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Ministry of Education, Science and Technology

EARLY GRADE READING ACTIVITY
READING INTERVENTION PROGRAM

Training Manual: Module 2

English Standard I
and
Use of Supplementary Readers

Contract No.: AID-612-C-13-00002

This training manual was prepared for review by the United States Agency for International Development. It was submitted to the Contracting Officer's Representative, Early Grade Reading Activity by RTI International.

Early Grade Reading Activity

English Standard I
And
Use of Supplementary Readers

Reading Intervention Programme

Training Manual

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Abbreviations

EGRA	Early Grade Reading Activity
LB	Learners' book
LSEN	Learners with special educational needs
MaK	Maziko a Kuwerenga
MoEST	Ministry of Education, Science and Technology
NPC	National Primary Curriculum
PEA	Primary Education Advisor
PTA	Parent teacher association
SMC	School management committee
TG	Teachers' guide
USAID	United States Agency for International Development

Introduction

The Early Grade Reading Activity (EGRA) is a 40-month United States Agency for International Development (USAID) intervention aimed to enhance the quality of primary education in Malawi. EGRA provides technical assistance to the Ministry of Education, Science and Technology (MoEST) in implementing teacher education support and literacy materials development. Building on the achievements of previous activities and in particular on the Malawi Teacher Professional Development Support Program, it also features a strong element of community mobilisation and of inclusive education for learners with special learning needs. EGRA targets teacher trainers, teachers, school administrators, parents, and other key community members in 11 districts, with a special focus on improving literacy skills at the lower primary level.

To improve early grade reading, EGRA and MoEST are implementing an early grade literacy intervention in these 11 districts that is geared toward the development of basic literacy skills and knowledge. Focusing on schools and the wider community within which the schools operate, the program provides training to teachers, head teachers, and primary education advisors (PEAs) on how to effectively teach reading in the early grades. An additional focus is the teaching of English as a subject and in preparation for later learning of all subjects through the medium of English.

For parents, caregivers, and other key community members, EGRA provides training and ongoing support so that young learners' reading can be encouraged and improved both within school and at home. The English Standard One teachers' guide has been developed in collaboration with the Ministry of Education, Science and Technology, and is based on the National Primary Curriculum (NPC) learners' book. The focus of teaching and learning in this Standard One course is the development of speaking and listening skills. It is important for learners to build a vocabulary of familiar words and to understand and be able to respond to a range of classroom instructions in English. Phonological awareness and alphabetic principle are also addressed in the course, preparing learners to be able to read and write in English in Standard Two and beyond.

Training Module 1 has been designed to complement the teaching and learning of Chichewa through the introduction of this NPC approach to the teaching of English. As you will read and experience in this course, all lessons follow a similar pattern. A short energizing introduction is followed by two or three activities. First, the teacher presents new language whilst the children listen and learn. Then they get the chance to practise with the teacher, and finally the whole class divides into groups or pairs to practise the new language on their own.

This training module also focuses attention on continuous assessment, coaching support, and the establishment of good links between the school and the community so that the benefits of this training will be carried not only into the classroom but also into children's homes and communities.

Programme : English Standard One, Module 2

Day 1

Time	Session
8:00–8:15	1-Registration, Welcome, and Introductions
8:15-8:45	2-Participants' expectations
8:45-9:00	3-The objectives of this Module 2 training
9:00–10:30	4- Achievements and challenges experienced and observed in Term 1
10:30-10:45	Break (15 minutes)
11:15-12:15	5- Overview of the lesson routines in Term 2
12:15- 1:15	Lunch (1 hour)
1:15–2:15	6- Practice of the lesson routine (listening and speaking)
2:15-3:15	7- Songs in Term Two
3:15-3:30	Break (15 minutes)
3:30-4:30	8-Practice of Term 2 lesson routine (LB activity)

Day 2

Time	Session
8:00–8:15	1-Welcome Back and Review of Day 1
8:15-9:15	2-Practice of the Term 2 lesson routine (letter sound/name & writing) Review Unit lesson 5
9:15-10:00	3-Practiceof review unit lesson 5
10:00-10:30	4- Preparation for practicum
10:30-10:45	Break (15 minutes)
10:45-11:30	5- Practicum
11:30-12:15	Practicum feedback
12:15 –1:15	Lunch (1 hour)
1:15-2:05	7- Assessment of learners' progress in English
2:05-3:00	8- Recap of songs and letter sounds/ names taught in Term 2
3:00-3:15	Break (15 minutes)
3: 15–3:50	9- Action planning for implementation
3:50-4:00	10- Closure

Day 1

I. Registration, welcome, introductions, and ground rules (15 minutes)

Welcome to this English Module 2 workshop. It follows on from the Module 1 workshop which took place in August/September 2014. Then, the topic and materials were completely new to all. Now we have had experience of observing and implementing English teaching and learning according to this learner-centred approach; so the workshop will draw a great deal on your own experiences. We expect that this will ensure lively participation in problem-solving, and information-sharing about best practice. Due to time limitations, this is only a two-day workshop. So it is the responsibility of all to maximise use of time, and to ensure that all questions, issues and concerns about the implementation of this English Standard 1 course are addressed.

Activity: Introductions

Let us take time to introduce ourselves. Please say your name, the institution you are from, and one thing you have enjoyed during implementation in Term 1 of the English Standard 1 course.

To ensure that all participants benefit from the workshop, please observe the following ground rules:

- Turn off or have your mobile phones on silent. Avoid taking calls during sessions.
- Arrive on time, and don't leave early.
- Sign the attendance register each day.
- Respect all questions and opinions expressed.
- Participate in all activities.

You may wish to add to this list in agreement with the other workshop participants.

Learning is and should always be a joyful experience, so we will start today's training session with a song:

Ask participants to sing one of the songs from Term 1, or use this one:

***The more we are together, together, together,
The more we are together, the happier we'll be!
'Cause my friends are your friends,
And your friends are my friends.
The more we are together the happier we'll be!***

2. Your expectations of this training (30 minutes)

Thank you for devoting time to attend this training. Having implemented or observed implementation of English in Term One, you must have expectations as to what you will gain from this training. Share these expectations with your facilitator who will write them on a **flipchart sheet**. This will be posted on the wall, and as the training progresses, we will try to ensure that all or most of the expectations are met.

3. The objectives of this training (15 minutes)

Knowledge:

- Deepened understanding about how to teach English as a second language.
- Revision of Term 1 songs and new songs in Term 2 that help with vocabulary, listening and speaking development.
- Pronunciation of the letter sounds and names in English k-s.
- The lesson routines in the teachers' guide for teaching listening, speaking, vocabulary development, letter-sound knowledge and handwriting practice.
- How to assess oral English.

Application:

- Participants use reflection on achievements and challenges from Term 1 implementation to strengthen teaching and learning of English in Term 2.
- Participants are able to assess learners' progress and provide enrichment or remediation accordingly.
- Participants respond to the needs of all learners, including children with special needs, and ensuring equal attention and esteem for girls and boys.
- Participants engage learners' enthusiasm and enjoyment in learning English.

Activity: Reviewing the objectives.

Read through the above objectives. Ask questions for clarification, if any. If you need more information on the EGRA, read the introduction on page 1 of this training manual.

4. Achievements and challenges experienced and observed in Term 1 (30 minutes)

To kickstart this session, there will be a plenary discussion of two challenges noted in some classrooms by MoEST and EGRA officers.

Activity:

Read the following two scenarios. Discuss each one, and suggest solutions to the two teachers' challenges. After you have made your inputs, your facilitator will add any additional items that may have been omitted.

<p>Mr Banda is a young very caring Std I teacher. He teaches in a remote rural school where learners hardly ever hear English spoken except for in the English class.</p> <p>He prepares well for his lessons but is anxious about teaching English because he believes the learners will not understand what he wants them to do. He also has two hearing impaired learners in the class who are seated at the back because they are shy.</p> <p>To make sure that all learners can understand the content of the English lesson, Mr Banda explains every activity in Chichewa. The learners seem to understand and enjoy the English lessons. He wants the learners to enjoy the English lessons so he does not give any English homework.</p> <p>Recently the PEA visited the class. He asked the learners to point to open their books on page 12 and name the items. The learners looked confused. Then Mr Banda explained in Chichewa what they were to do. The learners now understood, and two learners were able to easily name all the items on the page.</p>	<p>Mrs Mkandawire has been teaching for 20 years.</p> <p>She spends about 10 minutes at the start of the lesson singing the song from the previous lesson and teaching a new song or game. The learners really enjoy this, and so does she.</p> <p>Noting that the activities are presented in three stages – Teacher/Teacher and learners/Learners - she spends more time on the first two stages, because in this way she can be sure that the learners are paying attention and are learning the correct English. She hopes that if the first two sections are completed correctly, the learners will practise on their own after the lesson. Like Mr Banda, she does not think it is a good thing to give learners English homework.</p> <p>She was surprised and disappointed when she assessed learners individually during the review lessons, to find that most of the learners are too shy or are unable to speak a word of English.</p>
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Activity: Group discussion and listing of achievements, challenges and possible solutions regarding Term 1 English lessons (Units 1-6)

Get into 6 groups of 6-10 people (depending on the total number of participants). Appoint a chairperson, timekeeper and scribe. The chairperson will ensure that everyone gets a chance to speak; the timekeeper will allocate equal amount of time to each group member; the scribe will note down the achievements, challenges and solutions. When all the achievements and challenges have been listed, the group should then address each challenge and suggest strategies to address them.

Make a distinction between the challenges directly related to the teaching of English, which we can change and those which are often beyond the teacher’s control and are much more difficult to change (e.g., large class size, absenteeism, etc.).

Focus more on the challenges that we have power to change.

Now share these in plenary. The facilitator will write the challenges on the chalk board or chart paper, until all challenges are mentioned.

5. Overview of the lesson routines in Term 2 (60 mins)

In pairs, skim and scan read through the TG for Term 2 to find answers the following questions:

- a. How many teaching units are in term 2?
- b. How many review units are in the term?
- c. How many lessons in each review unit?
- d. What type of lesson in each teaching unit is Lesson 10?
- e. Which letter sounds and names are taught in term 2?
- f. Look at the lesson planners that come before each unit. From these planners, list the listening and speaking skills to be taught in term 2.
- g. Look at the songs in the back. Make a list of the songs that are new in Term 2

When you have answered all eight questions, tell your facilitator, who will facilitate the feedback.

6. Practice of the lesson routines (listening and speaking) (60 mins)

In groups, use the TG to practise to present different listening and speaking activity. Turn to the following activities in Unit 7:

Each group should prepare to teach the listening and speaking activity (not the whole lesson):

Lesson 1: Activity 7.1.1- Introducing others

Lesson 2: Activity 7.2.1- Saying what I am doing

Lesson 6: Activity 7.6.1- Naming shapes

Lesson 7: Activity 7.7.1- Giving and obeying negative commands.

Read through the lesson preparation information, the advance organiser and prepare as a group to present the activity.

After ten minutes, your facilitator will select one of you to present the activity.

When all four activities have been presented, discuss the key features of listening and speaking activities:

- The need to prepare in advance
- The value of real items/actions/gestures
- The importance of the three aspects
Teacher/ Teacher & Learners/ Learners
- Limited or no use at all of local language
- How to respond to the needs of all the learners:

Consider:

- timing
- variation of activities
- types of activities [concrete/abstract]
- reinforcement of key ideas
- extension work
- recall of previous work
- links to future work
- clarity of instructions.
- Pacing
- Are you able to access specially adapted equipment for some learners to enable them to participate fully? If not, can an alternative way be found?
- How will you organise and group learners in lessons?
 - Friendship groupings?
 - Mixed gender/same gender groupings?
 - Mixed ability/same ability groupings?
 - Specific pairs of learners working together, e.g. stronger learner/weaker learner?
 - Disabled and disabled non-disabled students

7. Songs in Term One and Term 2

(60 mins)

Turn to page 133 in the TG. Here are the songs that feature in Term 2. Some of them are known from Term 1, some are new. Practise each song, one at a time. Where possible, add actions to reinforce the meaning of the words. If you know the tune, teach it to the participants. If nobody in the group knows the tune, help each other to make up a tune. It often helps to fit the words to a song that you already know. Be creative, have fun.

8. Practice of lesson routines (using the Learners' book)

(60 mins)

Several lessons in each unit involve the use of the Learners' book (LB). There is always preparation involved in these lessons. It is very important to read the relevant Teachers' guide (TG) and LB, at least the day before teaching the lesson so that if you need to draw or bring in real items, you have time to do so.

Turn to the lesson planner for Unit 8 on page 24. There are six lessons in this unit with activities which use the LB. Your facilitator will divide you into six groups, and each group should prepare to present the activity in the lesson (not the full lesson) which uses the LB.

Lesson	Activity	LB page
1	7.1.1	34

Lesson	Activity	LB page
5	7.5.3	37

2	7.2.1	35
3	7.3.1	36

7	7.7.3	39-40
8	7.8.1	38

After ten minutes, your facilitator will select one participant to present the activity.

When all six activities have been presented, discuss and provide constructive feedback to each other. As for the previous activity, note the importance of:

- The need to prepare in advance
- The value of real items/actions/gestures
- The importance of the three aspects
 - **Teacher/ Teacher & Learners/ Learners**
- Limited or no use at all of local language

End of Day One



Day 2

1. Welcome Back and Review of Day 1 (15 minutes)

Welcome back to Day 2 of this workshop. Note that today we will continue with microteaching activities and then prepare for the practicum with real learners.

2. Practice of the lesson routine (letter sound/name and writing) (60 mins)

There is a routine for letter sound/name and writing that repeats throughout the course. This is:

- a. Naming objects that begin with the target letter-sound.
- b. Phonological awareness, listening for the initial sound in the word.
- c. Recognising and reading the letter in lower and upper case (small letter and capital letter)
- d. Writing the letter in lower case.

In Term 2, the pattern continues from Term 1 where learners, having been taught the names of some objects beginning with the new letter, are then taught to listen for the initial sound, putting thumbs up if they hear the target sound, and thumbs down if they do not. Since learners are familiar with this activity from the Chichewa course, their understanding of it will transfer to the context of English learning.

After this phonemic awareness activity, the written forms of the letters are presented to the learners and this is then followed by the opportunity to practise writing the letters.

This series of activities is also practised in their Chichewa lesson, so there will be transfer of the knowledge and skill to English.

An important aspect of these activities is that learners are repeatedly hearing and learning the relevant classroom discourse (Open your books at page xx; Point to xxx; Let's read together etc) and the vocabulary words for writing the letters (up, down, round, line, dot etc).

So if they have not learnt all these words yet in Term 1, you do not need to repeatedly drill them in one lesson, because they are repeated throughout the course. Through your clear presentation in each lesson of the advance organisers, instructions, modelling and then allowing learners to practise simultaneously in stress-free group or pair work, learners will gradually gain the necessary listening and speaking skills.

In Term 2, learners learn the following letters:

Unit	Letter(s)
7	ij kK
8	lL, mM
9	nN, oO

Unit	Letter(s)
11	pP, qQ
12	rR, sS

The letter sounds and names are the same as in Chichewa. The only exceptions are the following:

oO – the letter sound is the same as in Chichewa; the letter name is O. Pronounce O as if you are saying the word /go/. then removing the /g/

qQ – this does not appear in the Chichewa alphabet. In English Q is nearly always followed by a /u/, so the sound is /kw/. The letter name is Q, pronounced like the word cue.

In Term 1, the capital letter was referred to as *big A, B* etc. This was to teach the high frequency vocabulary word *big* and also to capture the benefit of the direct transfer of meaning from the Chichewa which uses the term *A wamkulu, B wamkulu* etc.

From Term 2 onwards, we refer to the letters as *small a/b/c* etc and *capital A/B/C* etc.

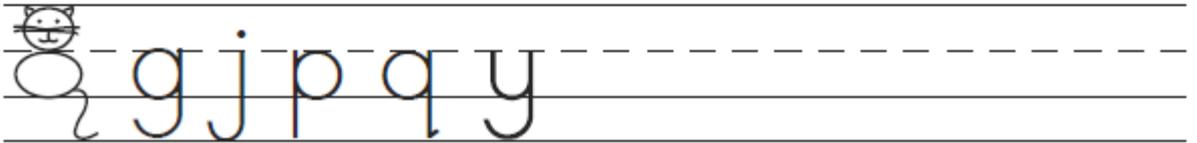
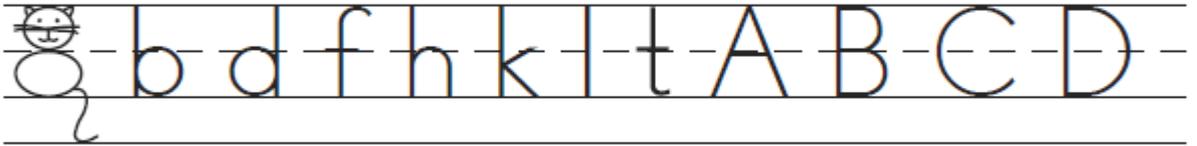
Activity: teaching the letter sound/name and letter writing

Each group is allocated, by the facilitator, one of the above-mentioned units. Find the lessons containing the *Letter naming* and *Letter writing* activities, and the appropriate page numbers by checking first in the two-page spread Lesson Planner at the front of the unit.

Then prepare to present those activities. If your allocated unit involves the teaching of two letters, just choose one of them for preparation purposes.

So in each group, all participants should be prepared to present either of the activities. Your facilitator will select two people from each group to do the presentations.

Remember the importance of providing a good model of handwriting. Use the following guideline:



3. Review Unit 10 lesson 5 (45 mins)

The review unit in Term 2 is Unit, 10. You have already experienced teaching Unit 6, which is the review unit in Term 1. Review units differ from the teaching units in three ways:

- a. They contain only 5 lessons rather than 10
- b. In every lesson there is some whole class work, and some group work. The idea of the group work is to emphasise for the majority of learners the importance of independent learning, and also to allow the teacher time to devote attention to the learners who are learning at a slower pace. This is also the opportunity for learners with special learning needs to get more focused attention from the teacher.
- c. The fifth lesson is the time for the teacher to individually assess and record the performance results of the learners in the slower-paced group. The teacher may wish to also assess and record the performance results of the faster paced learners. The review unit is a good time to do this, taking a few learners each lesson.

Activity: Discussion and practice of a review lesson

From your experience, spend ten minutes to discuss in plenary the following questions:

How useful are the review lessons?

Did you use the sample activities in the TG, or select your own, based on the needs of your learners?

Did you assess your learners at the end of Unit 6? If so, what did you do with the results? If not, why not?

Now in your groups, prepare to practise the lesson 5, Unit 10. This includes the assessment of the slower-paced learners' group.

There will only be time for one group to present, but all should prepare because preparation of the assessment scoring sheet will mean that you have done the preparation in advance and will be ready to assess your learners by the time you reach Unit 10 in March or April.

Your facilitator will select one group at random to present. After the presentation, provide constructive feedback to the group.

4. Preparation for practicum (45 mins)

The practicum provides the opportunity for teachers to implement what has been learned during this workshop. As many teachers as possible should take the opportunity to practise teaching a Term 2 lesson with real learners.

Today you will practise:

- Implementing an English lesson from Unit 7 with Standard 1 learners.

5. Practicum (45 mins)

Make the most of this session, because it is a golden opportunity to practise and receive constructive feedback from fellow teachers, as well as from your facilitator. If you are not selected as the one to teach the learners, make sure that you watch, learn and take notes so that you can actively participate in the feedback session after the practicum and demonstration.

6. Feedback Session (45 mins)

Your facilitator will lead this session to get maximum benefit from the practicum. S/he may decide that there is need for a whole or partial lesson demonstration to clear up any misunderstandings. Participants should be encouraged to share their observations and ask any questions for clarification about the methodology of the lesson routine or of the individual learner assessment.

7. Assessment of learners' progress in English (50 mins)

Lesson 10 of Units 7-9 and 11-12, and all 5 lessons of Unit 10 provide the opportunity to assess learners' progress.

Assessment is not complete without **recording** of what has been assessed; and recording is not complete with **reporting** on what has been recorded. So here are some guidelines for how to assess, record and report learners' progress in English in Term 2.

Assessing

Teachers need to assess learners on skills that have already been taught. There are five teaching units in Term 2. Each Lesson 10 of teaching units is a review lesson; so there are 5 review lessons. Added to these is the fifth lesson of the review unit. So, there are six review lessons which can be used for assessing learners. If the teacher has a class of 60 learners and assesses 10 in each review unit, all learners can be individually assessed at least once in Term 2.

If there are 100 learners, all can be individually assessed during the term if 16 learners are assessed in each review lesson.

Recording

You can use the learner progress tracker template at annex I as a model to develop your own assessment recording sheet. You can either develop a large version of this to put on the wall, or keep a smaller version in your register or observation record book.

Activity: Development of a learner progress tracker

Take this opportunity of time during this workshop to develop your own learner progress tracker. If there is flipchart paper available: -

- Fold it in half so you have an A3 size sheet.
- Write from the register the names of all your learners down the vertical side. If you don't have the register, this will have to be done once back in your school.
- Look through Unit 7 and decide on some key items that you want learners to have achieved. You can also use the assessment **checklist on page 23** to select assessment items.
- In the top row write these items. If you would like to reuse this tracker for all the other units in the Term, you can write the items in pencil, so that the assessed items can be erased when you have tested them, and replaced with new items from Unit 8 and so on
- As you develop your tracker, check on how others are doing it, so that good practice can be shared.
- When all the trackers are completed, walk round and look at how others have completed their trackers.

Reporting

Take a moment to discuss this question:

Who needs to know about the progress of the learners?

Concrete information about learners' progress in English is of great importance to inform stakeholders about trends and also to be able to report about individual learners. So the following people need to know about learners' progress:

The teacher, the section head, the head teacher, the PEA, the learners themselves, the parents or caregivers ...

So when you are reporting about progress, it is much better to be able to say eg that in a class of 100 learners:

70 learners could say *I like xx*

50 learners could name 4 things beginning with /m/

30 learners could ask permission to leave the room

If you want to write a success story about excellent progress or speak to a parent about a particular learner's learning challenges, you will use the information recorded on the learner progress tracker to report individual progress.

8. Recap of songs and letter sounds/names taught in Term 2

In plenary, recap the Term 2 songs. As this is revision, the facilitator will call on any participant at random to lead the group in the singing of each song.

Also, as revision of the letter sounds/names, participants should be prepared to be randomly selected to

9. Action planning for implementation

In closing this course, get into school cluster groups, including the head teachers. Discuss and write down what you are going to do in Term 2 to improve your teaching, assessment, recording and reporting of English in Standard 1. The facilitator will ask the groups to share what they have written.

These actions should be noted and supported by head-teachers, PEAs and DTCs.

10. Closure

(10 mins)

END OF DAY 2

Day 3

Teaching Reading Using Supplementary Readers

Programme

Time	Session
8:00–8:15	1-Welcome, devotions and introductions
8:15-8: 30	2-The objectives of this training
8:30-9:00	3- Why do we need supplementary readers?
9:00-9:30	4- Overview of the supplementary reading materials provided in EGRA
9:30-10:00	5- How to use the readers: Tiwerenge Nkhani
10:00-10:15	Break (15 minutes)
10:15-10:45	6- Facilitator demonstration
10:45-12:00	7- Practice-teaching using a Tiwerenge Nkhani text
12:00- 1:00	Lunch (1 hour)
1:00–2:00	8- The levelled readers: What are they, and how to use them
2:00-3:00	9- The story cards: What are they and how to use them
3:00-3:15	Break (15 minutes)
3:15-3:30	10-Selecting texts to suit learners’ needs
3:30-4:00	11- Storage and management of supplementary readers
4:00-4:20	12- Scheduling and the supplementary readers
4:20-4:30	13- Summary and closure

Teaching reading using supplementary readers

1. Welcome, devotions and introduction (15 mins)

For some participants, this is the third and final day of training, for others it is the first of three days. For others, it is the only day of training. Whichever applies, you are welcome! If new people are present, make brief introductions.

This one-day training session provides an introduction to the three different types of supplementary readers that will be distributed for use in EGRA intervention schools from the beginning of the second term.

2. Objectives of this training day: (10 mins)

Read through the following objectives and in plenary, discuss or ask questions for clarification.

Knowledge: Participants understand

- how early grade learners can benefit from exposure to a range of reading texts
- the difference between decodable readers and levelled readers
- the factors involved in selecting decodable and levelled texts to suit learners' reading levels
- the meaning of *guided reading* and how to implement it
- the importance of taking books and story cards for home reading
- how to set up and manage a classroom library

Skills: Participants

- select texts to suit learner needs
- practise the teaching of guided reading using decodable and levelled readers

3. Why do we need supplementary readers ? (20 mins)

The term *supplementary readers* refers to reading materials that are additional, or supplementary to the core curriculum materials; that is, the Teachers' guide (TG) and the Learners' books (LBs). In a context where schools typically have very few materials, the provision of a TG for every teacher and a LB for every learner is already an achievement; and reading can effectively be taught and learnt with these materials alone.

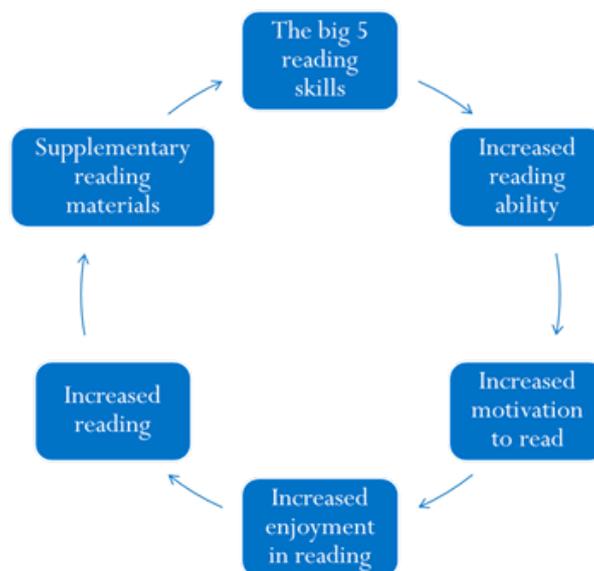
So why do early grade learners need supplementary readers?

Before reading further, take 5 minutes to:

- Think on your own as to why supplementary readers are important
- Share your thoughts with a partner
- Pairs should join with a neighbouring pair to share responses
- The groups of four should share their ideas with the facilitator
- The facilitator should capture responses on a flipchart sheet (no repetitions).

Hopefully your responses included some of the following ideas:

- Whilst there are five key components of reading (phonemic awareness, alphabetic principle, vocabulary fluency and comprehension) the ability to read fluently and with comprehension are the two components that prove that a learner is able to read.
- To develop fluency and comprehension, learners need to be exposed regularly and often to different types of text, and have lots opportunities to practise reading.
- In a classroom that is literacy-rich, there should be a variety of materials that facilitate language and literacy opportunities (for example, posters, letter cards, text books and supplementary readers)
- 'Good readers' read a lot. The more they read, the more **vocabulary** words they know, the more their **fluency** increases, and the more they are able to **comprehend**.
- The more learners develop ease and **automaticity** with reading, the more they enjoy it, and want to read more.
- If we want learners to develop a **love of reading** both in and out of school, we need to provide abundant opportunities for reading.
- We need to capture learners' **interest** in books, so that they actively want to read, to gain information and enjoyment from books and other textual sources.
- There is a '**virtuous circle**' of reading improvement, indicating that the more we read, the more we improve and the more we want to read and the more we continue to improve. Supplementary readers play a key part in this:



4. Overview of the supplementary readers provided in EGRA (30 mins)

Your facilitator will show samples of the three types of reading materials that the Early Grade Reading Activity (EGRA) is providing.

- **Decodable readers- Tiwerenge Nkhani**
 - Sets of 30 short stories in Chichewa, packaged in three volumes, each with ten stories.
- **Levelled readers**
 - Sets of 10 Chichewa and 5 English readers.
- **Story cards**
 - Sets of 10 Chichewa and 5 English laminated cards with stories on one side and questions on the reverse.

These readers have been developed mainly for use in Standard I. Next year there will be more books developed for Standards 2 and 3. However, it is not appropriate to restrict any reading series to a particular standard, as learners develop reading skills at different paces. The materials are in three levels, from basic to intermediate to more advanced. So they will be appropriate for use with learners in Standards 1-3. Later, you will have time to meet as school teams to plan how the materials can be shared across the standards.

There will be enough readers for each learner to have access to plenty of reading matter at their own level. However, unlike Nditha Kuwerenga and the Std I Learners' book, where each child in the whole class gets his/her own copy and reads together with the teacher at the same time, with supplementary readers, the idea is for small groups, pairs or individuals to read at their level. So there are many different titles, but fewer copies of each.

5. How to use the decodable readers: Tiwerenge Nkhani (30 mins)

This name *decodable* means that the reading matter has been developed according to the sequence that letter sounds are taught. In this case we are referring to Maziko a Kuwerenga and to the National Primary Curriculum (NPC) Chichewa Standard I course. In fact Nditha Kuwerenga and the NPC Learners' book are decodable readers; they give learners chance to practise reading words and sentences that contain the letter-sounds that they have been taught.

In Tiwerenge Nkhani, learners get more opportunities to read a range of different decodable texts, and through this to become fluent readers. Also, the texts are meaningful and interesting, with helpful and amusing illustrations; so learners will be motivated to read for enjoyment and to gain knowledge.

Activity- familiarizing with the 30 texts in Tiwerenge Nkhani

Divide into three groups (four, if there are more than 40 participants) .

Each group should receive one copy of each volume. In your groups, divide again into three sub-groups. Each sub-group should read all the stories/texts in one of the volumes and prepare to describe the contents for the rest of the group. Use the following questions to guide your presentation:

- How many stories/texts in the volume?
- How many new letter sounds are presented in the volume?
- Which story/text do you think is the most interesting for learners?
 - Read that story out to your group, and say why you like it.

Break (15 minutes)

6. Facilitator demonstration (30 mins)

Your facilitator will demonstrate a guided group reading session using story in the Tiwerenge Nkhani series. Take note of how it is done. After the demonstration read through the following 18 steps and ask questions for clarification.

Teacher	Teacher and learners	Learners
<p>1. Pre-read the story and prepare in advance to teach 3 or 4 vocabulary words that are key to the story and that you think learners may not already know, or that may be difficult to read.</p> <p>2. Hand out copies of the reader so that all learners can get to see the text. Because the print is large, it should be possible for 3 learners to read together.</p> <p>3. Ensure that all learners have opened the book at the same page.</p>	<p>4. Read the title, or ask learners to read the title.</p> <p>5. Ask learners to tell you what they see in the illustrations.</p> <p>6. Invite learners to predict from the title and the illustrations what they think the story will be about. Refer to these predictions for consideration after reading.</p> <p>7. Pre-teach any words that you think the learners will not know. Limit this to no more than 4 words.</p> <p>8. Say: I will read the story. Whilst I am reading you should listen and follow, putting your finger under the words as I read.</p> <p>9. Read at a pace that learners can follow, but not too slowly that the meaning of the story gets lost.</p> <p>10. After reading, discuss if their predictions were accurate or not.</p> <p>11. Read the story again with the learners.</p> <p>12. Ask one or two comprehension questions.</p>	<p>14. Now give the learners chance to read the story again on their own, at their own pace.</p> <p>15. Learners will be reading at the same time, so to limit the noise in the class, show them how to read aloud softly. Demonstrate how you can modulate your own reading voice from very loud to very soft.</p> <p>16. As the learners read, move around to help where necessary.</p> <p>17. Ask learners to give their opinion about the story. If they liked it – why; if they didn't like it- why not.</p>

	<p>13. <i>Invite groups, pairs and individuals to read the story aloud on their own. If it is a long story, have different combinations of learners read different sections.</i></p>	
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7. Practice teaching of reading using a Tiwerenge Nkhani text (75 minutes)

Now in the same three groups, choose one text and prepare to teach a guided reading session following the steps listed above.

All participants should prepare to be the demonstrating teacher; your facilitator will select one person from each group at random to present.

When all groups have presented, discuss and provide constructive feedback about the process.

In your groups, read through again, all the stories in the Tiwerenge Nkhani series to make sure that you are clear as to how you will tackle these stories with the learners.

LUNCH BREAK (60 mins)

8. The levelled readers – what are they, and how to use them (60 mins)

Each class will receive 10 Chichewa readers and 5 English readers. As with the Tiwerenge Nkhani readers, there are a few copies of each title. This is sufficient for group, paired or individual reading, but not for the whole class reading.

The difference between decodable readers and levelled readers is that levelled readers are more like the kind of books sold in book shops for reading pleasure. They have colourful illustrations, and the language of the text is not as carefully graded as in decodable texts. So, in general, levelled readers may be harder to read, but the content may be more complex and interesting.

Ten of the levelled readers provided to the EGRA intervention schools are **Read Malawi** books. They have colourful illustrations and interesting stories. Where it was felt that some of the learners may struggle to read the content, simpler and shorter stories have been developed by MoEST and included in the set.

The good thing about the levelled readers is that they are separate little books. These can be used in class for parallel sessions of group reading where all learners in groups read different books at their own

level at the same time. Also these books can be taken by learners for independent reading in class and at home.

Activity- familiarizing with the 15 levelled readers

Divide into 3 groups (or four if numbers exceed 40).

Each group should receive one set of the 15 stories. In your groups, divide again into three sub-groups. Each sub-group should receive five stories (a combination of Chichewa and English). They should read the five stories and prepare to describe the contents for the rest of the group. Use the following questions to guide your presentation:

- Summarise the content of the stories
- Say which story you think will be the most interesting for the learners and why?

Activity – practicing to teach reading using the levelled readers

Each group should select one story for guided reading and demonstrate a guided reading lesson with it. The same steps, as listed in item 5 of this section of the training manual should be followed.

All participants should prepare to be the demonstrating teacher; your facilitator will select one person from each group at random to present.

When all groups have presented, discuss and provide constructive feedback about the process.

9. The story cards: What are they, and how to use them (60 mins)

The story cards are laminated and durable so that learners can take them for home reading. There are 15 story cards in the set, 10 Chichewa and 5 English stories. Each card has the text on one side and questions about the text on the other.

The Chichewa stories are aimed at Standard I and are levelled from simple, to intermediate to more advanced. The English stories are also levelled and the first two of these use only the letter-sounds that are taught in the first term of Nditha Kuwerenga. This means that learners should be able to easily decode the texts, so that they can focus more on the challenge of learning the meaning of the English words.

The Chichewa texts are taken from the Tiwerenge Nkhani series, and the English texts are taken from the levelled readers series. The re-utilisation of these texts will provide enhanced opportunities for learners to read on their own. This will encourage the fluency that is so necessary for them to become fluent independent readers, making meaning from text.

The main purpose of the story cards is for home and community-based reading. The questions about the text on the back of the card are a means of ensuring that learners read with understanding.

Activity – familiarization with the story card texts and questions

In your four groups again; each group should receive one set of 15 story cards.

As previously, divide again into three sub-groups. Each sub-group should receive five story cards (a combination of Chichewa and English). Noting that you have already seen the stories as they appear in Tiwerenge Nkhani and the levelled readers, prepare to discuss in plenary how you plan to use of the story cards:

- in the classroom
- In learners' homes
- in community reading centres

Your facilitator will make note of the ideas for support and follow-up during coaching visits, and for sharing with Community Development Assistants and District Community Mobilisation officers who can take further the ideas about use in community reading centres.

Break (15 mins)

10. Selecting texts to suit learners' needs

(15 mins)

Whilst Nditha Kuwerenga and the Chichewa Learners' books are meant for whole class use, the supplementary readers are meant for individual use. Their role is to encourage learners to see themselves as readers and to want to improve their reading by starting with the simple stories and gradually progressing to more complex texts.

It is for this reason that the decodable readers and story cards are colour coded. Even before being able to read fluently, learners will know to select first the blue book, which is level 1 and then when they have read all ten stories in the blue book, they can progress to the yellow book and then finally to the green book. The levelled readers are not colour-coded, so the teacher needs to help learners to choose books at the right level. Because we want to encourage children to enjoy reading, the texts they read should match, or be only a little above their reading ability levels.

- The text is too difficult → the reader gets demoralised and gives up 😞
- The text is too easy → the reader is not adequately challenged and may give up 😞
- **The text matches or is a little above the child's reading level** → 😊

We want to encourage learners to choose books from the classroom book corner, but the teacher needs to help to make sure that good choices are made, especially with Standard 1 learners.

11. Storage and management of supplementary readers (30 mins)

Ideally, the readers should be stored in a secure box in the classroom. The box should be available to the learners so that they can learn how to choose books, and how to be responsible for taking books and bringing them back.

Store the decodable readers, levelled readers and story cards in separate sections of the book box. Where there is colour-coding, keep all the same colour-coded titles together.

You also need to keep a record of the books and of which learner has taken a book home. Use the template at the end of this manual as a sample.

12. Scheduling and the supplementary readers (30 mins)

For this session, participants should sit in school teams with their head teachers.

As mentioned at the beginning of the course, these readers are aimed at Standard 1 learners but there are many Standard 2 and 3 learners who will also enjoy and benefit from them.

Therefore school teams should plan to share the readers across the standards. If all the supplementary readers are kept in a school library, teachers can go and borrow sets. However this will need to be carefully managed; and it is probably easier for each class to have its own allocation, and for the quantities of each title to be recorded on the record sheet.

In your school teams, discuss:

- how best to make shared use of the readers
- identify who will be responsible for the accessioning and loaning out
- how will the system be explained to the SMC and the PTA
- how you will keep records of which stories and stories cards each learner has read
- when in the school day to fit in the guided reading activity
- when in the school day to organize the borrowing and return of the story cards
- how you will know that a learner who took a story card home has actually read and understood it
- any other item that needs to be discussed.

After completing the discussion, provide a BRIEF report back to the plenary. Listen well to each report-back, as other schools may have a strategy that your school also could adopt.

13. Summary and closure (5 mins)

Thanks to all participants. We will all be excited to see the children's reactions to the availability of so much new and different reading material. PEAs during coaching visits will provide support where challenges arise; success stories about improved learner reading and interest in reading will be most welcome. Good luck with your use of the supplementary readers.

Annex 3 Guidance notes for facilitators

Answers to questions

Day 1 Session 4: Possible answers to case study scenarios

<ol style="list-style-type: none">1. Mr Banda needs to recognise that in the rural context, the English class may be the only time the learners get chance to hear and speak English. So it is very important to maximise learners' exposure to the language.2. Explaining everything in Chichewa will only prepare the learners to wait for that explanation, and not to try to make sense of the instructions or other English spoken in the classroom.3. Keeping learners with special learning needs at the back of the class will not serve their needs. Learners with hearing impairment should be on the front row, close to the teacher so that they can use the little hearing they have, or if none, use their lip-reading skills. Mr Banda should also look directly at them when he delivers instructions and also use gestures to emphasise meaning.4. Mr Banda should limit or completely eradicate his use of Chichewa, and with the same degree of caring, speak clearly and use gestures to convey meaning.5. He should also trust that the classroom discourse, advance organisers are repeated throughout the course, so with his repeated use of this language, learners will gradually gain an understanding. He is not helping his learners by providing Chichewa translation.6. Finally, simple oral homework should be given at least twice a week. It can be as simple as going home and asking a sibling to say their name, and then reporting that back in the English class the next day.	<ol style="list-style-type: none">1. Mrs Mkandawire spends too long on the introductory song. This is supposed to take about 2 or 3 minutes, to get the learners energised and ready for the English lesson. She needs to stick to the script as provided in the TG2. It is very important to follow the whole lesson routine of Teacher/Teacher and learners/learners. This is a research based methodology that ensures learners see and hear a correct model of the language being taught (provided by the teacher), then they get to practise it in a guided way (with the teacher). Then they must practise on their own3. During this independent practice stage, Mrs Mkandawire should allow the learners to make their own meaning of the language being practised. She should walk around and quietly help groups/pairs where needed. But this is not a teacher-directed step, it is learner-based and learner-based4. Rather than hoping that learners will practise on their own after the lesson, she should instruct them to practice with each other on the way home, or during break5. She should give simple listening and speaking homework to the learners at least twice a week. As they like to sing, she can tell them to go home and sing one of the songs to a parent or teach it to a younger sibling; and then come back to school to report on what they did.
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Day 1 Session 5: Overview of the lesson routines:

- h. How many teaching units in the term? 6
- i. How many review units in the term? 1
- j. How many lessons in each review Unit? 5
- k. What type of lesson in each unit is Lesson 10? A Review lesson
- l. Which letter sounds and names are taught in term 2? J-S



Listening and speaking skills taught in Term 2.

Listening and speaking items	Listening and speaking items
Unit 7 Introducing others Saying what you/they are doing Naming shapes Saying how to draw shapes Giving and obeying commands Making apologies	Unit 11 Naming things Asking for and giving information Saying where things are Saying what I am doing Saying what others are doing Listening to a story Asking and answering questions on a story.
Unit 8 Naming things Expressing likes Identifying colours Identifying sounds of vehicles Expressing dislikes Saying what we do every day	Unit 12 Listening to a story Asking and answering questions Asking for, and giving permission Asking for, and giving information Identifying professions Identifying objects Saying where objects are used Sorting objects
Unit 9 Naming parts of the body Identifying parts of the body in pictures Naming objects Identifying and naming family members	

Answers: New songs in Term 2.

New songs in Term 2
The alphabet song
Every day we eat porridge
Wide skies are blue
Molly is wearing a red dress
I like school
This is my head
Where does the hat go
Cats sleep anywhere



