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Ministry of Education, Science and Technology

EARLY GRADE READING ACTIVITY
READING INTERVENTION PROGRAM

Training Manual: Module I

English Standard 2

JULY 2015

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

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Early Grade Reading Activity

English Standard 2

Reading Intervention Programme

Training Manual

Module I

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Date Submitted: July 2015

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Abbreviations

EGRA	Early Grade Reading Activity
ESL	English as a Second Language
LAT	Learner Assessment Test
LB	Learners' book
LSEN	Learners with special educational needs
M&E	Monitoring and evaluation
MoEST	Ministry of Education, Science and Technology
NPC	National Primary Curriculum
PEA	Primary Education Advisor
TALULAR	Teaching and Learning Using Locally Available Resources
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 Term I

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 Module I training
9:00–10:30	4- Achievements and challenges experienced in teaching English
10:30-10:45	Break (15 minutes)
10:45-11:15	5- Strategies for effective English Teaching
11:15-11:45	6- Overview of July Learner Assessment Test findings
11:45-12:15	7- Overview of the Teachers' Guide and Learners' Book
12:15- 1:15	Lunch (1 hour)
1:15–2:30	8- Practice of lesson routines (using the Teachers' guide)
2:30-3:00	9-Practice of lesson routines (using the Teachers' guide and Learners' book)
3:00-3:15	Break (15 minutes)
3:15-4:00	Familiarisation with songs and rhymes in the TG
4:00 – 4:30	9. The five components of reading

Day 2

Time	Session
8:00–8:15	1-Welcome Back and Review of Day 1
8:15-9:15	2-Phonological Awareness Routines
9:15-10:15	3-Alphabetic Principal Routines
10:15-10:30	Break (15 minutes)
10:30-11:15	4 Vocabulary Routines
11:15-12:15	5-Fluency and Comprehension Routines
12:15 –1:15	Lunch (1 hour)
1:15–2:15	6-Dialogue and grammar lesson routines
2:15-3:15	7-Review lessons
3:15-3:30	Break (15 minutes)

3: 30–4: 30	7- Preparation for practicum
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Day 3

Time	Session
8:00–8:15	1-Welcome Back and Review of Day 2
8:15-10:30	2-Practicun
10:30-10:45	Break (15 minutes)
10:45-12:15	3- Giving feedback on Practicum
12:15 –1:15	Lunch (1 hour)
1:15–2:30	4- How to identify and support learners with learning difficulties
2:30-3:15	5- Review of English letter names and letter sounds
3:15-3:30	Break (15 minutes)
3: 30–4: 00	6- Action plan
4:00-4:15	7-Reflection on key learning points
4:15 – 4:30	8. Closure

Day 1

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

Welcome to this English Module workshop. 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 three-day workshop. So the onus is on each one of us to maximise use of time, and to ensure that all questions, issues and concerns about the implementation of this English Standard 2 course are addressed.

Self-Introductions:

Let us take time to introduce ourselves. Please say your name, the institution you are from, and one thing you enjoy about teaching English.

Workshop Norms

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.

Ask participants to add to this list in agreement with the other workshop participants.

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

Activity:

Ask participants to sing one of the songs from Standard 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. Expectations of this training (30 minutes)

Explain that they must have come to the training with expectations as to what they are going to gain.

Activity:

Ask their expectations of this training?

Write participants' expectations on a flip chart.

Post the flip chart on the wall

Explain to participants that most of their expectations will be addressed as the training progresses.

3. The objectives of this training (15 minutes)

Knowledge:

- Understanding about how to teach English
- Strategies for teaching English effectively.
- Familiarisation with English songs and games.
- The lesson routines in the teachers' guide for teaching listening, speaking, vocabulary development and letter-sound knowledge
- How to identify and support learners with reading difficulties.

Application:

- Reflection on achievements and challenges of teaching English.
- Ability to use effective strategies of teaching English.
- Response to diversity of needs of all learners including children with special needs and girls.
- Engagement of learners' enthusiasm and enjoyment in learning English.

4. Achievements and challenges experienced in the teaching of English (1 hr 30 minutes)

Activity: Listing of achievements and challenges regarding the teaching of English

- Ask participants to get into 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.

Note: Tell them to focus more on the challenges that they have power to change such as teacher preparation, care for books (distribution of books, using and storage).

5. Strategies for effective teaching of English (30 minutes)

The challenges that teachers and learners face in teaching and learning English respectively can be solved through use of effective teaching strategies. It is the teacher's responsibilities to make a careful selection of strategies that can make learners learn English easily.

Activity:

- Ask participants to be in groups to discuss teaching strategies they could use in order to overcome the challenges mentioned above.
- Let them share their solutions in plenary. Consolidate by presenting the following strategies:

Strategies for effective English teaching
1. Always use gestures, signs and actions to reinforce what you are saying
2. Speak clearly, and repeat utterances 2 to 3 times.
3. Visual aids are very important. Use real objects where possible or pictures/models. For example, when demonstrating a dialogue, it would be more effective for two teachers to demonstrate than using a puppet (where there are two teachers in a classroom)
4. Include a lot of songs and action rhymes. These teach vocabulary and grammar in a funny way.
5. Teach learners to listen and respond to classroom instructions. Their correct responses show their learning.
6. Provide plenty of opportunities to revise what has already been taught. According to research, learners need between 5 to 16 'meetings' with a word in order to retain it.
7. Think carefully how to use local language. Too little can lead to learners simply not understanding what to do. Too much leads to learners not trying to understand new language.
8. Provide stress free opportunities for learners to practice speaking English (e.g. in simultaneous pair work).
9. Fluency is more important in the early stages of learning to speak English. Encourage learners to speak and don't criticise their errors. These can be addressed later.

Classroom discourse:

In order for the teacher to communicate effectively with learners, the teacher needs to use appropriate instructions and commands.

Activity:

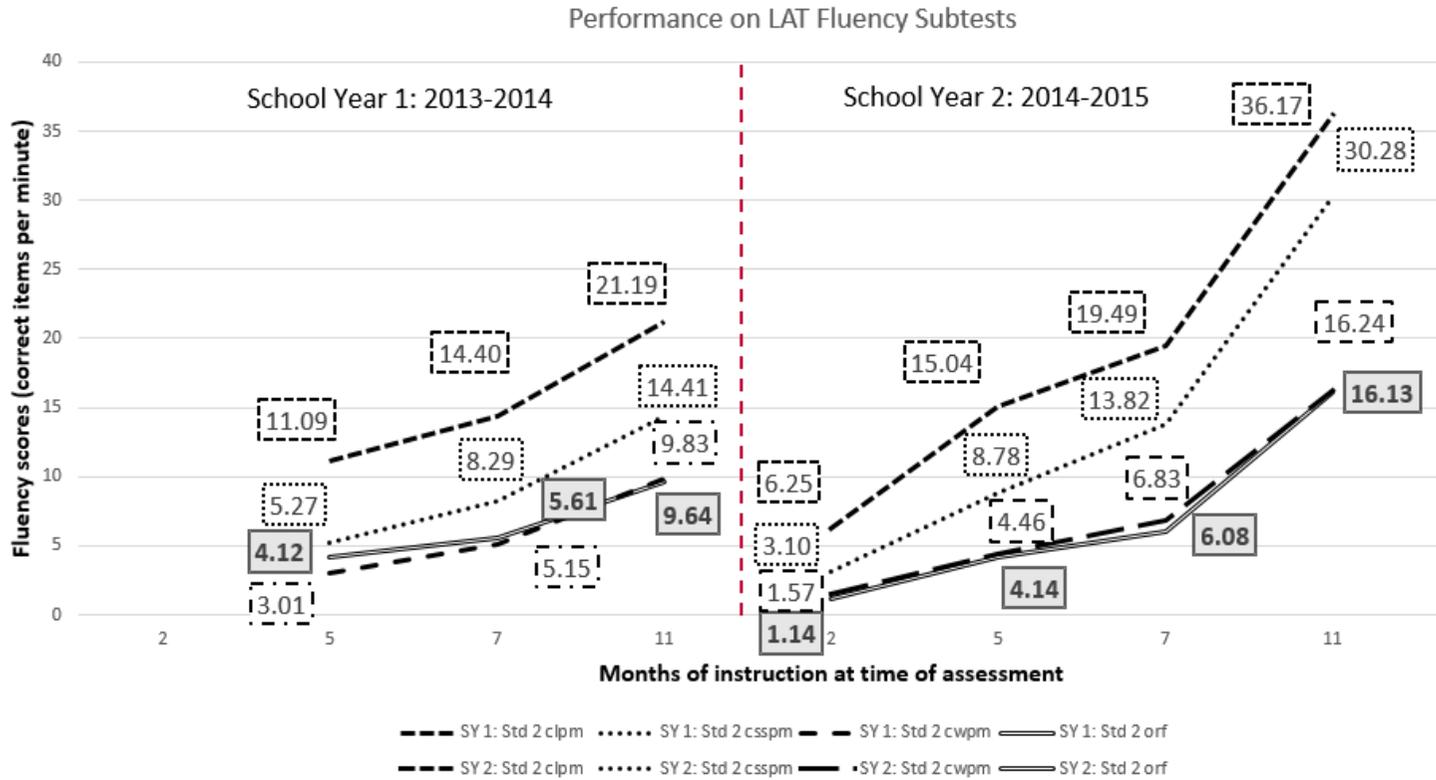
- Ask participants to be in groups of 5 to 6. Let each group come up with 4 classroom situations/activities and their corresponding instructions/commands.
- Let each group present their activities through role play.
- Consolidate the activity by giving participants more examples of classroom discourse they did not mention.

6. Lessons from the Learner Assessment Test (LAT) (30 minutes)

The Learner Assessment Tests (LATs) are conducted in October, January and July in all EGRA districts, 3 schools per district. Although this is too small a sample for it to have statistical validity, the LATs give a picture of progress in EGRA. They help us to keep track of where we are doing well and where we need to improve.

A random sample of 10 learners per Standard (1, 2 and 3) and per language (Cichewa and English) are tested, using the LAT, which assesses performance in the five skills of letter naming, phonological awareness, syllable reading, familiar word reading, reading of a short passage and comprehension questions, based on the passage. The graph below shows the combined average scores for the Standard 2 sampled learners on the four LAT sub-tests for reading fluency.

The results for October, January and July are featured for both years. The graph is divided into two parts. The scores for 2014 are on the left and the scores for 2015 are on the right. In 2014, EGRA had not yet provided scripted lesson plans, specific training or support for Standard 2., So these scores provide an interesting comparison of pre- and post intensive EGRA training, materials and support.



Here is a guide to help with understanding the graphs:

clpm	correct letters per minute
csspm	correct syllable segmentation per minute
cwpm	correct words read per minute
orf	oral reading fluency (reading a short passage out loud)
initsound	listening to and giving the beginning sound of words (phonological awareness)
readcomp	reading comprehension questions

Activity: Using the information from the graphs to prepare a simple presentation for colleagues and/or parents.

In your groups, referring to both parts of the graph, prepare a short presentation that explains either to your school colleagues or to parents, the key aspects that the graph shows us. Your facilitator will assist if you have any questions.

- Things to notice:
 - The comparison is only possible for the January and July LAT (months 5 and 11 on the graph) because in School Year 1, LAT was not conducted in October.
 - The performance in January in School Year 2 was only slightly better than that in School Year 1
 - By July the performance of learners in School Year 2 is much better than the performance in School Year 1
- Some 'good news' features:
 - This overall improvement performance is encouraging.
 - The biggest improvement is in correct syllable reading – 14.1 words per minute in 2014 compared with 30.28 in 2015. .
- Some 'alarm bell' features:
 - The 2015 correct words per minute and oral reading fluency although much improved on the 2014 scores are still quite low at 16.13 and 16.24.

Each group's presentation should last only 5 minutes. After this cut-off time, the next group should come in. This will ensure that the presentations are not too complicated, and that information across the groups is shared.

7. Overview of teachers' guide and learners' book (1 hour 15 minutes)

Give the participants copies of the Teachers' guide.

Activity:

- Ask pairs to find answers to the following questions:
 - a. What information is provided in the front matter (roman numerals)?
 - b. How many teaching units in the term?
 - c. How many review units in the term?
 - d. How many lessons in each review Unit?
 - e. What is the duration of each lesson?
 - f. How many minutes are taught in each lessonlong is each lesson plan
 - g. What type of lesson in each unit is Lesson 10?
 - h. Which letter sounds and names are taught in term 1?
 - i. Look at the lesson planners that come before each unit. From these planners, list the listening and speaking skills to be taught in the term.
 - j. Look at the songs in the back. Make a list of the songs that are new to you.
- Ask participants to share their responses in plenary. Consolidate their responses.
- Give the participants a copy each of the learners' book. Ask pairs to find answers the following questions:
 - a. How many units are in the Learners' book?
 - b. How many units will be taught in term 1?
 - c. What is the difference between unit 6 and the other units for term 1?
 - d. Which pages have phonics activities?
 - e. Choose exercises from any phonics page and prepare to present
- Ask participants to present their findings in plenary.

Facilitator:

Consolidate by summarising participants' findings. Then provide the following important information:

The lesson plans in the TG cover content for two 30-minute lessons or periods. In each lesson plan there is indication of where the first lesson or period ends and the next one starts. It is for the teacher to close the first lesson with a game or activity that relates to the lesson taught and to start the next lesson with a short introductory activity that served to recap an activity from the previous lesson.

Commented [PG1]:

8. Practice lesson routines (using the Teachers' guide)

Activity:

- Let participants be in groups of 5 or 6. Each group should practise to present a different activity from selected lessons in the Teachers' guide:
- Give the following components of lessons to the groups: each group should prepare to teach the allocated activity and not the whole lesson:
 - Unit 1: Lesson 4: reading decodable words
 - Unit 2: Lesson 8: Blending sounds into words
 - Unit 3: Lesson 4: Segmenting words in in a sentence
 - Unit 3: lesson 6: revising decodable sentences
 - Unit 5: Lesson 2: Answering comprehension questions
- Ask participants to read through the lesson preparation information, the advance organiser and prepare as a group to present the activity.
- After ten minutes, select one member in each group to present the activity. When all five activities have been presented, discuss the key features of the activities:
- Consolidate the presentation by emphasizing on the following in lesson presentation:
 - preparing in advance
 - Use of real items/actions/gestures
 - the three aspects TEACHER/TEACHER & LEARNERS/LEARNERS
 - Limited or no use at all of local language
 - Responding to the needs of all the learners

9. Practice of lesson routines (using the TG and the Learners' book)

Several lessons in each unit involve the use of the Learners' book. There is always preparation involved in these lessons. It is very important to read the relevant Teachers' guide and Learners' book pages, 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 1 on page xviii. There are lessons in this unit with activities which use the Learners' book.
- Divide participants into six groups, and each group should prepare to present the activity in the lesson (not the full lesson) which uses the Learners' book:

UNIT I				
Lesson	LB page		Lesson	LB page
2	1		7	4
3	2		8	5
4	3		9	6

- After ten minutes, select one amongst you to present the activity.
- When all six activities have been presented, discuss and provide constructive feedback, checking in particular if the presenter took note of the following points:
 - 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
 - Responding to the needs of all the learners

10. Familiarisation with songs and rhymes in the TG: (45 minutes)

- Turn to page 189 in the TG. Here are the 20 songs that feature in Term I. Most of them are familiar while a few 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.

11. Review of the Five Reading Skills (30 mins)

There are five main components of reading. Learners must learn all of these skills to become strong readers. You have been teaching these skills; however, it is important to remember the difference between them and know how to teach each one.

Activity:

As a refresher activity, from your own understanding, write the definition for each component. The first one has been done for you:

Component of literacy learning	Definition
<ul style="list-style-type: none"> • Phonological Awareness 	Being able to hear, identify, and manipulate sounds in spoken words (in the absence of text).
1. Alphabetic Principle	

2. Fluency

3. Vocabulary

4. Comprehension

Ask participants to compare their answers with those given in Annex 1 (page 21). They do not have to be exactly the same words, so long as you have given the meaning of each component.

END OF DAY I

Day 2

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

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

2. Practising phonological awareness routines (1 hr)

Remember that phonological awareness is the ability to hear, identify and manipulate sounds in spoken words without them being linked to text. There are many phonological awareness activities in the English teachers' guide for standard 2. Participants will be given the opportunity to watch, practice and comment on these routines.

Activity:

- Demonstrate to participants the teaching of an activity identifying the initial letter sound: Unit 1 lesson 3, Activity 2.
- Ask participants to observe and take notes on your presentation. After the presentation, let participants make comments.
- Let participants be in groups of 5 and ask them to identify and demonstrate lessons that have phonological awareness activities in the teachers' guide.
- After each presentation, allow other participants to make comments.
- Consolidate their comments

3. Practising alphabetic principle routines (1 hr)

Alphabetic principle is the relationship between phonemes and printed letters, and involves using this knowledge to read, write and spell.

In Standard One, learners named and identified all the 24 letters of the alphabet. In Standard Two, they will read sight words, decodable words and decodable sentences.

Participants will be given the opportunity to identify and practise these routines.

Activity:

- Demonstrate to participants the teaching of an activity on reading decodable sentences from Unit 2 lesson 1.
- Ask participants to observe and take notes on your presentation. After the presentation, let participants make comments.
- Let participants be in groups of 5 and ask them to identify and demonstrate lessons that include the reading of sight words, decodable words and sentences in the teachers' guide.
- After each presentation, allow other participants to make comments.
- Consolidate their comments.

4. Vocabulary routines (45 minutes)

Learning vocabulary is a major part of any English course. This is one of the ways that English learning is different from Chichewa; because learners do not have an oral knowledge of word meanings as they do in Chichewa.

Vocabulary involves hearing or reading words and understanding their meaning in order to make meaning from texts. In Standard Two, learners will read sight and decodable words. The reading strategy for decodable and sight words is different, but the way they learn the meanings of words is the same.

For guidance about the difference between sight and decodable word reading, see the section on Reading in the TG, page xi.

Participants are now given the opportunity to identify and practise vocabulary routines.

Activity:

- Demonstrate to participants the teaching of vocabulary at Activity 1.7.4
- Ask participants to observe and take notes on your presentation. After the presentation, let participants make comments.
- Let participants be in groups of 5, assign some to prepare to present Activity 1.8.1 and others to present 1.9.2.
- After each presentation, allow other participants to make comments.

Consolidate their comments by emphasizing the connection between vocabulary, fluency and comprehension. Knowing the meaning of words helps learners to read more rapidly. And both of vocabulary knowledge and fluency help learners to understand what they are reading.

5. Practising fluency and comprehension routines (1 hour)

Fluency means being able to read quickly, knowing what the words are and what they mean, and properly expressing certain words with the right emphasis, emotion or phrasing.

Teaching fluency includes guided oral reading, in which students read out loud to someone who corrects their mistakes and provides them with feedback, and independent silent reading where students read silently to themselves.

Once learners achieve fluency in reading, they can use this skill for comprehension of text. That means, using strategies that enable them to understand what they are reading.

In Standard Two, learners will read dialogues, sight words, decodable words and sentences.

Participants will be given the opportunity to identify and practise these routines.

Activity:

- Let participants be in groups of 5, assign the following activities to different groups:
 - 2.1.4, 3.4.4 and 5.9.4
- After each presentation, allow other participants to make comments.

Consolidate their comments again by emphasizing the connection between vocabulary, fluency and comprehension; knowing the meaning of words helps learners to read more rapidly, And both of these help learners to understand what they are reading.

6. Practising lesson routines (dialogue and grammar) (1hr)

Explain to participants that in Standard 2, they will teach dialogues (conversations between two people) and grammar. Give them the opportunity to read and practise these routines.

Activity

- Ask participants to be in groups of 5 or 6.
- Give them tasks on how to demonstrate and teach a dialogue and grammar as indicated in the table below:
- Ask them to read through the Teachers’ guide and the Learners’ book to prepare to practise grammar and dialogue activities and **not** the whole lesson.

Group	Dialogue	Grammar
1	Unit 1 Activity 1.1.1	Unit 2 lesson 5 Activity 2.5.2
2	Unit 1 Activity 1.6.4	Unit 3 lesson 5 Activity 3.5.3
3	Unit 2 Activity 2.1.2	Unit 10 lesson 5 Activity 3.5.2
4	Unit 3 Activity 3.1.2	Unit 3 lesson 9 Activity 3.9.2

- After 15 minutes, select one person from each group to present the activity.
- When all the activities have been presented, ask participants to give comments.
- Consolidate the discussion by highlighting the importance of the following aspects:
 - preparing in advance
 - Use of real items/actions/gestures
 - the three aspects TEACHER/TEACHER & LEARNERS/LEARNERS
 - Ensuring that the dialogue is modelled by two learners during TEACHER & LEARNERS before the moving on to the LEARNERS segment of the lesson cycle.

- Limited or no use at all of local language
- Responding to the needs of all the learners
- If there is a second teacher or teaching assistant, use him/her to jointly demonstrate the dialogue in Teacher segment; it is more realistic.

7. Review lessons (1 hr)

Lesson 10 of each unit is a review unit. Also units 6, 12, and 18 are review units. The pattern of each review lesson (Lesson 10) is as follows:

- Introduction
- Blending or segmenting (phonological awareness)
- Revision of story reading and comprehension questions, from the unit
- Reading decodable sentences

Unit 6, the review unit, comprises 5 lesson plans, and thus a total of 10 30-minute lessons. The pattern of the lessons in the review unit varies slightly to ensure that key skills from the unit are revised, as well as providing an opportunity for assessment of the learners. is as follows:

The review lessons do not follow the usual classroom routines. Groups are given work to do independently so that the teacher can assess and record the performance of one group of learners

In your groups:

- Read through a review lesson and all the lessons of the review unit
- Prepare to teach either a review lesson or any lesson in a review unit.
- Include in your presentation of review unit lessons, make sure to include a demonstration of assessment of a few of the learners.

Your facilitator will assign lessons to make sure that each group prepares a different one.

8. Preparation for practicum (1 hour)

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 1 lesson with real learners.

Explain to participants that today they will practise:

- Implementing lesson 4 from Unit 2 with Standard Two learners.
- Implementing a review lesson for Unit 5 that includes assessing learners.

Explain to participants that they will use a classroom observation instrument to assess practicum lessons:

Go through the instrument below with participants so they understand it before they use it the next day:

END OF DAY 2

DAY 3

1. Welcome Back and Review of Day 2 (15 minutes)

Welcome back to Day 3 of this workshop. Note that today they will have the opportunity to practise what they have learned with real learners.

2. Practicum (2 hours 15 mins)

Explain to participants that the practicum is a golden opportunity to practise and receive constructive feedback from fellow teachers, as well as from their facilitator. Tell them that those who will not teach should observe and take notes so that they can actively participate in the feedback session after the practicum and demonstration. In their observation, they should take note of the following:

- Use of real items/actions/gestures
- the three aspects TEACHER/TEACHER & LEARNERS/LEARNERS
- use at all of local language
- Respond to the needs of all the learners:

3. Feedback Session (1 hr 30 mins)

You will lead this session to get maximum benefit from the practicum. 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.

4. Identification and support to learners with reading difficulties (1 hour 15 mins)

Difficulties in reading can be identified by a teacher through observations, interviews and school records. In groups answer the following two questions:

Activity 4:1 Identification of early signs of reading difficulties among learners

Difficulties in learning to read can be identified by a teacher through observations, interviews and school records. In groups answer the two questions:

- i) Why some learners have difficulties in learning to read?
- ii) What reading behaviours may make the teacher to suspect a reading difficulty?

Consolidation points for the facilitator

Learners may struggle with reading because of these reasons:

- Limited experience with books
- Speech and hearing difficulties
- specific learning disabilities e.g. reversal of letters
- Poor phonemic awareness
- intellectual difficulties

The following are some of the negative reading behaviours for possible reading difficulties:

<ul style="list-style-type: none"> • Read in a slow word-for-word manner • Reads rapidly, ignoring punctuation • Points to each word with a finger • Repeats words, phrases and sentences • Loses place when reading • Skipping/jumps words, lines or sentences when reading • Reads the picture instead of the words • Uses a voice that is too high or low during oral reading • Head moves during reading tasks • Appears anxious or nervous in a reading situation • Have speech problems • Raises a hand but gives inappropriate answer 	<ul style="list-style-type: none"> • Is easily distracted from reading • Tries to avoid reading anything • Makes no attempt to read and just looks at the given passage • Gives up easily on reading tasks or avoids reading • Asking questions repeatedly when asked to read • Squints when reading • Looks off page when reading • Gets headaches when reading • Tires easily when reading • Watches teachers or speakers intently try to grasp words • Appears not to listen
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Activity 4:2 How to teach learners with reading difficulties based on the 5 reading skills

The facilitator to divide the participants into five groups based on the 5 key components of reading.

1. Identify challenges that learners face under each of the 5 reading components
2. Suggest how you would assist learners with reading difficulties in each of the components as follows;
 - a. Phonological awareness
 - b. Alphabetic principle
 - c. Fluency
 - d. Vocabulary
 - e. Comprehension
3. Present the findings in a plenary

Consolidation points for the facilitator

Component	Difficulty	Strategies
Phonology	<ul style="list-style-type: none"> • Difficulty in remembering 	<ul style="list-style-type: none"> • begin with simple sounds

	<p>sounds that letters make</p> <ul style="list-style-type: none"> Doesn't know the number of syllables in a word Cannot recognise words with the same initial sounds e.g. "money" and "mother" Unable to mention the number of phonemes in a word e.g. "mat" has three phonemes /m/ /a/ /t/ Has difficulty pronouncing many words in reading and oral language Cannot produce sounds 	<ul style="list-style-type: none"> repetitions, reinforcements and flashcards to aid memory use matching sound exercises
Alphabetic principle	<ul style="list-style-type: none"> difficulties with letter names does not correctly associate letters with their sounds have trouble learning the alphabet, rhyming words, or connecting letters to their sounds difficulties with letter shapes 	<ul style="list-style-type: none"> vary the teaching methods use a variety of teaching and learning materials (real objects) provide more practice to ensure overlearning
Fluency	<ul style="list-style-type: none"> mispronounces words Reversal of words when reading (for example, "saw" for "was") Reverses or inverts letters in words (for example, "b for d", "u for n", "p for b") beyond age 8 Substitutes words that 	<ul style="list-style-type: none"> Repetition and reinforcement Simplify instructions Allow for more time for practice

	are either visually alike or are similar in meaning	
Vocabulary	<ul style="list-style-type: none"> • Uses same word over and over again in writing • Misusing common words • Failure to understand a word in a passage or sentence • Unable to find the right word to describe something • Cannot remember sight words e.g. on, in, up 	<ul style="list-style-type: none"> • Use simple language when giving instructions • Teach learners to keep a list of new words and their meanings • Match similar words in meaning • Use puzzles/games/songs
Comprehension	<ul style="list-style-type: none"> • Unable to retell to story details • Cannot sequence events from a story • Cannot predict possible endings to sentences or stories • Cannot answer questions relating to vocabulary from a reading passage 	<ul style="list-style-type: none"> • Ask questions from a passage to check understanding • Teach learners to identify key words in a passage • Keep reading materials in accessible format e.g. braille, large print • Keep reading materials simple

5. Review of English letter names and letter sounds (45 minutes)

Tell participants that English pronunciation is quite complex because the letter sound correspondence is not always the same as it is in Chichewa. For example in Chichewa, the vowel sounds a-e-i-o-u once learned will always be the same. Whereas in English, the five vowels are used to make many different sounds. Consider the examples with 'a' words below:

a - apple

a – arm

a – ball

a – gate

It is of importance for teachers to be clear and confident about the pronunciation of letter sounds and letters. The standard 2 and 3 courses gradually expose the learners to more complex English spellings and pronunciations.

Where possible, there is guidance in the Teachers' guide. For example, to help with pronunciation of vowels there is use of **diacritics**. These are symbols that provide help with pronunciation. Where these are used, there is a Teachers' tip in the TG like this:

You may see a bar (–) above certain vowels. This symbol, or diacritic, is added to show that the vowel has a long sound for example, in the blending activity, to say the sounds in the word home the phonemes are h ō m.

Ask a volunteer from the group to demonstrate the following letter sounds and letter names:

Letter	Letter sound as in the words	Letter name as in the words or sounds
a	axe, ant, cat, bat (Volume 1 only uses short versions of the vowels, to using the same pronunciation as in Chichewa.	aA as in say, day
b	bat, boy	bB as is in bee, bean
c	cat, canoe, car	cC as in ceiling (sounds like see)
d	dog, door	dD as in deep, dean
e	egg, peg	eE as in eat, see. me
f	fish, fat	fF (sounds like eff)
G	girl, goat,	gG as in ginger, gin (sounds like gee)
H	hat, hen	hH (sounds like aich)
I	Ink, ill	il as in hifi, lie, tie
J	J as in the words jam, jug	jj, (sound like jay)

- After practising, a few participants can take turns in saying the letter sound and letter name for each letter.

6. Action Planning for Implementation (30 minutes)

Tell participants that they will now draw action plans for implementation in same school groups. The head teacher will coordinate and supervise the implementation of the action plan.

Note: Participants should share their action plans with their PEA.

7. Activity: Reflection on key learning points (15 minutes)

Think and write down FOUR items you have learned at this training that you are going to implement as soon as you get back to your classrooms. Your facilitator will ask some of you to share what you have learnt.

8. Closure (10 minutes)

END OF DAY 3

Annex I

Phonological awareness	The ability to hear and say the sounds of the language, at sentence, word and sound level.
Alphabetic principle	This involves the knowledge that spoken language can be expressed in a written form; and the ability to link all the sounds of the language with the appropriate letter or letters to form and then read written words and sentences.
Fluency	Being able to read words and sentences rapidly, accurately and with expression.
Vocabulary	Knowing the meaning of words. The skill related to vocabulary learning involves being able to define a word and/or put it into a meaningful sentence.
Comprehension	Understanding a text and being able to answer questions based on it.