newsprint
- Poems written on newsprint
- Posters that have text



Activity ideas

- Allow learners to see the print.
- In early grades, point to the words as you read them.
- Ask them about the pictures-what is happening and what do they think the story will be about using clues from the picture.
- Ask them to join you when there are choruses or refrains.
- Ask a few learners to read a sentence for you.
- During the reading ask them what they think will happen next.
- Ask them about background knowledge of the topic (eg. Have any of you ever visited a farm, tell us what you did on the farm, how is a farm different from living in the suburbs.

Shared Reading

Whole Group



30
mins

Materials needed: Multiple copies of the same book at learners' reading level or a Big Book if available. Choose the book with the help of the teacher mentor. Vocabulary word flashcards.

VIDEO

CAPS Reading Activities
Group Guided Reading

What is Shared Reading?

Permie and Zaza discuss

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Preparation



1. Select a text to read WITH the learners. This text should be at the reading level of most of the learners in the class. Use multiple copies of the same small book or a Big Book if available. Try to source a Big Book that is in the home language of the learners.
2. Read the book at least twice before the reading period. Identify 2-3 places in the story to ask prediction questions.
3. Select 1-2 new vocabulary words to teach the learners. Reminder: words should appear in the book, or be taught using pictures in the book.

Welcome

3min



1. Learners should sit down quickly and quietly on the mat or at desks.
2. Welcome learners to the reading period and remind them of the library/reading period rules.
3. Explain the plan for today's reading period.

Before Reading

5min



1. Introduce the book (read title, author's name, illustrator's name) and show the cover picture.
2. Ask prediction/comprehension questions. For example:
 - a. What do you think this story might be about?
 - b. Who do you think are the main characters?
 - c. What do you think might happen to the main characters?
 - d. Do you have a _____ at home? (relate book to learners' lives)
 - e. Has _____ ever happened to you? (relate book to learners' lives)
3. Teach learners 1-2 new vocabulary words. Use words in your own sentences.

During First Reading

5min



1. Read slowly and clearly with expression and gestures. Read following the punctuation marks.
2. Ask prediction questions: What do you think will happen next?
3. Ask or remind learners of the meaning of the new vocabulary words as you read them.

After First Reading

10min



1. Review what happened in the book: Ask Who? What? Where? When? How? questions.
2. Help learners re-tell the story: What happened first? What happened next?
3. Ask "why" question(s): Why do you think the character did that?
4. Review learners' predictions: Were predictions correct?

During Second Reading

7min



Note: The second and third reading take place on different days. that is the three readings take place over a week.

1. Read the book for a second time. Invite learners to read along and participate in the reading.
2. Ask learners to re-read interesting words/sentences, do actions or make sounds with you.

Goodbye & check-out



1. Learners check out books to take home if the school has resources to allow for this.
2. Collect the books used during the Shared Reading period.



Reading Activity:

4. Paired Reading



Plan for Language

Make sure you have books in various languages. Encourage children to choose books in different languages. Questions can include 'how do you say this in Sepedi or isiZulu (translation practice).'



Reading resources

- Graded readers
- Picture books
- Stories from the internet
- Digital stories
- Textbooks



Activity ideas

- Set up pairs.
- Get them to select the books they want to read with a partners.
- They can select a partner.
- They can read together.
- They can each read a page.
- One can read and the other asks a question, then they swop.
- One can read narrative and the other reads the dialogue/direct speech.
- Each one reads a paragraph.
- Make a poster of all the paired reading activities or rules for paired reading.
- They can tell about the book they read.
- They can say what they liked about the book they read.

Paired Reading

Whole Group



30
mins

Materials needed: 1 book for every 2 learners



Welcome

3min



1. Learners sit down quickly and quietly on the mat or at desks.
2. Welcome learners to the reading period and remind them of the library/reading period rules.
3. Explain the plan for today's reading period.

Before Reading

7min



1. Learners pick a partner and sit together. They can choose the person they are sitting next to, a friend, or anyone with whom they would like to read.
2. Organise access to books for the learners. Hand them out OR display them on a table and let learners come up in small groups to choose OR let pairs go to the shelves to pick a book to read together.
3. After pairs have picked a book, tell them to sit down quickly and quietly and to start reading together.

During First Reading

 Partners

 15min



1. As learners read, walk around the class and help pairs read, where necessary.
2. Listen to learners' read and praise their efforts. If the book is too difficult for either learner to read, help them select a book from an easier level.
3. When reading time is finished, have the class come back together.

After First Reading

 Whole group

 5min



1. Ask pairs to raise their hands and share what happened in their books. Some example questions:
 - Did you like your story? Why or why not?
 - What was one interesting thing that happened in your story?
 - What was your favourite part of the book? Why?
 - Was anything funny in your story? Or scary? Or happy? Or sad?
 - Do you think other children would like to read the story you chose? Why or why not?

Goodbye & check-out



1. Learners check out books to take home if the school has resources to allow for this.
2. Collect the books used during the paired reading activity.



5. Independent Reading



Plan for Language

Make sure children have access to a variety of books in different languages, wordless books, and different genres.



Reading resources:

- Graded readers
- Story books
- Newspapers
- Magazines
- Library books
- Community library books
- Comics
- Non-fiction books
- Poetry
- Plays/dramas
- Textbook
- Digital stories



Activity ideas:

- Ask them to draw a picture from the books they read.
- Ask them to draw a character.
- Ask learners to tell you the story.
- Dramatize a story (in a circle-each learner to add on to the story).
- Leave learners to read silently on their own.
- Ask them questions about what they are reading, what the story is about, why they chose it.
- At end of period, one learner gets to tell the others about what she has read.
- Write a review about the book that has been read.
- In pairs tell each other about what they have read.
- Present a review of the story Make sure children have access to a variety of books in different languages, wordless books, and different genres.

Independent Reading

| Whole Group



30
mins

Materials needed: 1 book per learner at his or her level



Welcome

3min



1. Learners sit down quickly and quietly on the mat or at desks (or in the designated reading space if in the library).
2. Welcome learners to the reading period and remind them of the library/reading period rules.
3. Explain the plan for today's reading period.

Before Reading

7min



1. Make sure that books are arranged in levels. If you are in the library, remind learners where books at each level are located. Also remind learners to remember the section from where they take their book so it can be replaced correctly afterwards.
2. Call 10 learners to choose their books as quickly as possible, and then to find a place to sit quietly and read.
3. Once the first 10 learners have chosen a book, call up 10 more learners. Repeat this process as quickly as possible until everyone has chosen a book and is reading.



During First Reading



Individual



15min

TIP: Start at 10 minutes. As the term progresses, increase the time as learners are able to read silently for longer periods.

1. While learners are reading, walk around and help.
2. Listen to learners' read, and praise their efforts. If the book seems too difficult for the learner to read, help him or her to select a book from an easier level.
3. When reading time is finished, end the session and have the class come back together.



After First Reading



Group



5min

1. Ask learners to raise their hands and share what happened in their books. Some example questions:
 - Did you like your story? Why or why not?
 - What was one interesting thing that happened in your story?
 - What was your favourite part of the book? Why?
 - Was anything funny in your story? Or scary? Or happy? Or sad?
 - Do you think other children would like to read the story you chose? Why or why not?



Goodbye & check-out

1. Learners check out books to take home if the school has resources to allow for this.
2. Make sure that library books are returned to the correct section OR collect all books provided for the independent reading activity.



Reading Activity Register

It is important that you keep track of the activities you do at school by using a Reading Activity Register. This can be a few pages in your notebook.

The Reading Activity Register is a list of the library reading activities that you have facilitated. It is an important record to show the school and the Department of Education what you have been doing. It is also a useful place for you to comment on how successful an activity has been or how you would improve on this the next time.

Here is a sample of a Reading Activity Register:

Date	Grade/Class	Class teacher	Number of learners	Activity	Reading Champion signature	Reflection
23.02.2020	2B		41	Shared Reading	Sipho Mncube	Ms. S Mncube

Why Reading For Enjoyment Is Important

Always keep in mind that the goal of the Reading Champions Programme is to promote literacy and the habit of reading among children through engaging them in reading for enjoyment.

We envision children who read with understanding, and view reading as exciting and fun. By the completion of primary school, these children should be able and be motivated to read independently and are eager and proud to read both at school and at home. Children engage meaningfully with books that they can check out and bring home.

In this programme, children are able to read and take part in reading activities in a welcoming, supportive and non-threatening environment.

Reading aloud to children for enjoyment:

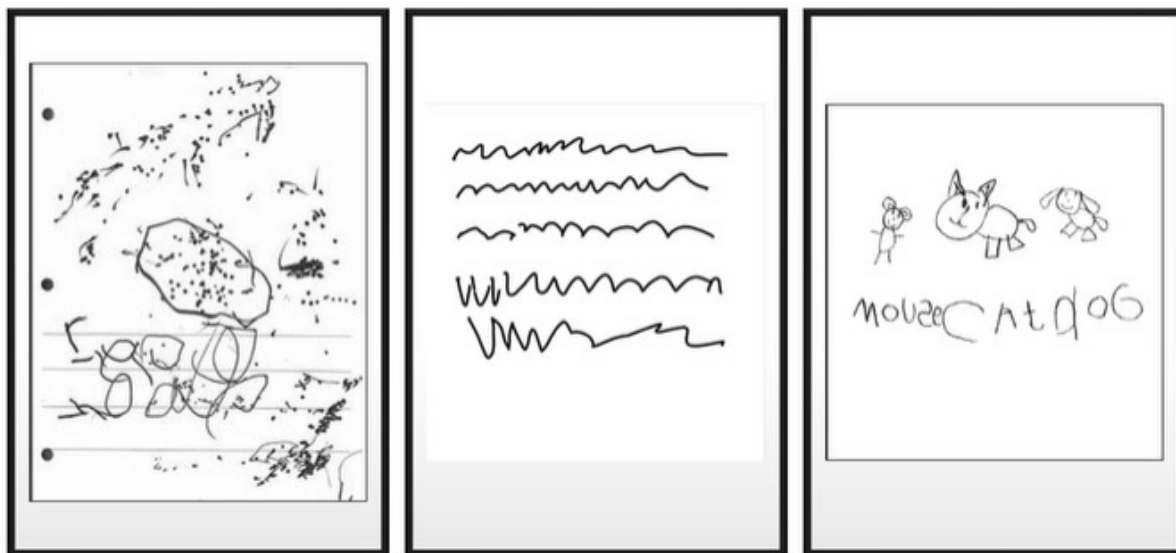
- shows them that you value books and reading gives you things to talk about together
- builds a bond between you and them
- allows them to experience reading as a satisfying activity
- motivates them to learn to read for themselves, and then to keep reading
- shows them how we read and how books work
- let's them enjoy stories that are beyond their current reading ability
- develops their vocabulary and language abilities



Promote both Reading and Writing

Reading and writing are skills that are learnt together and strengthen each other. Learning to write is a process. It occurs over time. If children are exposed to print and writing role models, they will make marks on paper and ascribe meaning to them. This is the beginning of writing.

To help them make sense of what they have “written”, we need to ask them what their ‘drawing’ is about, and you will hear

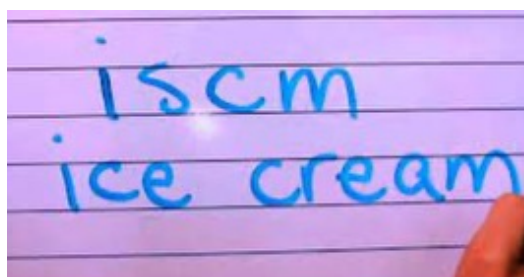


the meaning behind the scribbles! They will scribble, then draw, then you will see standard letters emerge.

It is important to note that children learn to write by writing. They need to be given time, opportunity and encouragement to experiment and play with drawing and writing.

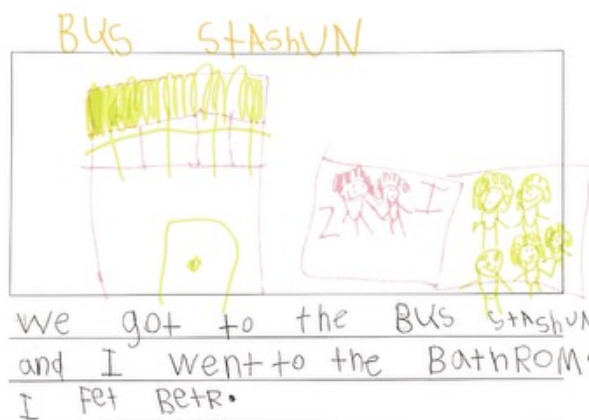
We can incorporate writing opportunities after any of our reading activities and these can be continued beyond the reading period if children are provided with writing resources.

Important: If children are still learning how languages work, their writing will show invented spelling. They may also use different languages. This is not wrong, it is just part of the process. Simply say, let me show you how we write this word in books, and demonstrate the correct spelling. You may need to do this a few times for the child to learn the correct spelling.



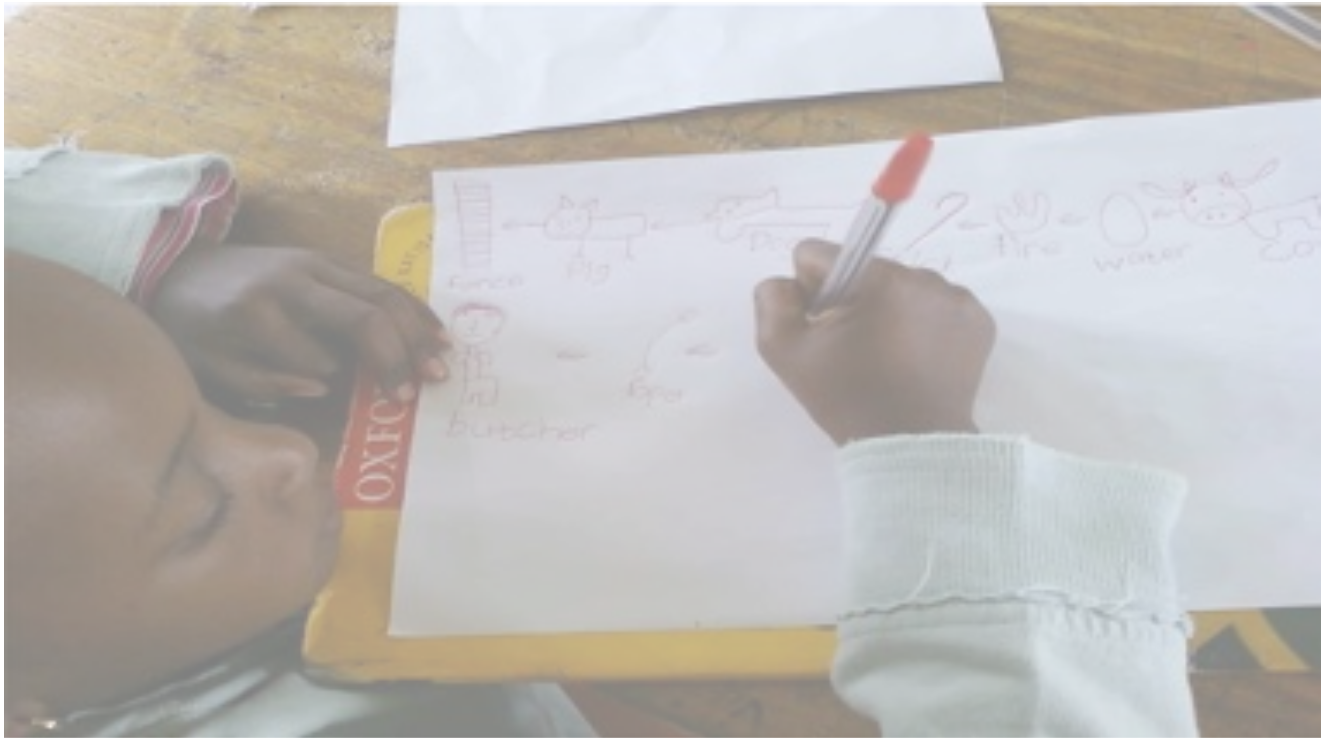
My dog is blk. He is fz.
I lv hm. His nam is Ots.

My dog is black. He is fuzzy.
I love him. His name is Otis.



Some ways to support the development of writing, during and after your reading/library period:

- Ask children to draw their favourite part of the story/text that you've told/read.
- Ask them to draw a different ending for a story.
- Encourage birthday cards, mother's and father's day cards, thank you messages, letters to family and friends, journal/diary writing.
- Let them work in pairs or groups to make posters about what they have been reading.
- Start an interactive writing journal with a child. In an exercise book they can write their 'news' and you can respond in writing over time
- When you summarise a story draw the sequence and label them in all the languages (see picture below)
- Don't be afraid to have children copy text and then draw. It's all about practice!
- Display children's written work where others can see them.



Additional Reading Activities

Foundation Phase: Learners struggling with basic reading skills

Introduce the following strategies when working with learners who struggle to read. With practice, learners will begin to use these strategies on their own when they read independently.

1. **Picture clues:** Look at the picture. Is there something in the picture to help you?
2. **Context or meaning clues:** What is happening in the story? What might happen next? Which word would make sense there? What word would fit with the word that goes next?
3. **Phonic and spelling clues**

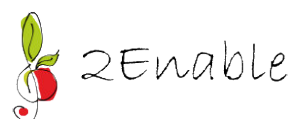


- What letter does the word start with? Do you know another word that looks like this? Try sounding out the word.
 - Look at the middle of the word. Can you say it? What other words look or sound like that?
 - Look at the last part of the word. What other word that ends like that could fit in here?
 - Try breaking the word into two (or three parts).
 - Look at the English word ending -ed. Cover it up. Now say the first part of the word. Now say it with the -ed ending.
 - Look at the English word ending -ing. Cover it up. Now say the first part of the word. Now say it with the -ing ending.
 - For African languages, you can break up words into syllables, e.g. in Sesotho: meno = me/no, sekolo = se/ko/lo; in isiZulu: amazinyo = a/ma/zi/nyo, isikole = i/si/ko/lo, umuntu = u/mu/ntu.
 - In Sesotho, the ending -ng normally denotes a place, e.g. sekolo – sekolong, kereke – kerekeng
4. **Grammar clues:** Which word would sound right in that place in the text? Which action word would fit in there? Try putting in a naming word. Look at this word. What word would describe it?
 5. **Self-correcting strategies:** Can you try re-reading the sentence from the beginning? Try practising the word before saying it aloud. Try reading to the end of the sentence, then come back and try to say the word. If a learner says the wrong word, try the following: Ask: Does that word make sense there? Look at the picture. Does it have ... in the picture? Is the story about ... ?

1. Borrow books from a local library.
2. Borrow books from a better resourced school for a specific time period. Then exchange and borrow more books on the same basis.
3. All schools will have the Rainbow Workbooks, which contain stories.
4. Ask for access to resource storage spaces at schools. You may find old books or textbooks. Pick out interesting stories and non-fiction texts. With the help of the teacher mentor, organise these according to learner levels. You can MAKE THESE FUN to read and listen to by using the strategies and activities described in the previous sections.

See the list of digital sites to access digital books and resources. A cell phone to display online resources is best for reading with one or two children. A laptop or tablet is better for reading with a whole class.

<p>Xander apps are a resource for young children to expand their mother tongue vocabulary, and to improve language acquisition. https://xander.co.za/</p>
<p>Africa Teen Geeks provides online resources centred around STEM subjects. Africa Teen Geeks caters for all grades, across all provinces. There is a literacy programme that covers English and indigenous South African languages. www.africateengeeks.co.za</p>
<p>DBE and 2Enable partnership online platform provides learners with free access to the 2Enable mobile learning platform. 2Enable provides support through CAPS-aligned text based and video content, with assessment questions. Also available on the platform are readers for primary school learners. https://www.2enable.org/Dashboard.aspx</p>
<p>Vodacom e-School provides Grade 8-12 high school learners who are Vodacom subscribers with free access to curriculum aligned classroom content on their mobile device across all major subjects https://www.vodacom.co.za/vodacom/services/vodacom-e-school</p>
<p>CAMI offers South African learners 14 days free access to fun and interactive educational software consisting of Cami Literacy, a complete language system that helps learners develop a love of reading. https://cami.co.za/</p>
<p>Nal'ibali has many storybooks and audiobooks on its website. https://www.nalibali.org/</p>
<p>Ulwazi Lwethu offers graded and leisure readers in 10 South African languages http://www.ulwazilwethu.org</p>
<p>Room to Read offers story books in 11 South African languages http://onedayonebook.org/</p>
<p>Room to Read's Literacy Cloud provides original, high-quality children's storybooks in African languages and in English. https://literacycloud.org/</p>
<p>African Storybook provides open access to hundreds of picture storybooks in the languages of Africa. https://www.africanstorybook.org/</p>
<p>Book Dash publications are available for free on their website and are available in all South African languages. https://bookdash.org/</p>



How to choose the right book

Picture books are very helpful in the early grades. They:

- encourage a love/habit of reading
- help children understand words and develop reading skills
- are often a child's first introduction to visual art
- invite children into new worlds, and spark imagination
- give children new ideas about how to handle issues in their lives.

These are the top 10 considerations when assessing whether a book is suitable for the learner(s). Think about the learners with whom you work, and then tick the appropriate box. Make an informed decision based on the result.

	Yes	No
Content		
1. Relevant and appealing topic		
2. Engaging character(s)		
3. Interesting plot		
Illustrations		
4. Diversity sensitive		
5. Engaging character(s)		
6. Varied perspectives		
7. Good use of colour		
Design		
8. Room for text		
9. Good balance between text and white space		
10. Appealing cover		

Know your books, know the levels

It is very important that you know your books/set of resources thoroughly. Go through them as soon as you receive them, or find your own and work out:

1. What are the main topics or themes in the book? Who are the main characters? What age learner would this book appeal to?
2. What reading level is the book? With which grade or learner age would you use the book?
3. What kind of reading activity would you do with that grade or group of learners?
4. What kinds of activities would you be able to develop as after reading activities?

Level your books for the Foundation Phase

The guidelines in the table below will help you level your books. Write the level in pencil in the book. Label the shelves with this level. Do NOT use level numbers; use colours or symbols as shown below.

Book Levelling Criteria ¹			
Levels	Criterion 1 Text length and complexity: Number of words and sentences	Criterion 2 Illustrations: page layout and quality	Criterion 3 Concept: familiarity, contextual, complexity
L1 Red/ Bicycle	Book with only pictures, words, phrases, or 0-1 sentences per page	90% of the page is illustrations	Familiar/simple concepts often repeated during the story
L2 Green/ Scooter	1-3 simple sentences per page. Not more than 8 words	At least 80% of the page is illustrations	Familiar/simple concepts often repeated during the story
L3 Yellow/ Car	2-5 sentences per page One or two long sentences Not more than 11 words	At least 80% pictures Of two facing pages, one should have the illustration	Series of events, unfamiliar concepts can be used
L4 Orange/ Train	3-6 simple sentences per page Some simple and some complex sentences. Not more than 16 words. Can be 3 paragraphs or a poem	At least 70% pictures Every alternate page can have a picture. Of two facing pages, one should have the illustration	Can introduce abstract themes/ subjects, imaginative stories, etc.
L5+ Blue/ Aeroplane	4-8 simple and more complex sentences per page Not more than 20 words.	At least 60% illustrations	New themes, more variety

Matching books to learners

At first, you will focus on doing Storytelling, Reading Aloud, and Shared Reading (if you have Big Books). Later in the programme, learners will read more on their own. Learners must be matched to the most suitable books, based on their interests, and reading level.

Have an assortment of different levelled books available. While learners are reading independently, call them up one by one to read aloud to you for five minutes. As the learner reads, count how many mistakes he or she makes:

- 5 or more mistakes in 5 sentences = book level is too high/difficult
- 0-1 mistakes in 5 sentences = book level is too low/easy.
- 2-4 mistakes in 5 sentences = book level is appropriate.

Record the results so you can monitor learners' reading progress through the term. While you continue to listen to others read, those learners who have read to you, may re-read their book on their own, until the end of the independent reading session.

¹ These book levelling criteria apply to English books.

Managing reading resources

1. If there is a library at the school, the teacher or librarian will show you the books, and the resources management system. Teachers will show you these in the classroom library.
2. You will be responsible for managing the school resources, and/or those you have collected.
3. Invite responsible learners in each class to assist you as reading monitors.

It is important to display books!

Books must be displayed so learners can easily find and select books to read that are at their correct reading level.

A learner's choice of text level is an indicator of their reading confidence. Observe their choices to identify struggling readers. Record your observation and advise the teacher.

Displayed books show their colourful covers and interesting images that entice learners to reach out and take one. Books on display make it easier for learners to choose one that interests them at their reading level or slightly above to challenge their reading skills.

Generally, learners have an intuitive recognition of text that matches their reading comfort level. A confident reader will select text that is above their reading comfort zone.

If a learner consistently selects books at a lower reading level, without progressing to the next level, guide them to find a slightly more challenging text, and read it together with them to build their confidence.



Book Care Rules!

1. Wash and dry hands before opening a book.
2. Turn pages carefully at the top right corner.
3. Do not fold pages, use a book mark.
4. Never write, draw in, or cut up a book.
5. Keep the book in a safe, clean place.
6. Return books on time.
7. Books are friends! Treat them gently.



Create a print-rich environment

A print-rich environment has a variety of text and printed materials displayed in classrooms and throughout the school that encourage learners to read, think and ask questions. A print-rich environment provides opportunities for learners to practise reading and also motivates them to read and write. Displaying learners' writing gives them more ownership of the reading space.

- Display print in Home Language and the LOLT of the school.
- Display posters and other materials with printed text that children can read.
- Display children's creative writing on the walls or hanging from string.
- Display text written by the teacher or yourself that children can read.
- Regularly change displayed print-rich materials.
- In higher grades, display newspaper articles and other writings on topical issues.

Manage book check-out

Encourage learners to take library books home. If there is no library system at the school, use a note book to create a simple book management and checkout system that includes a record (list) of all the resources showing the title and date when the resource was borrowed and returned¹.

Learners in Grades 1-3 can use the Class Book system for check-out. The book has a class list in the front for reference and a page or half page allocated to each learner, in alphabetical order. The reading champion will record the check-out information on the learner's page and stamp the due date on the book sheet. On return of the book, the reading champion fills in the date and signs it. The returned book should be placed in the designated return area.

Name: Fikile Ncube				
Check-out date	Accession Number	Title	Date of return	Signature
01.02.21	15/008	Citende Cipati	08.02.21	FJM
08.02.21	16/012	Animals from Africa		

Page in Check-Out Book for Grades 1-3

Learners in Grades 4-7 use the Learner Card system for check-out. Each learner has a card with their name and grade. They record all the check-out information on that card and show the card and book to the reading champion, who writes or stamps the due date on the date sheet in the book, before the learner leaves the library. The cards should be filed in alphabetical order in a ring binder file or box. There should be one file or box for each class which remains in the library.

Upon return of the book, the Grade 4-7 learner finds his or her learner card, writes the return date next to the book title and shows the card and book to the reading champion who signs. The learner places the returned book in the designated area.

Name: Lerato Maphutha		Grade/Class: 4-A		
Check-out date	Accession Number	Book Title	Return date	Signature of librarian/teacher
01.02.21	15/007	A Special Secret	08.02.21	S. Ncwele
08.02.21	16/025	Raleruo		

Example check-out card for Grades 4-7

¹ A loan period of one week is recommended.

It is important that the information is recorded correctly and in time, in the check-out book or card. Make an example of the check-out rules and procedures.



Book Check-Out Rules

Step 1 Select a book to check out. You can take home one book at a time.

Step 2 Check out your book.

Grade 1-3 learners: Bring the reading book to a teacher-librarian, teacher, or library assistant.

Grade 4-7 learners: Fill out the information on your Learner Card and show a teacher.

Step 3 Return the book on, or before, the due date

Grade 1 to 3 learners: Bring the book to a teacher-librarian, teacher or library assistant.

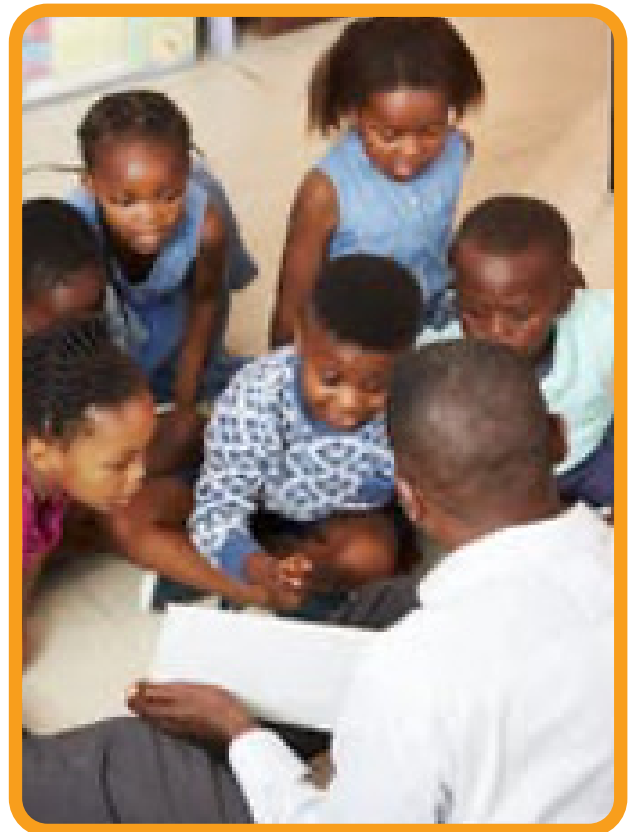
Grade 4 to 7 learners: Fill out the book return information on your Learner Card.

Step 4 Put your book in the return area.

Set up a reading corner

The Reading Champions Programme targets less resourced schools. With creative thinking you can make a portable Reading Corner, so you can easily move it from class to class. The basics you need are:

- An identified space agreed to by the teacher/ librarian.
- Resources such as magazines and books (wherever these can be sourced).
- Mats, or folded down cardboard boxes for learners to sit on.
- A milk crate or two to carry the books in and to display them.
- Posters, labels and pictures¹. (Change these termly.)
- Cut pre-used A4 paper in half, put out crayons and invite learners to draw or write.
- When you arrive for the reading period, lay the 'cardboard carpet' on the floor.
- Quickly set up the books in the crates.
- Display the posters, labels and pictures around the reading session space. Plastic bottles cut in half can hold crayons, pencils and paper.



¹ Make posters yourself using the back of old calendars, use cereal box cardboard to make labels, and cut and paste interesting pictures for learners to talk about. This will improve vocabulary and build knowledge.



1. Drop All and Read at your allocated school

You will find that the school that you have been allocated to may or may not be implementing the Drop all and Read period with possible irregular practice of it.

Spend some time discussing the importance of this period with your Teacher Mentor or the Principal of the school and try to motivate for it to be included in the school time-table.

2. Activities That Have Worked Well During DAAR

It was found that the most effective DAAR practices emphasize engagement, variety, and integration into school culture. Examples include:

Activity	Impact/Benefit
Read Aloud by Teachers/SMTs	Models fluent reading, builds listening skills, and demonstrates reading enjoyment.
Shared and Paired Reading	Encourages peer learning and improves fluency.
Storytelling and Book Reviews	Promotes comprehension, public speaking, and critical thinking.
Book Clubs and Reading Competitions	Builds a reading culture and excitement around reading.
Library visits & corner libraries	Increases access to reading materials.
Integration with Assemblies	Embeds DAAR into the whole school schedule and enhances visibility.
Use of thematic reading (e.g. characters, dress-up days, drama)	Makes reading fun and experiential.

3. Suggested Activities for Reading Champions During DAAR

- Reading Champions can play a vital role in activating, sustaining, and enriching DAAR by:
- Facilitating book talks, book swaps, and reading challenges.
- Leading reading circles or peer storytelling.
- Organizing “Reading Relay” sessions or book-themed events (e.g., character dress-up).
- Providing support for struggling readers during DAAR.
- Supporting teachers on how to conduct engaging DAAR sessions.
- Partnering with parents and community volunteers to participate in DAAR.
- Provide evidence of DAAR (photos, timetables, learner reflections) when reporting.

Conclusion

See yourself as a Drop All And Read ambassador as it can be a powerful literacy-building tool.

Extended Reading Support

SECTION 7



Scan QR code or

Click here to watch



Reading clubs

One of the most impactful ways to encourage reading in communities is by starting a reading club.

A reading club is a welcoming space where children choose to come and enjoy books and stories. Participation is voluntary and the atmosphere is informal; more like home than school. It's a safe, nurturing space where people who care about stories and children come together regularly to read, tell stories and share ideas with children of all ages. Reading happens in many languages, often more than one in a session! This helps children feel included and builds their confidence. A reading club can support children learning to read, and also strengthen the reading of those who already can.

Some clubs are large, with up to 50 children and several volunteers. Most meet once a week or more. All reading club activities must be done with children's safety and well-being in mind, creating a protective, positive space is key to literacy development.

Before: Setting up a reading club

TIPS

- Use the children's home languages regularly, and include any additional languages they are learning.
- Find out which local libraries or community centres have books in the languages your children speak.
- Choose stories, games and songs that you enjoy – your energy and joy will inspire the children.
- Let children choose books to read quietly, together, or for you to read aloud.
- Encourage children to read aloud only if they are comfortable doing so.

Planning checklist for your reading club session

When preparing your session, consider the venue, group size, children's ages, and available time.

- + Where will the session take place?
- + Choose the story or stories you will share.
- + Decide who will read and/or tell the stories.
- + Plan time for stories, plus games, songs, or other warm-up activities.
- + Decide on any writing, drawing, or drama activities linked to the story.
- + Will children read in pairs, small groups, or on their own this session?
- + Plan time for all reading and activities.
- + Choose the languages to use in each part of the session.
- + Write down your session plan.
- + Check that you have all the materials you need.
- + Organise snacks (if your club includes this).
- + Confirm which volunteers will support the session



Please remember:

- ✗ Don't force children to read books they don't like. Guide them to choose something else.
 - ✗ Don't pressure children to answer questions or write after a story, offer them a variety of creative activities.
 - ✗ Don't make children read aloud if they feel unsure, they can read privately or to you.
 - ✗ Don't keep using the same books if they've become boring, ask libraries for new ideas, or swap books with other clubs.
 - ✗ Don't say or do anything that may make children feel inadequate. Rather praise effort, celebrate progress, and support growth.
- ✓ Always keep child protection top of mind – ensure your club is a safe, caring space where every child is treated with dignity and respect.

During: Activities in the reading club

Activities to do during a reading club session:

- **Games and songs:** Children learn easily and comfortably when they play, and these are fun ways to start a session. Think about games and songs that you used to play and sing as a child and teach these to the children. You can also ask older children to teach all of you a game that they know or have made up! Sing some songs in the home languages of all the children in the reading club. This should be a quick, five minute activity.
- **Reading aloud and storytelling:** Ideally, all sessions should include reading aloud and storytelling. Children learn about how stories work and how to read from listening to stories being read and told to them.
- **Shared reading** <https://youtu.be/B1Qwv-Z2ljs?si=SneVLNw4m3JpOGMI>: Spending time sharing books in pairs or small groups allows children to select and share books they are interested in. Children who are able to read independently, can read books together in small groups or pairs.
- **Silent or independent reading:** Allow some time for children to look at and read books on their own. Children who already read often like to spend time alone with a book, reading silently.
- **Writing:** Give children opportunities to write for real reasons. Rhymes, songs and games can all be written down and read as shared activities.
- **Talking about books:** Spend some time introducing reading club members to books that you have at your club. Show the books to the children and tell them a little about each one. Afterwards, remember to display the books well so that children can find them easily.
- **Art, craft and drama:** Extend a story you have read or told by encouraging the children to paint or draw pictures, make puppets or other objects related to the story. Or, allow time for the children to act out the story.

Getting the community involved

- Participating in literacy events like reading days or storytelling sessions.
- Donating time or materials (e.g. cushions, crates, books, or stationery) to enhance reading spaces.
- Assisting teachers or Reading Champions during reading club sessions or library periods.
- Promoting reading at home, reinforcing what learners engage with at school.
- Offering skills or knowledge, such as reading in different languages or helping with displays and resources.
- DAAR/DEAR period - joining sessions as guest readers or helping manage small groups.
- Reading Club sessions during school hours - assisting with reading, storytelling, or setting up the space.
- Library support - helping sort books, read with learners, or run quiet reading time.
- School literacy events - volunteering during Read-Aloud Days, book weeks, or literacy competitions.
- They can also help by donating reading materials or creating reading corners, especially in under-resourced schools.
- Encouraging reading at home and reinforcing what's done in school strengthens the impact of these efforts.
- Building relationships with the school community ensures that reading activities are sustained and celebrated beyond the classroom.

Celebrating Literacy Events

What exactly is a literacy day or a literacy event?

A literacy event is an organised public or community activity focused on promoting reading for enjoyment. It includes activations in schools, libraries, community centres, and public spaces, and can feature storytelling, read-alouds, performances, book sharing, and cultural celebration of language and literacy.

What is the purpose of these events/days?

- Raise awareness around key literacy milestones and national campaigns.
- Encourage reading as a shared and joyful practice.
- Showcase community and school involvement in nurturing a culture of reading.
- Celebrate reading role models and local champions.

The following are some guidelines that you can use to help and support your allocated school to celebrate important literacy events.



Pre-Event Planning

Establish a planning team early, this group will manage logistics, mobilise the community, and run the event smoothly.

Planning Questions:

- What is the focus of the event?
- Which age/phase are you targeting (ECD, Foundation, parents)?
- Where will it take place? Is a backup needed?
- How long will it run?
- Do you need speakers or special guests?
- What activities will engage your audience?
- What materials will you use? (Nal'ibali Story cards, posters, supplements)

Logistics & Documents:

- Create flyers/invites and promote on WhatsApp/socials.
- Print registers, consent forms, event run sheet, M&E tools.
- Prepare and test equipment (sound, mic, seating).
- Set up the venue a day before (if possible).
- Assign team roles (MC, ushers, photographers, activity leads).

During the Event

- Welcome guests and manage learner entry to avoid chaos.
- Ensure clear seating areas for learners, guests, and partners.
- MC must know the programme and key speaker names.
- Keep the programme engaging, fun, and inclusive.
- Distribute reading resources and encourage story sharing.
- Capture photos, quotes, and moments (with consent).
- Acknowledge all supporters and community members.

Post-Event Activities

- Guide learners back to class/transport; manage meal spaces if used.
- Clean the venue and return or safely store borrowed materials.
- Hold a team debrief: What worked well? What can improve?
- Submit a short event report with attendance, feedback, photos, and M&E forms.

Additional Tips

- Invite local media or community radio to cover the event.
- Always represent good values: inclusion, multilingualism, child safety, and joy in learning.
- Encourage learners to take stories home and share with families.

Appendix A

Managing The Programme At School

Check that you know which space/s you will work in	
Does the school have a library room or a spare classroom you can use?	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Does the school have a classroom library or reading corner in each class or in one class per grade that you can use?	
Is it an option to do a reading activity during assembly on the days that there is assembly?	
Are there any other spaces at the school that you can use to work with learners?	
Set up furniture and display books	
Set up the space you are going to use so that it is conducive to your activity.	
There is space for learners to sit during reading activities.	
Try and obtain a mat or carpet or clean blanket for learners to sit on; make sure you have a chair.	
Make and display Book Care rules poster.	
As far as possible, display books so that covers are visible.	
Display books at a height that children can reach on their own.	
Create a print-rich environment	
Display posters and other materials with printed text that children can read.	
Display children's creative writing on the walls or hanging from string.	
Display text dictated by children that you or the teacher records.	
Display text written by the teacher that children can read.	
Teach children how to make print-rich material for display.	
Regularly change displayed print-rich materials, especially those done by children.	
Display charts with collages of newspaper articles & magazines and other writings on topical issues. Change these regularly.	
Manage the reading period timetable	
Obtain the Reading Period Timetable from the school principal/teacher mentor. Create and display the Reading Period Timetable in the library.	
Through the school principal or other school management, encourage all teachers to display the Reading Period Timetable in their classrooms, in the reading corners and in the school library if there is one. If the school already has a library period, then use this.	
With the rotational/alternating system of school attendance, the timetable might need to include 1 to 3 periods per class to allow for the different groups that attend school at different times.	
Maintain registers and records	
Create a Reading Activity register. Record each activity that you do in this register.	
Are there sufficient reading records for each learner?	
Create a book for reading records for Grades R to 3.	

Appendix B

Reading Champion Planning Process

As a Reading Champion, your role is to build a reading culture in your school. This will ensure that your school promotes reading and creates a literate environment. This enables opportunities for children to read for enjoyment before school, during teaching time, throughout the day, and after school through reading clubs.

When reading is prioritized at a school, you will observe:

- Different forms of print used (including children's work) and displayed
- Access to reading resources (printed or digital)
- Children motivated to read and write
- Children engaged and confident, including a willingness to try new things
- Children reading and writing together alone, in pairs, and in groups – in class (DAAR period), school library, or reading clubs
- Parents involved and encouraged through the reading card system
- Literacy events celebrated

Support Tools for Reading Champions

To support your role and keep you on track, the following resource is available:

- The Month-by-Month Checklist

Reading Champions Month-to-Month Planner (Jun-Dec 2025)

1. Initiation Phase

Action Questions	Timeline	Target
Have you spent time with your Teacher Mentor to draw up the school reading plan?	June – July	
Have you been assigned to a Teacher Mentor?	June – July	Once-off
Have you registered on the Reading Champion Chatbot?	June – July	Once-off
Have you completed the self-paced and in-person Reading Champion Training?	June – July	Once-off
Have you joined your district Reading Champion WhatsApp group?	June – July	Once-off
Have you accessed your event brief for June 16 Literacy celebrations?	June	Once-off
Have you accessed event briefs for Women's Month and Literacy Month?	Aug – Sep	Once-off

2. Implementation Phase

Actions	Timeline	Targets
Have you completed the baseline tool on the chatbot?	June – July	Once-off
Have you set up and activated your school Reading Club?	June – July	At least 1 meeting/week
Have you activated the reading routine? (Reading aloud, independent, shared, paired reading, storytelling)	July – Nov	3 activities/day (15/week)
Have you been allocated classes for DROP ALL AND READ (DAAR)?	July – Nov	Daily (depending on allocation)
Do you have access to a school library or classroom to coordinate activities/corner libraries?	July – Nov	Daily (per agreement)
Have you accessed briefs for Mandela Month, Literacy Month, Women's Month celebrations?	Jul – Sep	At least 1 event/month

3. Routine Activation

Actions	Timeline	Targets
Are you maintaining the weekly reading routine?	Sep – Nov	3 activities/day (15/week)
Are your Reading Clubs still active?	Sep – Nov	At least 1 meeting/week
Are you completing the Weekly Tool?	Sep – Nov	Weekly
Have you accessed briefs for Literacy Month celebrations?	Sep – Nov	Once-off

4. Close-Out Phase

Actions	Timeline	Targets
Are you continuing the weekly reading routine?	November	3 activities/day (15/week)
Are you submitting your Weekly Tool?	November	Weekly
Are you finalising the Reading Club and handing it over to the school with your Teacher Mentor?	November	At least 1 meeting/week
Have you completed the endline tool and received your certificate?	Nov – Dec	Once-off

Appendix C

Typical Reading Champion Weekly Plan

Before School	During School		After School
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>Meet the classes and teachers you will work with.</p> <p>Have a story book ready to READ ALOUD to learners, following the ROUTINE FOR READING. You can just do 10–15 minutes as this is introductory. You are giving them a taste. Make it interesting, engaging and enjoyable!</p>	<p>Meet the classes and teachers you will work with.</p> <p>Have a story book ready to READ ALOUD to learners, following the ROUTINE FOR READING. This needs to be at a higher level than the book you used for the FP.</p> <p>You can just do 10–15 minutes as this is introductory. You are giving them a taste. Make it interesting, engaging and enjoyable!</p>	<p>Use this time to set up your reading clubs for the Foundation Phase. You will need to ask the teacher to send out a letter to parents informing them about the Reading Club and details about dates and times and venue.</p> <p>Create a name for each reading club and reinforce with each visit.</p> <p>Mon and Wed – Foundation Phase Tues and Thurs – InterSen Phase Fri – admin and writing up reports, reflection time.</p> <p>Keep a reading log/record of books you have used throughout your stay at the school. You can also make comments about how the children responded to these books.</p>
General Note	<p>Make sure you get the reading period time-table and that it is displayed in all the classes you visit.</p> <p>As you prepare, remember to alternate between the Home Language and English from week to week. If you do activities in the Home Language during school hours, then do activities in English in the Reading clubs and vice versa.</p>		
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>Do a READING ALOUD activity using a different type of book to what you chose in the first week. You may use different books for Grades 1, 2 and 3 according to their level.</p> <p>AFTER READING ACTIVITY:</p> <ol style="list-style-type: none"> 1. Ask questions. 2. Have them draw a picture of a favourite character or part of a story. 	<p>Do a READING ALOUD activity using a different type of book to what you chose in the first week. You may use different books for Grades 4 to 7 according to their level.</p> <p>AFTER READING ACTIVITY:</p> <ol style="list-style-type: none"> 1. Ask questions. 2. Have them write some sentences of a favourite character or part of a story. Grade 4s could draw and label their character. 	<p>Mon and Wed – Foundation Phase</p> <p>Storytelling [go to the Reading Champion Chatbot to find suitable stories.</p> <p>Tues and Thurs – InterSen Phase</p> <p>Storytelling [go to NECT resource site to find suitable stories – also see guidelines for storytelling; see resources for video links for demo storytelling].</p> <p>Admin and reporting and reflection on Friday.</p> <p>Consolidate the parents' responses to the reading club and hold your first reading club meeting with the children from whom you have obtained permission slips.</p>

Before School	During School		After School
General Note	Remember to get a Big Book for the Shared Reading activity with the Foundation Phase next week, or enough little books for the learners to each have one. DISPLAY learners work.		
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>Do a SHARED READING activity using different books for Grades 1, 2 and 3 according to their level.</p> <p>AFTER READING ACTIVITY:</p> <ol style="list-style-type: none"> 1. Ask questions. 2. Have them act out the story. 	<p>Do a READING ALOUD activity using a different type of book to what you chose in the previous week. You may use different books for Grades 4 to 7 according to their level.</p> <p>AFTER READING ACTIVITY:</p> <ol style="list-style-type: none"> 1. Ask questions. 2. Have a discussion about the story. 	<p>Mon and Wed – Foundation Phase</p> <p>Reading short story [go to NECT resource site to find suitable stories – also see guidelines for reading]</p> <p>Tues and Thurs – InterSen Phase</p> <p>Reading short story [go to NECT resource site to find suitable stories – also see guidelines for reading].</p> <p>Admin and reporting and reflection on Friday.</p>
General Note	Remember to make sure that you have enough books for a whole class (or part of a class) for the INTERSEN PHASE for next week.		
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>Do a READING ALOUD activity using different books for Grades 1, 2 and 3 according to their level.</p> <p>AFTER READING ACTIVITY:</p> <ol style="list-style-type: none"> 1. Ask questions. 2. Draw what they think happened after the story. <p>Grade 3s can write two sentences about this.</p>	<p>Do a PAIRED READING activity using books that are suitable for Grades 4 to 7 according to their level.</p> <p>AFTER READING ACTIVITY:</p> <ol style="list-style-type: none"> 1. Ask questions. 2. Have them write a letter to their favourite character. 	<p>Mon and Wed – Foundation Phase</p> <p>Tues and Thurs – InterSen Phase</p> <p>Admin and reporting and reflection on Friday.</p> <p>Hold your second reading club. Ensure that you have gathered/obtained books from the library or teachers or from the community library to read to the children. Work with the school library to encourage children to check out books and to bring them to the reading club to do independent reading. Ask them to tell you and their peers about what they are reading.</p>
General Note	Remember to make sure that you have enough books for a whole class (or part of a class) for the FOUNDATION PHASE for next week. Display their work.		

Before School	During School		After School
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>Do a PAIRED READING activity using different books for Grades 1, 2 and 3 according to their level.</p> <p>AFTER READING ACTIVITY:</p> <ol style="list-style-type: none"> 1. Ask questions. 2. Ask for volunteers to dramatise the story they read. 	<p>Do an INDEPENDENT READING activity using books that are suitable for Grades 4 to 7 according to their level.</p> <p>AFTER READING ACTIVITY:</p> <ol style="list-style-type: none"> 1. Ask questions. 2. Ask for volunteers to dramatise the story they read. 	<p>Storytelling [go to the Reading Champion Chatbot to find stories, see guidelines for storytelling; see resources for video links for demo storytelling].</p> <p>Have your 3rd reading club meeting where you include songs and games to play with the children. Ask them to do a role play on the book you read to them, or tell them. They can read a section from their own book to each other to practice reading aloud. They can choose their reading club name and make up a jingle about their reading club, eg, We are the Diligent readers, we are here to read and have fun. Read and grow, read and grow.</p> <p>Admin and reporting and reflection on Friday.</p>
General Note	Remember to make sure that you have enough books for a whole class (or part of a class) for the INTERSEN PHASE for next week.		
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	<p>Do a SHARED READING activity using different books for Grades 1, 2 and 3 according to their level.</p> <p>AFTER READING ACTIVITY:</p> <ol style="list-style-type: none"> 1. Ask questions. 2. Have learners act out or draw and label their favourite part of the story. 	<p>Do a PAIRED READING activity using books that are suitable for Grades 4 to 7 according to their level.</p> <p>AFTER READING ACTIVITY:</p> <ol style="list-style-type: none"> 1. Ask questions. 2. Have learners role-play characters in the story they read and have the partner interview him/her. 	<p>Mon and Wed – Foundation Phase</p> <p>Reading short story [go to the Reading Champion Chatbot to find stories; see guidelines for reading]</p> <p>Tues and Thurs – InterSen Phase</p> <p>Reading short story [go to the Reading Champion Chatbot to find suitable stories – also see guidelines for reading] Have your 4th reading club session. Try out some listening activities using songs, read some poems and get the children to write their own poetry using a writing guide that you create. Play some high activity games, such as Simple Simon says do this, do this, do that...</p> <p>Admin and reporting and reflection on Friday.</p>
General Note	Remember to make sure that you have enough books for a whole class (or part of a class) for the FOUNDATION PHASE and the INTERSEN PHASE for next week. Display their work.		

Before School	During School		After School
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	Do an INDEPENDENT READING activity using different books for Grades 1, 2 and 3 according to their level. Help the Grade 1s to find books with lots of pictures and have them talk to you about the pictures. AFTER READING ACTIVITY: 1. Ask questions. 2. Learners can role-play characters in the story and other learners interview them.	Do an INDEPENDENT READING activity using books that are suitable for Grades 4 to 7 according to their level. AFTER READING ACTIVITY: 1. Ask questions. 2. Have learners draw and label or write about their favourite characters in the story.	Mon and Wed – Foundation Phase Tues and Thurs – InterSen Phase Admin and reporting and reflection on Friday. Reading club meeting #5. Tell the children a story and ask for volunteers to tell the group their own story. Get them to draw the main characters and give them time for independent reading. They must share their drawings. Ask them to think about what their next book will be about.
General Note	Remember to find non-fiction books for the activity for next week. Display their work.		
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
Use this time to prepare for the day ahead by doing activities like sorting out books to be used during the day, refreshing book displays, making resources like vocabulary flashcards, preparing questions and after reading activities, working with a group of learners who may have arrived early, etc.	Do a READING ALOUD activity using different books for Grades 1, 2 and 3 according to their level. AFTER READING ACTIVITY: 1. Ask questions. 2. Have learners make a poster of their non-fiction book.	Do a READING ALOUD activity using books that are suitable for Grades 4 to 7 according to their level. AFTER READING ACTIVITY: 1. Ask questions. 2. Have learners make a poster of their non-fiction book.	Mon and Wed – Foundation Phase Tues and Thurs – InterSen Phase Reading club session #5. Select a nonfiction book to read to the children, Play some words games (such as I spy and find objects with the letter....). Provide a writing frame for children to write their own non-fiction using your story as a guide. Admin and reporting and reflection on Friday. Remember to keep records of the stories, books, poems and magazines you read each week.
General Note	Remember to display the posters.		
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
Poetry recitals. Have different learners read their poems which you have been doing in the Reading clubs	Do a SHARED READING activity using different books for Grades 1, 2 and 3 according to their level. AFTER READING ACTIVITY: 1. Ask questions. 2. Have learners draw a different ending for the story. Display their work.	Do a READING ALOUD activity using books that are suitable for Grades 4 to 7 according to their level. AFTER READING ACTIVITY: 1. Ask questions. 2. Have learners write an alternative ending. Display their work.	Mon and Wed – Foundation Phase Pick characters from previous week's story and ask learners to pretend to be those characters. Tues and Thurs – InterSen Phase Recap short story from previous week and get learners to role play a scene from the story. Reading club #6. Focus on poetry. Ask children to read poems and to write their own poems which they read to their peers. Admin and reporting and reflection on Friday.

Before School	During School		After School
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	Mon and Wed - Foundation Phase
Find a short video (on YouTube) to show the children. It can be nonfiction and teach them how to do something or informative. Check with your teacher that they support your video choice. Set a few questions to check that they have understood the key points from the video. This is to introduce the children to a new genre. Ask the children to tell you what the purpose of the video was, what did they learn, what do they still want to learn about the topic.	Do a PAIRED reading session. Show children how to read in pairs by sharing a book (or each having their own copy during Covid). They should each get a chance to “whisper read” to their partner. They can then retell their partner what they heard.	Do a PAIRED reading session. Show children how to read in pairs by sharing a book (or each having their own copy during Covid). They should each get a chance to “whisper read” to their partner. They can then retell their partner what they heard.	Pick characters from previous week’s story and ask learners to pretend to be those characters. Tues and Thurs – InterSen Phase Recap short story from previous week and get learners to role play a scene from the story. [go to the Reading Champion Chatbot to find suitable roleplay activities] Reading club #7: Read a great story to the learners. Sort the learners into pairs and ask them to read to each other. Make a list of new words that they have learnt in the past few weeks. Write them down and ask the learners to assist with explaining the meaning of these words.
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
Find poetry, extracts, interview with strong women who have impacted positively on people’s lives. Read and dramatize relevant points.	Woman’s Day: After reading a text on Great Women (in history or current), ask the children to write a song/drama based on this story.	Children can research stories, history, articles, newspapers about famous women and then read extracts from them to the class. They can write a poem to a woman they admire.	Reading club #8 Do a debate on women leaders versus male leaders. Provide children with texts on famous female and male leaders and model how you would use these examples to illustrate your arguments in a debate. Children can write a short paragraph describing a women if their lives whom they admire and explain why they do.

Before School	During School		After School
Preparation	Foundation Phase (FP)	Intersen Phase (ISP)	
<p>Story retelling. Ask the children to prepare to retell their partner a story they have read. The Reading Champion should first model the retelling (provide a brief summary of the main plot and characters of their story) and then children must do the same with their partners.</p>	<p>Being able to retell a story in your own words is an important comprehension activity. The reading champion should model a retelling of a story they have read. It must be brief and only key points summarised. Then the children must get into pairs and do a retell to their partners. They only get 5 minutes to retell the whole story.</p>	<p>Reading champion to read an extract from a newspaper out aloud and then retell the class what they have read in their own words. Children then get a different extract to read on their own and then they must retell what they have read to their partner. The Reading Champion should walk around and listen to the retells. Then when everyone has finished, discuss how they did and hear from them how they found the activity. Ask them, how did they select what to tell, what did they leave in and what did they take out and why.</p>	<p>Reading club #9; Focus on newspapers. Bring a number of news papers to the club. Do a quick reading exercise with children to read out the headings of articles. Ask them to skim through the newspaper and choose an article to read. They must read it to a partner. Then as a group discuss how different it is to read a newspaper as opposed to a story (newspaper has headings, subheading, facts & some opinions, photos, cartoons.....) Also play some word games and sing some songs.</p>
<p>Graduation Week: Remember to share your reading log which captures all the books/texts you have used in and out of school and which ones worked best and why.</p>			



Reading Champions Manual

Monitoring & Evaluation

2025

Appendix D

Baseline Instrument for Reading Champion to Support Reading in Schools

The Baseline tool is to be completed by the Reading Champion one week after completing the training. The purpose of this tool is to measure where the school is when the Reading Champion starts with Phase 3 and how change will take place over the coming weeks when Reading Champions receive more support from the Teacher Mentor and their training partners.

Section A: School Information								
Province					District			
School Name					EMIS			
School	Primary	Secondary	Combined	High	Phase	FP Gr 1-3	IP Gr 4-6	SP Gr 7-9
Date of Completion								
Name of Reading Champion	First Name		Surname		ID Number			
					Contact no of Reading Champion			

Section B: Training			
B1. Did you attend the Reading Champion training?		YES	NO
B2. Was the training easy to follow?		YES	NO
B3. Are you clear on your purpose as a Reading Champion?		YES	NO
B4. Have you registered for the Chatbot?		YES	NO
B5. Are you able to navigate the Chatbot?		YES	NO
B6. Do you belong to a Reading Champion District WhatsApp group?		YES	NO
B7. Do you complete the Chatbot every week?		YES	NO
If not, what are the reasons (you may select more than one)			
Too busy	I did not know	Insufficient data	Other
If other, explain:			

Section C: Planning		
C1. Have you developed a reading plan with your Teacher Mentor or by yourself?	YES	NO
C2. Are you using the Reading Champion weekly planner?	YES	NO
C2.1 If no, explain why not?		
C3. Did you sign up a group of learners to participate in the Reading Champions Spelling Bee?	YES	NO

C3. Does your school have a DEAR/DAAR period on the timetable for every class?	YES	NO
C4. If there is no DAAR/DEAR period, have you discussed this with your Teacher	YES	NO
C5. Have you taught book care rules to the learners?	YES	NO
C6. Have you kept a log of all the storybooks/non-fiction books you use each week?	YES	NO
C7. Have you taught book care rules to the learners	YES	NO
C8. Have you looked up or used any of the online resources?	YES	NO

Section D: Reading Resources at School

D1. Does the school have a library/reading room	YES	NO
D2. Does the school have reading corners/reading boxes?	YES	NO
D3. Does the school have Reading Trolleys?	YES	NO

Section E: Use of Reading Resources at School

Library Room/Reading Room

E1. Is there a timetable to use the library?	YES	NO
E2. If no, have you assisted in implementing a timetable to use the library	YES	NO
E3. Does the library have sufficient books?	YES	NO
E3.1 If not, what have you done to try get more books? (WRITE N/A IF THERE ARE SUFFICIENT BOOKS)		
E4. Have you created a print-rich environment?	YES	NO
E5. Have you displayed any of the learners' work on the wall of the library?	YES	NO
E6. Have you changed the book displays in the library?	YES	NO

Reading Corner/Reading Boxes

<i>Reading Corner/Reading Boxes (this can be in the corner of the room as a Reading corner)</i>		
E9. Does every classroom have a Reading corner?	YES	NO
E10. Does the Reading corner have sufficient books?	YES	NO
E11. If not, what have you done to try get more books? (WRITE N/A IF THERE ARE SUFFICIENT BOOKS)		
E12. Have you changed the displays on the walls in the classrooms?	YES	NO
E13. Have you displayed any of the learners' works on the classroom wall ?	YES	NO
E14. Have you organised anything in the school for the prescribed reading campaigns?	YES	NO
E15. If yes, was it attended by the SGB &/or parents?	YES	NO
E16. Have you done anything extra to get parents involved in their children's reading?	YES	NO

Section F: Reading Resources at School					
F1	Does the school have a library/reading room	YES	NO	I do not know what that is	
F2 Rate yourself on implementing the following reading strategies					
I understand how to use Story Telling	Strongly Agree	Agree	Disagree	Strongly Disagree	Have not received training
I understand how to use Reading Aloud	Strongly Agree	Agree	Disagree	Strongly Disagree	Have not received training
I understand how to apply Shared Reading	Strongly Agree	Agree	Disagree	Strongly Disagree	Have not received training
I understand how to apply Paired Reading	Strongly Agree	Agree	Disagree	Strongly Disagree	Have not received training
I understand how to implement Independent Reading	Strongly Agree	Agree	Disagree	Strongly Disagree	Have not received training
F3. Do you think these activities are encouraging learners to read more?				YES	NO
F4. Have you made learners aware of the difference between fiction and nonfiction books				YES	NO
F5. Have you organised a book checkout system?				YES	NO
F6. Do all learners have a reading record card with the names of the books they read?				YES	NO
F7. Do you keep a book with the names of the learners and the books they have read?				YES	NO
F8. Do you check if they have read the book?				YES	NO
F9. Are learners allowed to take books home to read?				YES	NO
F10. Is there evidence that the learners have read books at home				YES	NO
F10.1 Give an example					

Section G: Reading & Writing Clubs					
G1. When you got to the school, was there a reading club				YES	NO
G2. If not, have you set up a reading club at school?				Number	No reading club yet
G3. Have you developed a checklist for your reading club session?				YES	NO
G4. How often does the club meet?	Daily	Weekly	Monthly	Other	No reading club yet
G5. Where does your reading club meet?					
No venue yet	Classroom	Library	Hall	Outside	Other
G6. Have you asked any community members to become involved?				YES	NO
G6.1. If yes, how?					

Section H: Teacher Mentor						
H1. Have you been allocated a teacher mentor?				YES		NO
H2. Did the teacher mentor assist in integrating you into the school's culture (Tick N/A, if you have not been allocated a teacher mentor)				YES	NO	N/A
H3. If yes, explain how the teacher mentor is assisting you (TICK N/A IF YOU DO NOT HAVE A TEACHER MENTOR)						
Gives me books to read to learners	Setting up reading times with learners	Explains what I should do if I do not understand	Shows me how to assist learners with reading difficulties	Provides the resources I need	Helps with disciplining learners	Other
G3.1. If other, specify						

Section I: Reading Champion				
I1. Who interviewed you for the RC post?				
Principal	District Official	SGB Member	I don't know	Other
I1.1. If other, specify				
i1.2 What are you hoping to achieve as a Reading Champion?				
I2. Do you agree with the following statement? Rate yourself				
I have assisted in developing a reading culture in this school.				
1 - Strongly Disagree	2 - Disagree	3 - Agree	4 - Strongly Agree	

Thank you for your participation.

Appendix E

Weekly Monitoring Instrument for Reading Champion

This instrument is to be completed by the Reading Champion on a weekly basis. The purpose of this instrument is to observe the changes that take place in a school over a period of time where a Reading Champion is active. The Reading Champion should complete it at the end of every week. The information gathered shows the insights gathered from the Reading Champions and their journey in this process.

Section A: School Information							
Province				District			
School Name				EMIS			
School	Primary	Secondary	Combined	Phase	FP Gr 1-3	IP Gr 4-6	SP Gr 7-9
Date of Completion							
Name of Reading Champion	First Name	Surname		ID Number			
				Contact no of Reading Champion			

Section B: Planning			
B1. Did you complete the Reading Champions training?	YES	NO	
B2. Does the school timetable include DAAR/DEAR periods?	YES	NO	
B3. Do you plan for the week using the weekly planner?	YES	NO	
B3.1 If yes, what week are you on?	n=		
B3.2 If not, explain why not?			
B4 Were you able to prepare for reading sessions in advance	Always	Sometimes	Rarely
B5 Were you able to find suitable reading materials for your activity	Yes	Partially	No
B5.1 If not, what was your solution to the challenge			
B6. Have you downloaded any material to use from the suggested resources?	YES	NO	

C. Use of Reading Resources at School		
C1. Have you taught book care rules to the learners	YES	NO
C2. Have you displayed learners' work on the library or classroom wall this week?	YES	NO
C3 Have you displayed any books this week to encourage learners to read?	YES	NO
C4 Are you using a system for learners to borrow and return books?	YES	NO
C5. Have you kept a log of all the storybooks/non-fiction books you have used this week?	YES	NO
C5.1 Give the name of one of the books you used, and which activity and grade?		

Name of book		Activity		Grade	
C6. Have you organised anything for the prescribed reading campaigns at school this week?				YES	NO
C6.1 If yes, who was involved in the planning?? (If you did not organise a reading campaign in the past week, tick N/A)					
Principal	Teacher Mentor	Other Teachers	Parents	Other	N/A
If Other, explain					
C6.2. If yes, was it attended by the SGB and parents? (If you did not organise a reading campaign in the past week, tick N/A)				YES	NO
					N/A
C6.3 Are more parents attending the prescribed reading campaigns					

Section D: Tracking Reading Activities

D1. Do you have a reading activity register				YES	NO	I do not know what that is			
D2. Indicate which of the following activities you did this week? You may select more than one.									
Supported struggling readers	Story telling	Read Aloud	Shared reading	Paired reading	Independent reading	Motivate learners to read.	Organised a reading event or campaign	No DAAR/ DEAR period at school	Nothing
D3. How many sessions of each type did you conduct this week? <i>(Please be truthful)</i>									
Activity					Number of Sessions				
Storytelling									
Read Aloud									
Shared Reading									
Paired Reading									
Independent Reading									
D4. Have you tried the reading strategies mentioned in the Reading Champion manual to assist learners who are struggling to read?						YES	NO		
D5. Do all learners have a reading record card with the names of the books they have read?						YES	NO		
D6. If there are no reading record cards for learners, do you keep a book with the learners' names and the books they have read?						YES	NO		
D7. Do you do any form of checking if a learner has read the book						YES	NO		
D8. Are learners allowed to take books home to read?						YES	NO		
D9. How many books were taken home this past week?									

Section E: Reading & Writing Clubs

E1. Is there a reading club at school?				YES	NO
E2. How often does the club meet?	E2.1 Daily	E2.2 Weekly	E2.3 Monthly	E2.4 Other	E2.5 N/A
E3. When does the reading club meet?			During school	After school	N/A
E4. Did the reading club meet this week?			YES	NO	N/A
E5. Have you recruited volunteers for the reading club to assist you?			YES	NO	N/A
E6. Do you have a written plan for what you intend to do when the reading club meets? (If you do not have a Reading Club, select N/A)			YES	NO	Have not got a Reading Club yet?

Section F: Teacher Mentor

F1. Have you been allocated a teacher mentor							YES	NO
F2. Does the teacher mentor support you? (Tick N/A if you do not have a TM)					YES	NO	N/A	
F3. If yes, explain how the teacher mentor is assisting you (Select N/A if you do not have a teacher mentor)								
Setting up reading times with learners	Explains what I should do if I do not understand	Shows me how to assist learners with reading difficulties	Helps me access the resources I need for reading	Helps me with completing the Bot	Helps with disciplining learners	Provides psycho-social support	Other	N/A
F3.1 If other, explain								

Section G: Reading Champion Reflection

G1 Your proudest achievement this week
G2. A challenge you faced and how you responded

Thanks for your participation.

Appendix F

Additional Resources Appendices

Reading Champ Manual

A basic guide on how to navigate the Reading Champ chat service



Welcome onboard Reading Champ!

1

What is a chatbot?

If you've never interacted with chatbots, put simply, they are a support system that uses natural language processing to simulate conversations with users through messaging applications - like WhatsApp.



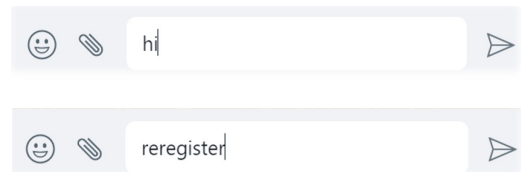
2

Say HI!

Save the Reading Champions WhatsApp chatbot line on your phone 060 015 0000

Say 'hi' on WhatsApp if you are accessing the chatbot line for the first time

If you are already registered, reply 'Reregister' to register for the new phase

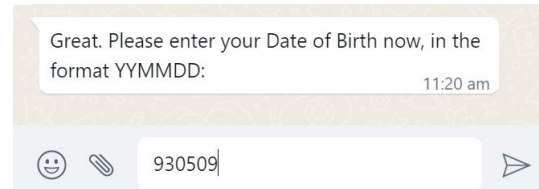


3

Provide your details!

This is what we collect at registration

- Name & surname
- Date of Birth
- Province, District & School
- Phase and Role (Note: Reading Champions will be required to fill in their Teacher Mentor's name)



4

Numeric triggers

Every message you send to the Bot triggers a response. Numbers are a natural language for chatbots (other than Global triggers).

Numeric triggers are the easiest responses that a chatbot can understand. They limit errors, case sensitivity and languages issues.

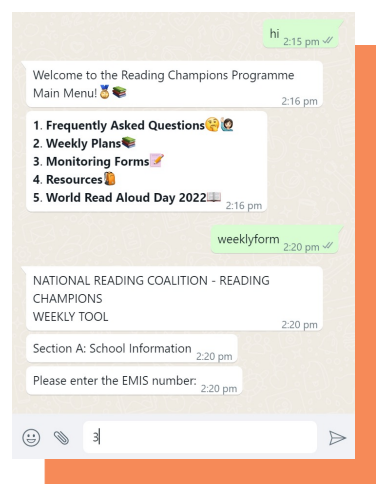
TIP: Always reply with the NUMBER relevant to the options provided.



5 Global triggers

Global triggers are set words you can use to jump straight to specific items on the chatbot. You can reply:

Hi	= Main menu
Faq	= Frequently Asked Questions
Weeklyplans	= Weekly Plans
Forms	= Monitoring forms
Baseline	= Baseline Tool
Weeklyform	= Weekly Form
Orf	= Oral Reading Fluency Form
Wrad22	= World Read Aloud Day 2022



6 Session messages

The chatbot runs in **24hr sessions**. This simply means that the Bot will automatically end the **conversation/session if 24hrs have passed** since your last interaction.

TIP: Reply Hi to start a new conversation



7 Menu Items

FAQs:

This is the first item on the main menu. Frequently asked questions are updated timeously to provide solutions to chatbot related issues/glitches.

FAQs

1. Why is the chatbot not responding to my texts? 🤔
2. What are numeric triggers? 🤖
3. Global Triggers explained 🌐
4. _
9. Back to main menu

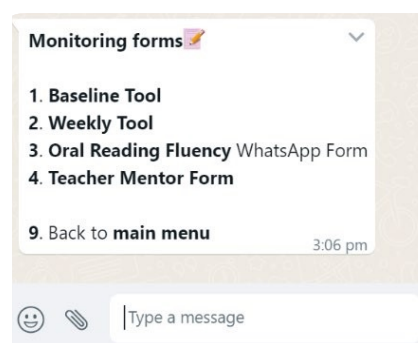
8 Monitoring Tools

All forms on the chatbot are saved automatically as you complete them.

Below is a list of all the monitoring tools that are currently operational on the chatbot.

Baseline Tool: Once a month

The Baseline tool is to be completed by the Reading Champion one week after completing the training. The purpose of this tool is to measure where the school is when the Reading Champion starts with Phase 3 and how change will take place over the coming weeks when Reading Champions receive more support from the Teacher Mentor and their training partners.



8 Monitoring Tools (cont'd)

Weekly Tool: Once a week

This instrument is to be completed by the Reading Champion on a weekly basis. The purpose of this instrument is to observe the changes that takes place in a school over a period of time where a Reading Champion is active. The Reading Champion should complete it at the end of every week. The information gathered shows the insights gathered from the Reading Champions and their journey in this process.

Teacher Mentor form: Once a month

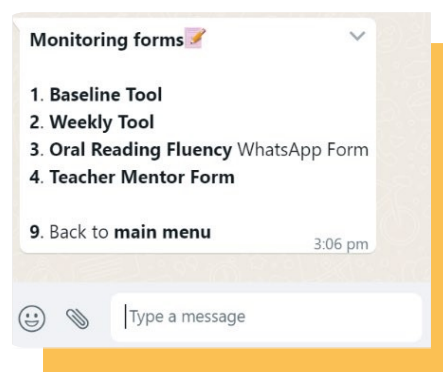
This tool is to be completed by the Teacher Mentor of the Reading Champion/s. The purpose of the tool is to give feedback on how the Reading Champion is progressing in their role and for the Teacher Mentor to be able to assist and give guidance so that the RC can function to the best of their ability. The Teacher Mentor will complete a tool once a month on every Reading Champion at the school. This will assist in the tracking of their progress.

Weekly Plans

for Foundation Phase, Intersen Phase and High school

Resources

The resources section is the hub for multilingual reading materials and free training courses.



Preparation 📝👓

Use this time to look through your baseline form (also on the Reading Champion Bot) to make sure that you understand all the information that needs to be collected by the end of this week in your school. 📚👤👤

2:56 pm

During School 🏫👤

Continue to observe school routines but also complete the baseline tool.

Use a hard-copy to start with, then transfer all data onto the **monitoring forms** section of the Reading Champion Chatbot 📱 to submit your baseline tool.

Appendix G

Strengthening Your School-Based Reading Club

- ✓ Reading clubs are based on numbers of children and adults, therefore the formation of a reading doesn't matter but for the **club to have an impact will need to balance the equation.**
- ✓ Reading club can be established with a **minimum of 5 children to a 100 children** per club.
- ✓ Therefore, the important part is when one has **five children as reading club members, they could literally run the club on their own.**
- ✓ Nal'ibali recommends the **minimum children in a reading club facilitated by one person should be at least 15 children.**
- ✓ When you are **having more children** than the recommended number above it **means that you will need to recruit more people** to be part of the club and work together to manage the club.
- ✓ Let's say you have more children for example 50 children per reading club, you **might need 5,6 or more volunteers** to be part of the club.
- ✓ Hypothetically you have 50 children in a club and it's a RC day, you can have a plenary for the first session which includes all the children thereafter divided them into groups for other sessions. Let's say **10 children per group and one facilitator.** The other important aspect is to **divide them by age**, in a school set up dividing them by grades makes more sense in this regard.
- ✓ Venue, in a case you have 50 children at a school and after the plenary session you will identify **different classrooms where the groups will have their sessions** separately based on the grades or ages.
- ✓ The above approach does apply to a variety of context, **Library, School & home.**
- ✓ In instances you do not have volunteers and you have about 50 and above children, you can **break them into manageable groups** and see them in different days and you can have more reading clubs.
- ✓ **Volunteers can be adults and can also be teenagers** who have an interest in literacy.



Appendix H

Stories help children to connect with adults



Through reading and telling stories, educators and children are able to **get to know one another** in relaxed and nurturing ways.



Stories provide examples to children of how people meet the challenges that they face in life. **Children learn appropriate ways to respond** to situations emotionally and socially.



Learners and educator **develop feelings of empathy** through stories. For example, when children identify with the **experiences and feelings** of story characters, they grow emotionally.



Through enjoying stories, children experience the **power of reading, which helps to stimulate their desire to have stories read to them** and to read by themselves.



For children being told stories and being read to at school & home are the things most likely to **help make children successful learners** at school.

