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# *READING COMPETITION GUIDE*

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# Reading Competition Guide



*Picture of the first ever EGRA Zonal Reading Competition held in Ntcheu, Kapalamula Zone, led by Traditional Authority Ganya representative, Group Village Head Chiluzi. Photo: Dezie Trigu*

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## Abbreviations

CDA	Community Development Assistant
DCDO	District Community Development Officer
DCM	District Community Mobilizer
DEM	District Education Manager
DIAS	Department of Inspection and Advisory Services
DTED	Department of Teacher Education and Development
EGRA	Early Grade Reading Activity
MGCDSW	Ministry of Gender, Children, Disability and Social Welfare
MoEST	Ministry of Education Science and Technology
PEA	Primary Education Advisor
PTA	Parent-teacher association
SMC	School Management Committee
USAID	US Agency for International Development
VCRF	Volunteer Community Reading Facilitator



## Introduction

### What Is a Reading Competition?

The Malawi Early Grade Reading Activity (EGRA) encouraged participating schools to hold reading competitions, similar to school sports competitions, among learners in Standards 1–3. A reading competition is a celebratory event that recognizes and rewards the academic achievements of Standard 1–3 learners, teachers, schools, and zones. Learners compete in events designed to test their reading skills, both for themselves and for the schools and communities that they represent. The competitions include challenges to determine learners' knowledge of letter sounds, or the alphabetic principle, learners' vocabulary, their reading fluency, and their comprehension of what they have read. These reading competitions foster the spirit of academic achievement, good sportsmanship, community involvement, and social inclusion. They also showcase the great strides in reading the learners have made.

### What Is the Purpose of the *Reading Competition Guide*?

This *Reading Competition Guide* provides some general information on reasons for holding the reading competitions and the resources needed to hold and organize them at cluster, zonal, and district levels. The Guide, among other things, offers an approach to the organization and format of the competitions—what skills to test at each grade level and how to assess them, and how to choose winners at each grade and competition level. It also explains the objectives of the competitions and the expected outcomes.

## Competition Approach and Organization

All 11 educational districts where EGRA was implemented conducted cluster, zonal, and district-level reading competitions in the 2015–2016 school year. Reading competitions are held in addition to the reading fairs that the schools conduct; they are not taking the place of the reading fairs. Like the reading fairs, the reading competitions promote the culture of learning in the broader school community. The competitions are organized by Primary Education Advisors (PEAs), Community Development Assistants (CDAs), head teachers, and teachers<sup>1</sup> and follow a cascade model that starts at cluster level, then proceeds to zonal level, then culminates in a district-level competition (**Figure 1**). At each level, winning learners, teachers, and schools are awarded prizes. At cluster and zonal levels EGRA provides starter-pack prizes to augment the prizes offered by the schools and communities (see **Appendix V**). At the district level, schools represent their zones. Winning zones receive trophies to keep until the next round of competition.

At cluster and zonal levels School Management Committees (SMCs) and parent–teacher associations (PTAs) are mobilized to continue supporting and facilitating the planning and preparation for these reading competitions. Just as they do for schools' regular reading fairs, SMCs and PTAs raise funds for prizes and other costs of the reading competitions. During EGRA's tenure, clusters, zones, and districts are required to write a competition report following the reporting template (see **Appendix II**) and submit it to EGRA district personnel.

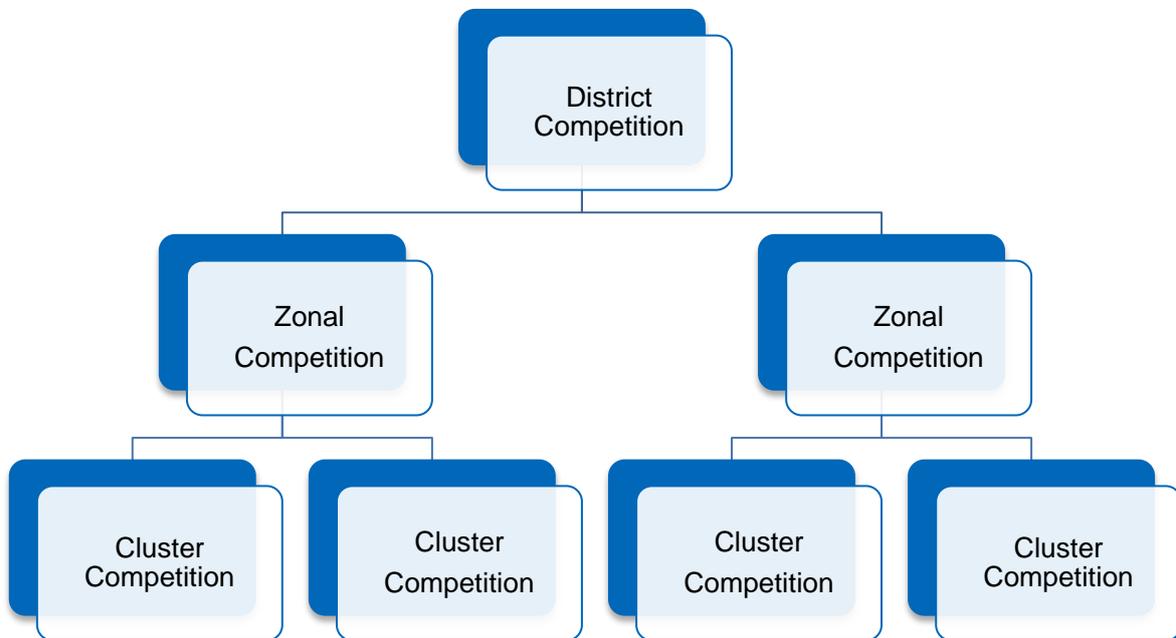
Competition categories focus on four out of the five main reading skills: alphabetic principle or letter recognition, vocabulary, fluency, and comprehension (a general

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<sup>1</sup> The reading competitions are coordinated by the Ministry of Gender, Children, Disability and Social Welfare (MGCDSW), CDAs, and the Ministry of Education, Science and Technology (MoEST) PEAs. EGRA district community personnel provide technical and planning assistance.

description of competition categories can be found below). Reading competitions do not assess the skill of phonological awareness because its focus is a pre-reading skill. For the 2015–2016 school year, reading competitions are held in Chichewa only.

**Figure 1. Flow of the Reading Competition**



## Objectives

The reading competition has the following objectives:

- Celebrate learner, school, and zone reading achievements.
- Recognize and reward the academic achievements of Standard 1–3 learners, schools, and zones.
- Foster a model of academic achievement, good sportsmanship, community involvement, and social inclusion.
- Educate the public about the importance of sending children to school and encouraging them to read at home.
- Raise societal expectations for learners who are disadvantaged to succeed socially and academically.
- Inspire learners to stay in school and reach their full potential.

## Outcomes

Reading competition events are expected to have the following outcomes:

- The importance of literacy for children is publicly promoted.
- Learners are encouraged to stay in school and enhance their chances of proceeding to secondary school and of attaining tertiary education.

- Teachers, families, and communities have raised expectations for learners' success.
- Community ownership of the EGRA goals and literacy objectives is fostered,
- Sustainability of EGRA achievements and successes is promoted in schools, communities, and MoEST at large.
- Coordination and cooperation amongst teachers, schools, and communities is increased.

## Item Writing

Each cluster, zone, and district sets a representative committee of six item writers (who are well versed in EGRA teaching methods and goals) who are responsible for setting the test items two weeks before the competition using the examples that have been provided in this Guide (**see Appendix III**). It is important that three of the team members are male and the other three female.

## Format of the Reading Competitions

### Cluster Level

The first level of the reading competition will be the cluster level. All schools in a cluster compete, and each school sends 2 contestants, 1 boy and 1 girl, from each of Standards 1–3. The total number of cluster contestants will depend on the number of schools in each cluster, but is expected to be between 18 (9 boys and 9 girls) and 32 (16 boys and 16 girls).

To determine which learners it sends to the cluster competition, each school administers 4 Chichewa reading skills tests to learners in each of Standards 1–3. To ensure gender balance, the boy and the girl with the highest cumulative score on those tests are chosen to attend the cluster level competition for each of Standards 1–3. This means that each school sends a total of 6 learners to the cluster level competition.

At the cluster level competition, learners again take 4 Chichewa reading skills tests. Competition adjudicators (judges) identify 2 learners (1 boy and 1 girl) from each of Standards 1–3 who excel in reading Chichewa, again based on their cumulative scores on the 4 Chichewa reading skills contests. Those chosen go on to compete at the zonal level.

At the cluster level competition, the strongest learners for each standard are given prizes arranged for and provided by the schools and communities themselves. (EGRA will provide starter packs as indicated in **Appendix V**.)

### Zonal Level

The next level of the reading competition is the zonal level competition. Each cluster sends a total of 6 learners to the zonal level competition: 1 boy and 1 girl from each of Standards 1–3. The learners chosen for the zonal level are those who achieved the highest cumulative scores on the 4 Chichewa reading skills tests in the cluster level competition. The total number of zonal contestants will depend on the number of clusters in a zone; it is expected to be between 18 (9 boys and 9 girls) and 30 (15 boys and 15 girls).

Zonal competition contestants compete in the same categories of Chichewa reading skills tested at the cluster level, though the zonal tests use different reading materials.

Learners who achieve the highest cumulative scores move on to the district level competition.

As they do at the cluster level, learners who achieve positions 1 through 3 in each of Standards 1–3 receive prizes as determined by the zones (EGRA will provide starter packs, as indicated in **Appendix V**). Schools that have the most learners who excel are also awarded prizes, as determined by the zone.

The funds for organizing the cluster and zonal level competitions and purchasing the prizes can be raised in several ways, as suggested below:

- Ask for financial or material assistance from the schools' alumni
- Approach the councilor or Member of Parliament for the zone for assistance
- Appeal to local business people from the area for financial and material assistance
- Ask village headmen and communities to assist with any locally found items, as they already do during reading fairs
- Hold various income generating activities, like jumble sales or local drama performances

### **District Level**

The highest level of the reading competition is the district level. Each zone sends to the district level competition 4 contestants: the strongest Standard 1 learner (choose between the strongest boy or strongest girl), the strongest Standard 2 learner (choose between the strongest boy or strongest girl), and the strongest Standard 3 learner (choose between the strongest boy or strongest girl) based on the highest cumulative Chichewa scores at the zonal level. The fourth contestant should be the second best Standard 1 learner (choose a boy or a girl depending on which gender needs equal representation).

The number of district contestants varies according to the number of zones that each district has, but should be between 36 (18 boys and 18 girls) and 60 (30 boys and 30 girls) contestants.

District level competition contestants compete in the same categories of reading skills tested at the zonal level, though the district level tests use different reading materials.

Learners who achieve the highest cumulative scores at each of Standards 1–3 are awarded prizes (see **Appendix V**).

The strongest zones and schools are also awarded prizes based on the number of winning learners at the district level competition.

## **Notes on the Reading Competitions**

- Cluster and zonal level competitions will be opportunities to recognize Volunteer Community Reading Facilitators (VCRFs), teachers, supportive village heads, PTAs, SMCs, and Mother Groups. The recognition can be mere public mention of their hard work, or some type of prize may be awarded as organized by the organizing committee.

- Special needs education learners should be included and recognized in the activities wherever possible so that they are motivated to learn and the community is encouraged to practice inclusiveness. Those who can ably compete should be given more time (20 percent additional time added to the regular time), or the opportunity to read in braille or large print (for the visually impaired), or a sign language interpreter (for those with hearing impairment).
- Members of the audience should be given a few copies of the competition materials to share as each text is read so that they can follow along as the children compete. The best practice will be for the assessing committee to display what the contestants are reading on a raised board. It would be best to have a public address system in place for each competition.
- Parents and communities should be mobilized to ensure that they attend and participate. This mobilization should be done by all stakeholders, including PEAs; CDAs; head teachers; SMC, PTA, and Mother Group members; group village heads; traditional authorities; and churches, counselors, and church leaders.
- Start reading competitions on time. Delays will work against the competitors as the day goes on, and they have no opportunities to take a break or eat. Spectators may also prefer shorter events. Where possible, after the closing speech a football or netball match between two schools can be organized.
- Stakeholders who served as EGRA Reading Committee members (see **Appendix IV**) can serve as a resource for any further questions regarding developing the reading competitions.

### Prize Categories

Prizes to be awarded at each level of the reading competition are shown in **Table 1**.

**Table 1. Prize Categories**

Cluster Level		Zonal Level		District Level	
Category	Positions	Category	Positions	Category	Positions
Strongest Learner (one boy and one girl each standard )	1–3	Strongest Learner (one boy and one girl each standard )	1–3	Strongest Learner (one boy and one girl each standard )	1–3
Strongest School	1–3	Strongest School	1–3	Strongest School	1–3
		Strongest Cluster	1–3	Strongest Zone	1–3

### Competition Categories

To standardize and level the playing field, contestants compete in four categories to test their reading skills.\* More categories give more learners the opportunity to demonstrate their prowess. Note that for each category, extra materials or questions should be prepared and ready for use in the case of a tie among contestants.

(**Appendix III** provides some examples for use in developing competition materials.)

The four categories are:

1. Alphabetic Principle
2. Vocabulary knowledge

3. Fluency
4. Comprehension

\*Phonological awareness, the fifth major reading skill, is not tested because of its focus on pre-reading skills.

## Reading Skills Tests

### ***Alphabetic Principle (total possible score: 20 points)***

Alphabetic principle tasks measure contestants' ability to associate sounds with letters and to use those sounds to read and spell words. Learners who possess this skill can hear the sound of the letter "k" and write down the correct letter, or can read a word they have not encountered before by sounding it out. For example, learners hear the sound /k/ and write down the letter "k" or are able to read a new word by sounding it out (such as reading /kwa/ /wa/ and making **kwawa**). In other words, the learners have the ability to associate sounds with letters and to use that knowledge to read and spell the words.

This reading skills test has two separate activities: writing (spelling), and making words from mixed up letters. All learners in each standard participate together in each activity; they do not have to be tested individually. The activities are done together, one after the other.

In the writing activity, the judges say out loud letter sounds that constitute a particular word, while learners write the letters that the judges say to make the word.

Then the judges give the contestants jumbled written letters from which to make a known word. (Note: The jumbled words will be different from the spelled words, and the duration of the test will be 10 minutes.) For instance, judges could give the letters **wwkaa**, and contestants would form the word **kwawa**.

Learners in different standards are assessed using different items suitable for their level. Assessment items should come from learners' books and the work that is supposed to have been covered in the term(s) prior to the date of the competition:

- **Cluster level:** Should test on content that is supposed to be covered in Term 1.
- **Zonal level:** Should test on content that is supposed to be covered in Terms 1 and 2.
- **District level:** Should test on content that is supposed to be covered in Terms 1, 2, and 3.

## Scoring

The judges will score each contestant on a total of 20 points. Contestants will be scored according to the number of the 5 words that they have spelled correctly and the number of words they have written correctly from each of the 5 sets of jumbled letters. Each correct item is worth 2 points; incorrect items are worth 0 points.

### ***Vocabulary (total possible score: 20 points)***

Vocabulary tasks measure contestants' knowledge of the words and their meanings, and how to use that knowledge to read more fluently.

Contestants are tested on vocabulary individually, using words appropriate for the standard level. Each contestant in this category will be given 5 *written* words worth 4 points each. The contestants are asked to *orally* make a full sentence for each of the 5 words.

## Scoring

The judges will score each contestant against a possible total of 20 points for creating clear, complete sentences with the correct meaning of the words. Scoring will be as follows:

- Grammatically correct full sentence that shows understanding of the meaning of the word (4 points). Example: **Khasu**

*Atate anga amagwiritisa ntchito khasu polima kumunda (4 points)*

- Grammatically correct full sentence with limited explanation of the word (3 points):

*Atate anga atenga khasu (3 points)*

## **Reading Fluency (total possible score: 30 points)**

The reading fluency task measures contestants' ability to read accurately, quickly, and with expression. It determines whether contestants are able to identify common words rapidly and whether they can use decoding skills to read sentences.

Contestants are asked to read aloud, individually, and in 2 minutes, a selected text (story or article) before a panel of judges. Each contestant reads and answers questions on the same text: **the text used for reading fluency is also used for the comprehension task afterwards**. This means that each contestant will first be tested in reading fluency, and then in comprehension right afterward. Please take care to ensure that contestants cannot overhear prior contestants. Make sure these tests are conducted in a secure manner.

The texts for each standard are as follows:

### **Standard 1 learners**

- Cluster level: 15–20 word story
- Zonal level: 25–40 word story
- District level: 45–50 word story

### **Standard 2 learners**

- at cluster, zonal, and district levels: 85–100 word story

### **Standard 3 learners**

- at cluster, zonal, and district levels: 150–200 word story

**Notes on reading fluency texts:** Like all the text items, texts used in the reading fluency and comprehensions skills tests should be written ahead of the competition and geared toward the particular standard and level of the tests, with the appropriate word count. The competition item writers should develop and trial test different reading passages for each standard at two different schools and on two different learners (one girl and one boy) per each standard at each school before the date of the competition. Reading competition judges will need three different reading passages for each standard on the day of the competition.

The texts should include words that demand reading with expression so that the learners can demonstrate expressive reading.

The fonts used for the texts should mirror those used in the learners' books for the standard—that is, larger fonts for Standards 1–2.

On the day of the competition, the judges should merge and edit some parts of the 3 prepared passages for each standard into 2 passages and ensure that the word limit is maintained. Judges choose 1 of these 2 to be used in the skills tests, and the other one will be held in case it is needed as tie-breaker text.

Judges should merge and edit the texts to avoid any opportunities for cheating.

**Reading time:** The suggested reading time for the reading fluency skills test is 2 minutes per contestant; this test should be timed. Learners may take less than 2 minutes.

### **Scoring**

The judges will score each reading on a scale of 1 to 5 (with 5 the highest score) using different attributes that show the quality of reading, such as correct pronunciation, smooth reading that obeys punctuation, etc. (see **Appendix I** for the scoring sheet for Reading Fluency). The contestants are expected to demonstrate that they have a strong understanding of the overall context of the story or article they are reading.

### **Comprehension (total possible score: 30 points)**

Comprehension tasks measure learners' ability to derive meaning from printed text. Contestants demonstrate whether they are able to answer questions about the text they have read or not.

Judges ask the contestants questions about a reading text they have just read. Each contestant reads and answers questions about the same text; be sure competitors cannot overhear other contestants' responses. Contestants in Standard 3 should be grouped together and can answer the questions in writing.

Contestants are asked to answer 6 questions about the text to test their comprehension of the story.

The style of the question and response session will vary, depending on standard and level, as follows.

#### **Cluster**

- Standard 1: Answer comprehension questions orally while referring to the passage.
- Standard 2: Answer comprehension questions orally while referring to the passage
- Standard 3: Contestants are gathered in a room to answer comprehension questions in writing while looking at the passage.

#### **Zonal**

- Standard 1: Answer comprehension questions orally while referring to the passage
- Standard 2: Answer comprehension questions in writing while looking at passage
- Standard 3: Contestants are gathered in a room to answer comprehension questions in writing while looking at the passage.

#### **District**

- Standard 1: Answer comprehension questions orally
- Standard 2: Contestants are gathered in a room to answer comprehension questions in writing while looking at the passage.

- Standard 3: Contestants are gathered in a room to answer comprehension questions in writing while looking at the passage.

An inferential question should be included at each level (that is, a question for which the answer cannot be directly found in the text or passage). To answer inferential questions, learners have to use thinking skills to make meaning from what they have read; there may be a range of possible answers to an inferential question.

### **Scoring**

The judges will score each response on a scale of 1 to 5 (with 5 the highest score) according to the learner's understanding of the text and personal style/technique (see the scoring table). The contestants are expected to demonstrate that they have a strong understanding of the overall context of the story or article they read.

The scoring guidelines are as follows:

- Gives the correct answer in a grammatically correct full sentence: 5 points
- Gives the correct answer in a full sentence, but ungrammatical : 4 points
- Gives the correct answer but in phrase form: 3 points
- Gives the correct answer but in one word: 2 points

## **Judges' Code of Ethics**

Each cluster, zone, and district appoints five judges. The gender of the judges should be mixed, and two judges should be on reserve in case of emergencies that may arise as the competition is in progress. These judges should consciously avoid bias of any kind in selecting the first, second, and third place learners. They may not consider the contestants' area, community, school, cluster, zone, or any affiliation, nor may they consider any contestant's age, sex, race, creed, learning ability (for example, deaf, blind, and partially sighted learners or learners with other disabilities), national origin, or political beliefs when selecting contest winners. They will demonstrate the utmost objectivity. Judges must refrain from public criticism and abide by the contest rules and judging standards, which impose strict confidentiality regarding competition materials and scores, and ensure that contestants are ranked in accordance with official policy as herein enshrined.

# Appendix I: Score Sheets

## Alphabetic Principle

District Name: \_\_\_\_\_

Name of Learner	School	Cluster	Zone

### Alphabetic Principle Score Sheet – (Maximum score is 20 points)

Total Score:	
--------------	--

	Rating (maximum two points each)					Total
	1	2	3	4	5	
Sound spelling word #						
Score						
Sub Total :						
Score Justification:						
_____						
_____						
_____						
Jumbled word writing #						
Score						
Sub Total						
Score Justification:						
_____						
_____						
_____						
Judge Name: _____						
Judge Signature: _____ Date: _____						

## Vocabulary Knowledge

District Name: \_\_\_\_\_

Name of Learner	School	Cluster	Zone

### Vocabulary Knowledge Score Sheet – (Maximum score is 20 points)

Total Score:	
--------------	--

Question #	Rating					Total
	1	2	3	4	5	
Score						
Sub Total :						
Score Justification:	_____ _____ _____ _____					
Judge Name: _____						
Judge Signature: _____	Date: _____					

### Key

- Grammatically correct full sentence that shows understanding of the meaning of the word (4 points), e.g., **Khasu**  
*Atate anga amagwiritsa ntchito khasu polima m'munda*
- Grammatically correct full sentence with limited explanation of the word (3 points):  
*Atate anga atenga khasu (3 points)*

### Reading Fluency

District Name: \_\_\_\_\_

Name of Learner	School	Cluster	Zone

On a scale of 1-5, (**1 being the lowest level of performance, and 5 being the highest**) select the number that reflects the learner’s performance of each of the five criteria listed below.

#### **Reading Fluency Score Sheet – (Maximum score is 30 points)**

Total Score:	
--------------	--

<b>Clear pronunciation</b>							<b>Total</b>
Rating	1	2	3	4	5	Notes:	
<b>Reads passage smoothly</b>							<b>Total</b>
Rating	1	2	3	4	5	Notes:	
<b>Appropriate reading speed to enable comprehension</b>							<b>Total</b>
Rating	1	2	3	4	5	Notes:	
<b>Conveys a sense of understanding and gives suitable emphasis to the important points</b>							<b>Total</b>
Rating	1	2	3	4	5	Notes:	
<b>Reading with accuracy that brings his/her own style, voice, and flavour to the reading and grasps the appropriate mood</b>							<b>Total</b>
Rating	1	2	3	4	5	Notes:	
<b>Obeys punctuation marks</b>							<b>Total</b>
Rating	1	2	3	4	5	Notes:	
Sub Total :							
Score Justification							
_____							
_____							
_____							
_____							

**Comprehension**

District Name: \_\_\_\_\_

Name of Learner	School	Cluster	Zone

**Comprehension Score Sheet – (Maximum score is 30 points)**

Total Score:	
--------------	--

Question #	Rating						Total
	1	2	3	4	5	6	
Score							
Grand Total :							
Score Justification:							
_____							
_____							
_____							
_____							
Judge Name: _____							
Judge Signature: _____ Date: _____							

**Key:**

- a. Gives the correct answer in a grammatically correct full sentence: 5 points
- b. Gives the correct answer in a full sentence but ungrammatical : 4 points
- c. Gives the correct answer but in a phrase form: 3 points
- d. Gives the correct answer but in one word : 2 points



**Winners' Entry Forms**

Name of District	Zone	Cluster

Tick appropriate level:

District	Zonal	Cluster

**Learners****Winners**Standard 1

Position	Contestants name	Sex	School	Cluster	Zone
1		M			
1		F			
2		M			
2		F			
3		M			
3		F			

Standard 2

Position	Contestants name	Sex	School	Cluster	Zone
1		M			
1		F			
2		M			
2		F			
3		M			
3		F			

Standard 3

Position	Contestants name	Sex	School	Cluster	Zone
1		M			
1		F			

Position	Contestants name	Sex	School	Cluster	Zone
2		M			
2		F			
3		M			
3		F			

### **Schools**

(Head teachers whose learners have done very well)

Position	Head teacher	School	Zone	# of learners that have excelled
1				
2				
3				

### **Clusters**

(Clusters whose learners have done very well at zonal level)

Position	Cluster	# of learners that have excelled
1		
2		
3		

### **Zones**

(Zones whose schools learners have done very well at district level)

Position	Zone	# of schools that have excelled
1		
2		
3		

### **Schools**

(those with most winning learners—for zonal level only to identify **the school** at first, second, and third place in a zone)

Position	School	Cluster within the zone
1		
2		

Position	School	Cluster within the zone
3		

### **Clusters**

(those with most winning learners—for zonal level only to identify **the cluster** at first, second, and third place in in a zone).

Position	Cluster
1	
2	
3	

### **Schools**

(those with most winning learners—for district level only)

Position	School	Cluster	Zone
1			
2			
3			

### **Zones**

(for district level competition only)

Position	Zone
1	
2	
3	

## Appendix II: Reading Competition Report Format

(Cluster committee sends report to PEA, and PEA sends to EGRA District Office. For zonal competition the zonal PEA sends the report to EGRA District Office. For the district reading competition the DCMs send the report to EGRA Head Office and keep a copy.)

- Name of Zone where the competition was held
- Name of cluster (in the case of a cluster competition) and in which zone
- Date competition held
- How many schools participated (include names)?
- Names of cluster / zonal/ district reading competition committee members
- Names of judges
- How were resources for the competition mobilized and what was the total amount and cost of the event? (include who contributed and their contribution)
- Who were the winners (Positions 1, 2, and 3)? What prizes were they given? (name prize and winner) Which schools were the strongest (Positions 1, 2, and 3)? What prizes were the schools given? See below:

### Learners

	Position	Contestant name	Sex	School	Cluster	Prize given
Std 1	1		M			
	1		F			
	2		M			
	2		F			
	3		M			
	3		F			
Std 2	1		M			
	1		F			
	2		M			
	2		F			
	3		M			
	3		F			
Std 3	1		M			
	1		F			
	2		M			
	2		F			
	3		M			
	3		F			

**Schools**

Position	School Name	Name of Head Teacher	Cluster	Prize Given
1				
2				
3				

- What roles did school communities play for the competition to take place?
- Successes
- Challenges
- How the challenges were or will be resolved
- Conclusion
- Recommendations

## Appendix III: Sample Competition Questions

(Please, these are samples. Construct your own test items.)

Below are sample competition items

### Alphabetic Principle

#### Standard 1

##### At Cluster Level

##### SOUND SPELLING

**Instructions:** Tsopano ndikutchulirani maliwu ndipo inu muzindilemba

/m/a/dz/i /

/a/n/a

/u/k/a/n/i/

/t/u/ta

/n/a/n/a/z/i/

##### WRITING (REARRANGING LETTERS)—10 MINUTES

**Instructions:** Tsopano ndikupatsani zilembo zosakakaniza ndipo inu muzisanje ndikulemba mau oyenera

zeak                  zake

ndaoel                alendo

klea                    leka

oinan                  onani

eatat                  atate

##### At Zonal Level

##### SOUND SPELLING

**Instructions:** Tsopano ndikutchulirani maliwu ndipo inu muzindilemba

/k/u/m/a/n/a/,

/bw/a/n/a/,

/ w/i/n/a/,

/mp/u/ng/a/

/th/o/le /

##### WRITING (REARRANGING LETTERS)—10 MINUTES

**Instructions:** Tsopano ndikupatsani zilembo zosakaniza ndipo inu muzisanje ndikulemba mau oyenera

gcheignelenel, mdbeelan, teelezfa, domosadoa, atmatab

chingelengele, mbendela, feteleza, osadodoma, mbatata

##### At District Level

##### SOUND SPELLING

**Instructions:** Tsopano ndikutchulirani maliwu ndipo inu muzindilemba

/fw/a/fw/a/za,  
 /pw/e/pw/e/te/  
 /mk/e/ka/  
 /ml/e/me/  
 /mv/u/ng/u/ti/

### WRITING (REARRANGING LETTERS)—10 MINUTES

**Instructions:** Tsopano ndikupatsani zilembo zosakaniza ndipo inu muzisanje ndikulemba mau oyenera

napsopso, unjedkze, agwda, nsbeme, bcifwamah  
 psopsona, kudzenje, gwada, nsembe, chifwamba

### **Standard 2**

#### At Cluster Level

#### SOUND SPELLING

**Instructions:** Tsopano ndikutchulirani maliwu ndipo inu muzindilemba

/mf/u/t/i/  
 /kh/as/u/  
 /mg/a/i/wa/  
 /mk/o/no/  
 /mp/i/n/i /

### WRITING (REARRANGING LETTERS)—10 MINUTES

**Instructions:** Tsopano ndikupatsani zilembo zosakaniza ndipo inu muzisanje ndikulemba mau oyenera

nemgoro, dgoago, abwot, remrebe, nnag'ono  
 mgonero, gogoda, bwato, mberere, nong'ona

#### At Zonal Level

#### SOUND SPELLING

**Instructions:** Tsopano ndikutchulirani maliwu ndipo inu muzindilemba

/ms/o/m/a/l/i/  
 / th/e/k/a/  
 /nz/i/mb/e/  
 /ph/o/k/o/s/o/  
 /k/o/ndw/a/

### WRITING (REARRANGING LETTERS)—10 MINUTES

**Instructions:** Tsopano ndikupatsani zilembo zosakaniza ndipo inu muzisanje ndikulemba mau oyenera

mwaphwamwa, richiptiwiki, hmnipi, wsiirisw, nchitoh  
 phwamwamwa, chipwirikiti, mphini, swiswiri, nthochi

At District Level

## SOUND SPELLING

**Instructions:** Tsopano ndikutchulirani maliwu ndipo inu muzindilemba*/M/a/l/a/w/i/*,*/ts/o/k/a/*,*/ns/u/ngw/i/*,*/mph/e/mv/u/*,*/khw/a/ny/a/*

## WRITING (REARRANGING LETTERS)—10 MINUTES

**Instructions:** Tsopano ndikupatsani zilembo zosakaniza ndipo inu muzisanje ndikulemba mau oyenera

nangkhwawa, mhewatcru, adykua, kuesmaap, tontlaho

nkhwangwa, mwatcheru, akudya, kumapesa, thonthola

**Standard 3**At Cluster Level

## SOUND SPELLING

**Instructions:** Tsopano ndikutchulirani maliwu ndipo inu muzindilemba*/ch/i/p/a/nd/a/*,*/nkh/o/m/a/*,*/z/u/ng/u/z/i/k/a/*,*/n/a/mt/i/nd/i/*,*/gu/nd/i/k/a/*

## WRITING (REARRANGING LETTERS)—10 MINUTES

**Instructions:** Tsopano ndikupatsani zilembo zosakaniza ndipo inu muzisanje ndikulemba mau oyenera

thahwent, adzidzidzimw, posoap, walakhwang, ometdodosam

thanthwe, mwadzidzidzi, poopsa, khwangwala, mododometsa

At Zonal Level

## SOUND SPELLING

**Instructions:** Tsopano ndikutchulirani maliwu ndipo inu muzindilemba*/p/a/f/u/p/i/p/a/f/u/p/i/*,*/y/a/k/u/thw/a/*,*/mny/a/m/a/t/a/*,*/khw/i/mb/i/*,*/u/kh/o/nd/o/*

## WRITING (REARRANGING LETTERS)—10 MINUTES

**Instructions:** Tsopano ndikupatsani zilembo zosakaniza ndipo inu muzisanje ndikulemba mau oyenera

anamsungw, zintnaoletsi, fwachimba, zntceehro, zamaednak  
msungwana, tsizinantole, chifwamba, ntchezero, makedzana

### At District Level

#### SOUND SPELLING

**Instructions:** Tsopano ndikutchulirani maliwu ndipo inu muzindilembera

/k/a/f/u/k/u/fu/k/u/,

/mtsw/a/sw/a/,

/ch/i/n/a/ngw/a/,

/k/a/w/u/nd/u/l/a/,

/p/e/mp/h/e/r/o/

#### WRITING (REARRANGING LETTERS)-10 MINUTES

**Instructions:** Tsopano ndikupatsani zilembo zosakaniza ndipo inu muzisanje ndikulemba mau oyenera

vesadamtnesetsa, liozyoolyz, nikoerdchwelo, awlikhemur, mtlibawa.

sadamvetsetsane, zyolozyoli, chikondwelero, malikhweru, tambwali.

### **Vocabulary**

#### **Standard 1**

#### At Cluster Level

Mame, meta, kama, nama, una

1. Mame: Mame akamuka
2. Meta: Ana ameta mpala
3. Kama: Amai akama mkaka wang'ombe  
Mwana wagwa pa kama
4. Nama: Joni amakonda kunama  
Kunama sikwabwino kumadanitsa
5. Una: Mbewa zili ku una  
Njoka ili kuuna

#### At Zonal Level

Malata, kwada moto mpeni, bala

1. Malate: Nyumnba yathu ndi yamalata  
Malata a nyumba yathu asasuka
2. Kwada: Kunja kwada tikagone  
Ana agona chifukwa kwada
3. Moto: Amayi akoleza moto  
Moto wazima
4. Mpeni: Mpeni wakuthwa umacheka  
Joni wamubaya Pitala ndi mpeni
5. Bala: Mtengo wabala zipatso  
Agogo ali ndi bala lalikulu pamwendo

**Standard 2**At Cluster Level

Ziweto, mfolo, mkeka, mlimi, mlonda

1. Ziweto: Ziweto zimalira mosiyanasiyana mukhola lakwathu  
Nkhuku ndichiweto chofunika
2. Mfolo: Asilikali ali pamfolo ndipo akuguba mondondoza  
Polandira phala timayima pamfolo
3. Mkeka: Amayi akhala pamkeka  
Atate akuluka mkeka
4. Mlimi: Mlimi akupia kudimba kukalima  
Mlimi amaweta ziweto zosiyanasiyana
5. Mlonda: Mlonda sayenera kugona pantchito  
Mlonda uja amuchotsa wagwira wakuba

At Zonal Level

mphevu, khwanya, thumba, ngolo, njenjemera

1. Mphevu: Nkhuku ikudya mphemvu  
Mphevu imafalitsa matenda
2. Khwanya: Khwanya ndi ndiwo zokoma  
Amayi aphika khwanya
3. Thumba: Agogo agula thumba lamtedza  
Anaphiri anyamula mphaka mthumba
4. Ngolo: Ng'ombe zimakoka ngolo  
Ngolo yanyamula chimanga
5. Njenjemera: Agogo akamadwala amanjenjemera  
Osanjenjemera poyankha mafunso

**Standard 3**At District Level

Nyanja, Mankhwala, Alendo, udzu, Ndalama

1. Nyanja: Kwathu kuli nyanja yochtchedwa Malombe  
Nyanja imakhala ndi nsomba zamabiri
2. Mankhwala: Sibwino kumwamwa mankhhwala ozunguza bongo  
Ndagula mankhwala amalungo
3. Alendo: Alendo ochokera kuHarare agona kwathu  
Ndikuphika msima yaalendo
4. Udzu: Mmunda mwamera udzu wambiri ofunika kupalira  
Nyumba yathu ndiyofolera ndi udzu
5. Ndalama: Atate agulitsa njinga yawo kuti apeze ndalama  
Ndalama zanga zabedwa

## Reading Fluency and Comprehension

(Clusters, zones, and districts should follow the examples below and create their own materials for their reading competitions. Remember to make the font of the printed reading texts bigger for Standards 1–2, as it is in learners' books.)

### ***At Cluster Level Standard 1***

Comprehension passage:

Ana  
 Onani Tadala.  
 Tadala ali ndi Malita ku munda.  
 Tadala ndi Malita awona adani  
 Adani anena ana inu imani  
 Ana akana

Matching Comprehension Questions: **Mafunso**

1. Tchula mayina a ana awiriri munkhaniyi
2. Kodi anawa ali kuti?
3. Kodi anawa aona chani?
4. Nanga mzake wa Tadala ndi ndani
5. Mwini Nkhani ndi ndani?
6. Kodi iwe atakuyimitsa adani ungatani?

### ***At Cluster Level Standard 2***

Comprehension passage:

DZINJA

Dzinja ndi nthawi yamvula. Dzinja likafika anthu amakhala pirikitipirikiti ndi ntchito zakumunda. Alilmi amazala mbewu zosiyanasiyana monga fodya, chimanga, nyemba, nandolo, mzama ndi mapira. Mbewu zonse zimafunika chisamaliro chokwanira kuti mlilimi adzakolole zochuluka.

Bambo ndi mai Jumbe nawonso salekerera ayi. Iwo akamva kuti gu, gu, gu amasankhiratu mbewu ndikukonza munda wawo chifukwa kugundaku ndichizindikiro chosonyeza kuti dzinja layandikira.

Iwo amazala chimangachawo ndi mvula yoyamba. Chimangachi chikangomera iwo amapalira ndikuthira feteleza woyamba. Chimangachi chikangomera iwo amapalira ndikuthira feteleza woyamba. Pakatha masabata anayi kapena kupitilirapo pang'ono amakwezera chimanga chawo ndikuthira feteleza wobereketsa.

Bambo ndi mai Jumbe amagwira ntchito molimbikira zedi nthawi yadzinja kuti adzakolole zinthu zambiri.

Matching Comprehension Questions: **Mafunso**

1. Kodi dzinja ndi nthawi iti yapachaka? (*nthawi yamvula*)
2. Nanga anthu amachita chiyani nthawi yadzinja? (*amazala mbewu zosiyanasiyana*)

3. Tchulani mbeu zitatu zomwe zimalimidwa kuno kwathu nthawi yadzinja (*Chimanga, fodya, mapira, nandolo mzama*)
4. Kodi bambo ndi mayi Jumbe amaziwa bwanji kuti dazinja layandikira? (*akamva kugunda kuti gu, gu, gu*)
5. Tchulani ntchito ziwiri zomwe mlimi amagwira nthawi yadzinja kuti mbeu zikule bwino (*kupalira mbeu, kukwezera, kuthira fetereza*)
6. Chifukwa chiyani bambo ndi mai Jumbe amagwira ntchito molimbika nthawi yadzinja? (*kuti adzakolole zochuluka*)

### **At Cluster Level Standard 3**

#### Comprehension Passage:

#### DZIKO LA MALAWI

Malawi ndi dziko lokongola. Dzikoli limapezeka ndi zinthu zosiyanasiyana. Zina mwazinthuzi ndi zachilengedwe mwachitsanzo nyama, zomera, mapiri ndi nyanja.

Nyama zilipo zosiyanasiyana, zina zimauluka, zina zimakwawa ndipo zina zimayenda. Nyamazi zimakhala malo osiyanasiyana. Zina zimakhla mmadzi, zina zimakhala kutchire ndipo zina zimakhala kumudzi.

Zomeranso zilipo zosiyanasiyana monga mitengo, udzu ndi maluwa. Mitengo imabala zipatso. Zina timadya zina ayi. Zipatso zimatibweletsera ndalama tikagulitsa. Mitengo ina ndi mankhwala pomwe ina timacheka matabwa.

Mapili aliponso osiyanasiyana. Mapili amatibweletsera ndalama pokopa alendo akunja. Limodzi mwamapili amenewa ndi la Mulanje. Phiri limeneli limapezeka mboma la Mulanje kumwera kwa dziko la Malawi.

Dziko la Malawi lilinso ndi nyanja zosiyanasiyana monga nyanja ya Malombe. Mnyanjazi mumapezeka nyama zambiri monga nsomba, mvuu ndi ng'ona. Mnyanjamu mumapezeka nsomba zosiyanasiyana monga chambo, mlamba, usipa ndi bombe. Nsombazi ndiwo zabwino. Nyanjazi zimakopa alendo amayiko akunja amene amatibweletsera ndalama.

#### Matching Comprehension Questions: Mafunso

1. Kodi m'dziko la Malawi mumapezeka chiyani?
2. Tchulani nyama zomwe zimapezeka ku tchire
3. Ubwino wazomera ndi otani?
4. Tchulani dzina la phiri lomwe latchulidwa munkhaniyi
5. Ndi mitundu iti ya nsomba zomwe zimapezeka m'nyanja
6. Kodi ntchito ya madzi ndi chiyani?

## **Appendix IV: EGRA Reading Committee Members**

### **MoEST**

Jeremiah Kamkuza (DIAS), Lizinet Daka (Basic)

Victor Mdangwe (DTED)

Peter Msendema (Special Needs)

### **MGCDSW**

Zeru Mwandira

### **EGRA**

Dezie Trigu

Levison Lijoni

Augustine Kanyendula

Odal Banda

### **Divisional Members**

Joyce Saukira

### **EGRA Divisional Coordinator**

Chrissie Phiri

### **DEM Lilongwe Rural West**

ABK Mtandika

### **DCDO**

Kamwendo

## Appendix V: Prizes (EGRA Starter Packs)

### Cluster Level

#### School Prizes

	Prize	Quantity
No. 1 School		
	Pental Markers	1
	Flip Charts	3
	Prestick	1
No 2. School		
	Pental Markers	1
	Flip Charts	2
No. 3 School		
	Flip Charts	1

#### Learner Prizes

	Prize	Quantity
No. 1 Learners		
Standard 1, 2, 3 (1 boy and 1 girl for each standard)	Exercise Books	3
	Pencils	3
	Bath Soap	1
	Body Lotion	1
No. 2 Learner		
Standard 1, 2, 3 (1 boy and 1 girl for each standard)	Exercise Books	2
	Pencils	2
	Bath Soap	1
	Body Lotion	1
No. 3 Learner		
Standard 1, 2, 3 (boy and 1 girl for each standard)	Exercise Books	1
	Pencils	1
	Bath Soap	1
	Body Lotion	1

**Zonal Level****School Prizes**

	Prize	Quantity
No. 1 School		
Standard 1, 2, 3	Pental Markers	3
	Flip Charts	3
	Prestick	3
No 2. School		
Standard 1, 2, 3	Pental Markers	2
	Flip Charts	2
	Prestick	2
No. 3 School		
Standard 1, 2, 3	Pental Markers	1
	Flip Charts	1
	Prestick	1

**Learner Prizes**

	Prize	Quantity
No. 1 Learner		
Standard 1, 2, 3	Exercise Books	3
	Pencils	3
	Bath Soap	1
	Body Lotion	1
No. 2 Learner		
Standard 1, 2, 3	Exercise Books	2
	Pencils	2
	Bath Soap	1
	Body Lotion	1
No. 3 Learner		
Standard 1, 2, 3	Exercise Books	1
	Pencils	1
	Bath Soap	1
	Body Lotion	1

**Consolation Prizes**

	Item	Quantity
150 Learners per Zone	Exercise Books	1
	Pencils	1

**District Level****Zonal Prizes**

	Prize	Quantity		
No. 1 Zone	Trophy	1		
	Cash Prize	1	MK 200, 000	To be used for EGRA-related activity
	A Certificate			
No. 2. Zone	Cash Prize	1	MK 150,000.00	To be used for EGRA-related activity
	A Certificate			
No. 3 Zone	A Certificate			
	Cash Prize	1	MK 100,000.00	To be used for EGRA-related activity

**Learner Prizes**

	Prize	Quantity
No. 1 Learner, Standard 1, 2, 3	Reading Books	4
	School Bag	1
	Certificate	1
No. 2 Learner, Standard 1, 2, 3	Reading Books	3
	Certificate	1
No 3 Learner, Standard 1, 2, 3	Reading book	2
	Certificate	1

**Consolation Prizes**

	Prize	Quantity
60 Learners per District, Max	Reading Book	1
	EGRA Branded T-Shirt	1