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Ministry of Education, Science and Technology

EARLY GRADE READING ACTIVITY

READING INTERVENTION PROGRAM

Training Manual: Module I

English Standard I

JULY 2014

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

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**Early Grade Reading Activity**

**English Standard I**

**Reading Intervention Programme**

**Training Manual**

**Module I**

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## Abbreviations

DME	District M&E Officer
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
MaK	Maziko a Kuwerenga
MoEST	Ministry of Education, Science and Technology
MoU	Memorandum of understanding
NPC	National Primary Curriculum
OVC	Orphans or vulnerable children
PEA	Primary Education Advisor
PCAR	Primary Curriculum and Assessment Reform
PPP	Private-public partnership
PSIP	Primary schools improvement programme
PTA	Parent teacher association
SMC	School management committee
TALULAR	Teaching and Learning Using Locally Available Resources
TG	Teachers' guide
USAID	United States Agency for International Development
VCRF	Volunteer community reading facilitators



## 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.

# Training Programme: English Standard I

## Day 1

Time	Session
8:00–8:15	1-Registration, Welcome, and Introductions
8:15-8:45	2-Participants' expectations
8:45-9:15	3-The objectives of EGRA and module I of this National Primary Curriculum (NPC) English Std I training
9:15–10:30	4-Issues of second language teaching- resources, strategies for teaching oral and aural English, assessment: challenges and solutions
<b>10:30-10:45</b>	<b>Break (15 minutes)</b>
10:45-12:15	5-Overview of the teachers' guide and learners' book – layout, introductory pages, the lesson routines and overview of skills practised
<b>12:15- 1:15</b>	<b>Lunch (1 hour)</b>
1:15–2:15	6-Familiarisation with the songs in Term One
2:15-3:15	7-Unit I Lesson 1 – Facilitator demonstration and feedback discussion
<b>3:15-3:30</b>	<b>Break (15 minutes)</b>
3:30-4:30	8-Unit I Lesson 2 - participant practice and feedback discussion

## Day 2

Time	Session
8:00–8:15	1-Welcome Back and Review of Day 1
8:15-9:00	2-Pronunciation slot: letter sounds and letter names for Term I a-i
9:00-9:45	3-Unit I Lesson 8 – facilitator demonstration and feedback discussion
9:45-10:30	4-Unit I Lesson 9 - participant practice
<b>10:30-10:45</b>	<b>Break (15 minutes)</b>
10:45-12:15	5-Unit 3 Lessons 3, 4 & 5 – participant preparation and practice teaching
<b>12:15 –1:15</b>	<b>Lunch (1 hour)</b>
1:15–2:15	6-Review lessons in each unit and learner assessment
2:15-3:15	7-Review unit and the assessment of learners – participant practice
<b>3:15-3:30</b>	<b>Break (15 minutes)</b>
3: 30–4: 00	8-Preparation for practicum

### Day 3

Time	Session
8:00–8:15	1-Meet to proceed to school for practicum
8:15–10:30	2- Practicum – teaching and assessing of learners
<b>10:30-10:45</b>	<b>Break (15 minutes)</b>
10:45–11:30	3-Feedback on practicum
11:30-12:15	4-Strengthening school-community links: What can each of us do?
12:15-1:15	5-Record keeping in the classroom, school and community
1:15–1:45	6-Cluster-based and school-based planning (teachers and headteachers) and support (PEAs) for implementing this EGRA/NPC approach to teaching English in Standards 1 to 3
1:45-2:30	7- Review of the letter sounds and names; of the songs and of assessment strategies
2:30-2:45	8.Evaluation
2:45-3:00	9- Final Q&A, closing messages and departure

## Day 1

### 1. Registration, Welcome, and Introductions (15 minutes)

Welcome to this English Module 1 workshop. Although Standard One is our target for this year, teachers from Standards 2 and 3 are also present. This is because the principles of English additional language teaching that are featured in this course apply just as well for later standards as they do for Standard 1. So we are confident that there will be something for all in this first of three modules for the teaching of English as an additional language.

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.**

To begin, please introduce yourself to the other participants. When you introduce yourself, you will also be asked to complete the following sentence: "What I like about teaching English is ..."

Learning is and should always be a joyful experience, so we will start today's training session with a song (repeated two or three times):

***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. You must have come here with expectations as to what you are going to gain from the 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 most expectations are met.

### 3. The objectives of this training (30 minutes)

#### **Knowledge:**

- About the Early Grade Reading Activity (EGRA) and its objectives.
- Strategies for the teaching of English additional language.
- Songs that help with vocabulary, listening and speaking development.
- Pronunciation of the letter sounds and names in English a-i.
- 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 are able to correctly pace and implement teaching routines for the English lessons in the teachers' guide.
- Participants are able to assess learners' progress and provide enrichment or remediation accordingly.
- Participants engage learners' enthusiasm and enjoyment in learning English.

*Activity: Reviewing the objectives.*

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

### 4. Issues of second language teaching (1 hr and 15 minutes)

The aims of this session:

- consider how teaching English differs from teaching Chichewa .
- discuss challenges you have experienced with teaching English.
- focus on strategies that are specific to the teaching of an additional language.
- identify the resources that assist in the teaching of English.

#### *Definitions*

First, let's define our terms. When in this course the teaching of *English* is mentioned, it means *English as a second language*. This is sometimes referred to as ESL. However, if learners' home language is not Chichewa, which is the medium of instruction in the early grades, then English will actually be a third language. In this context the term EAL (*English as an additional language*) is sometimes used. However to cover all these possible contexts, this course simply uses the term, *English*.

*Activity: Group discussion of differences between teaching English and teaching Chichewa*

Get into groups of about ten people. In your groups, spend ten minutes discussing this question, and completing the table:

What is/are the main difference(s) between learning Chichewa and learning English?

Chichewa	English

After the discussion, turn to Annex I in this manual to compare what you have written with the answers there. Note: Your answers may be different but that does not mean that they are wrong. Is there anything there that you had not thought of?

*Activity: Challenges and strategies*

Now, in your groups again, noting the challenges that have been identified, discuss your own experience so far of teaching English.

1. The challenges
2. Strategies you have used to address the challenges

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.

Discuss each challenge in turn, starting with the challenges you feel are most important:

- Why does this challenge have a negative impact on teaching and learning?
- What can be done to alleviate this problem?
- What action points can be adopted, and who are the persons responsible for taking action when you return to your school?
- Can other members of the group provide examples of successful strategies they have used to deal with each challenge?

Now in plenary with your facilitator, reflect on each of the following strategies that are needed to help Standard 1-3 learners to learn English easily and with enjoyment. Number 10 has been left for you to add another (or even more than one other) that you think are important:

Strategies for effective English teaching	
1.	Always use gestures and actions to reinforce what you are saying.
2.	Speak clearly, and repeat utterances 3 to 4 times.
3.	Visual aids are very important. Use real objects where possible, or pictures/models.
4.	Include a lot of songs and action rhymes. These teach vocabulary and grammar in a fun 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 the research, children need between 5-16 'meetings' with a word in order to retain it. <sup>i</sup>
7.	Think carefully how you 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 practise speaking English (eg in simultaneous pair-work).
9.	Fluency is more important than accuracy in the early stages of learning to speak English. Encourage learners to speak and don't criticise their errors. These can be addressed later.
10.	
11.	

## 5. Overview of the teachers' guide and learners' book (1hr 30 mins)

Here is the good news! The English Standard 1 teachers' guide (TG) and learners' book (LB) provide guidance in all the strategies that we have discussed in session 4. So careful reading

<sup>i</sup> Nation, I.S.P. (2001) Learning vocabulary in another language. Cambridge University Press.

of the TG and LB, will prepare you to effectively address the challenges of teaching English in the early grades.

### *Activity*

Break into four groups, and take 20 minutes to read through the front pages of the TG, pages i-xix. These pages are a useful introduction for the teacher as to how to use this TG. After reading, prepare a 10-minute presentation of the key points of these pages.

#### **Note to facilitator:**

**Be rigorous about time-keeping. Stop the presenter after 10 minutes. Any items omitted will surely be presented by others.**

**After all presentations have been made, draw attention to the lesson planner that comes at the beginning of each unit. This helps the teacher to see the skills and language that will be learnt in each unit.**

## **6. Familiarisation with the songs in Term One (1hr)**

Turn to page 133 in the TG. Here are the 18 songs that feature many times in Term One. 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.

## **7. Unit 1 Lesson 1 – Facilitator demonstration (1 hr)**

Watch and learn as your facilitator demonstrates this lesson. Do not follow in the TG, just be observant of the lesson routines. As you do so, you are also playing the role of learners.

After the demonstration, discuss what you observed about the following:

- The three levels of teacher demonstration, teacher and learners, then learners independently.
- The use of gestures and actions by the ‘teacher’.
- This is a speaking and listening lesson. Although there are words written in the LB, these are not there to be read by the learner.
- Timing issues.
- How did the ‘teacher’ show in the teacher demonstration segment that she was role playing as two people? (Change of voice tone? Use of a puppet?)



## **8. Unit 1 Lesson 2 – participant practice and discussion (1 hr)**

In your groups prepare to present Unit 1 Lesson 2. If you do not have the TG, a copy of this lesson appears in Annex 2. Your facilitator will select any one of you to present, so all be as prepared at the next.

After each presentation, write down and save your comments and questions so that all can be discussed when all groups have presented.

**End of Day One**

## Day 2

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

Welcome back to Day 2 of this workshop.

### 2. Pronunciation slot – letter sounds/names in Term I (45 mins)

English pronunciation is quite complex because the letter-sound correspondence is not always the same, as it is in Chichewa and other bantu languages. For example, in Chichewa, the vowel sounds a-e-i-o-u, once learnt, will always be the same. Whereas in English, the five vowels are used to make many different sounds. For example, even in this LB there are four different sounds for the letter a:

a – apple

a – arm

a – ball

a- gate

**The above explanation is for our information as educators, not to be shared at this level with the learners, because this Standard 1 English course focuses on speaking and listening, and not on reading and writing.**

However, as we practise other lessons, you will see that each unit has activities that focus on the initial sound of new words, on teaching the letter sound and the letter name and on writing the letters from a to i. So it is important for teachers to be clear and confident about the pronunciation of these sounds and letters. This course focuses only on the short form of the vowel sounds and does not present the variety of different sounds that vowels are used for in English. The Standard 2 and 3 courses will gradually expose the learners to more complex English spellings and pronunciation.

Your facilitator, or a volunteer from your group, will demonstrate the following and then you will have time to practise in pairs.

<b>Letter</b>	<b>Letter sound</b> as in the words	<b>Letter name</b> as in the words/or sounds like
a	axe, ant, cat, bat	<b>aA</b> as in say, day
b	bat, boy	<b>bB</b> as in bee, bean
c	cat, canoe, car	<b>cC</b> as in ceiling, (sounds like see)
d	dog, door	<b>dD</b> as in deep, dean
e	egg, peg	<b>eE</b> - as in eat, see, me
f	fish, fat	<b>fF</b> (sounds like eff)
g	girl, goat	<b>gG</b> as in ginger, gin (sounds like gee)
h	hat, hen	<b>hH</b> sounds like aich
i	ink, ill	<b>il</b> as in hifi, lie, I.

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

### **3. Unit 1 lesson 8 – facilitator demonstration and feedback discussion (45 mins)**

Watch and learn as your facilitator demonstrates this lesson. Half of the participants should volunteer to role-play as learners, the other half should take notes and take the lead in providing feedback after the demonstration. Do not follow in the TG, just be observant of the lesson routines:

- Do you notice the three distinct levels of implementation in each activity (teacher demonstration, teacher and learners, then learners independently)?
- When does the ‘teacher’ use gestures and actions? Could she/he use more?
- How did the ‘teacher’ manage to differentiate the question from the answer in the teacher demonstration segments (Change of voice tone? Use of a puppet?) ?
- Use of local language to explain activities: discuss whether there was sufficient use, too much use, or not enough use of local language.

### **4. Unit 1 Lesson 9 – participant practice and feedback (1 hr 15 mins)**

In your groups prepare to present Unit 1 Lesson 9. Your facilitator will select a different person to present (not the one who presented in session 7 on Day One), so all participants should be as prepared at the next. If you do not have the TG, there is a copy of this lesson in Annex 2 in this manual

After each presentation, write down and save your comments and questions so that all can be discussed when all groups have presented.

### **5. Unit 3 Lessons 3, 4 and 5 – participant preparation and practice (1 hr and 15 mins)**

Practice makes perfect. Turn to your TGs, or to the sample TG extracts in Annex 2 of this manual, to prepare and present lessons 3, 4 and 5 of Unit 5. Because of time limitations in this course, it may not be possible for all groups to present, but the preparation and observation of others presenting is equally important.

This is a workshop, which means that making mistakes here is a good thing because it is from these errors that we learn.

Note to facilitator: Make sure that as many different participants as possible get chance to present. Ensure that there is sufficient time for feedback and discussion.

### **6. Review lessons in each unit and learner assessment (60 mins)**

In your teachers’ guides, find answers to the following questions:

How many review lessons are there in each unit?

How many review lessons are there in Term 1?

Now take 15 minutes to read through all the review lessons in Term 1 TG. You will see that the format of this lesson is the same.

The review lesson is taught to the whole class. It gives the teacher a chance to revise activities that learners found difficult.

#### *Activity*

At the end of each review lesson, there is an assessment checklist, which summarises all the success criteria from that unit. Discuss in your groups how you will use this checklist as a part of an Assessment Plan.

In spite of the challenge associated with large class sizes, irregular attendance, lack of resources etc, you still need to have a plan as to how you will assess your learners' progress and keep records of the assessment. Think small, and think achievable. There is little point making grandiose plans for weekly assessment or for the development of learner portfolios if you know this is unattainable. Prepare to present your assessment plans, but make sure that they are SMART ie

S- specific

M- measurable

A- achievable

R- realistic

T- time-framed

For example, you may decide to select just two or three of the success criteria and to assess just a random sample of your learners. Or you may want to just assess those that you think are doing very well, or those who are not doing well.

Each group should present a plan as to how they will use the checklists, or any other means that they are already effectively using, for the assessment of their learners.

## **7. Review unit and the assessment of learners – participant practice of lesson 5 (60 mins)**

In your teachers' guides, find answers to the following questions:

- Which unit is the review unit?
- How many lessons in the review unit?

In your groups, prepare to present Unit 6 lesson 5 (in Annex 2, for those who do not have TGs). This lesson does 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.

Read through the lesson plans carefully and prepare to present this lesson.

There is an assessment recording template at Annex 3 of this manual. You can use this during your presentation, or prepare a similar one. Because of time limitations in this

course, it may not be possible for all groups to present, but the preparation and observation of others presenting is equally important.

### **8. Preparation for practicum (30 mins)**

The practicum provides the opportunity for teachers to implement what has been learned during these two days. As many teachers as possible should take the opportunity to practise teaching a Term 1 lesson with real learners.

On Day 3 you will practise:

- Implementing an English lesson from Term 1 with learners in Standards 1, 2 and 3.
- Implementing a review lesson that includes assessing learners.

For Standard 1 learners, the lessons in Units 1-3 and 6 (the review unit) will probably be appropriate. For Standard 2 and 3 you should be able to practise with 3-5 and 6. You know the levels of your learners, so now is the time to discuss and decide which units best suit your learners.

## **END OF DAY 2**

## Day 3

### 1. Welcome back, review of Day 2 and preparation for practicum (15 minutes)

Welcome back to Day 3 of this workshop. Facilitators will allow teachers a little time to prepare themselves for teaching the learners in the practicum session. If teachers have any questions for clarification, now is the time to ask, before proceeding to the teaching site.

### 2. Practicum with Standard 1, 2 and 3 Learners (2 hs 15 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.

### 3. 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.

### 4. Community mobilisation: What can each of us do? (45mins)

Community mobilisation is the third component of EGRA. Its objective is to drive parental and community engagement to support student reading. Recognizing that learning does not stop at the classroom door, it mobilises communities to create a culture of reading. The mobilisation is done both by EGRA community mobilisation officers and other government officials and community leaders. These include: District Community Development Officers, Community Development Assistants, PEAs, headteachers, teachers, local businessmen and local leaders.

#### *Activity*

For this activity, sit with the other teachers and head teacher from your school. If the zone is divided into clusters, sit also with other schools in your cluster. Read through the following table which details some of the expected community mobilisation roles at school and village level. After reading, prepare a 10- minute group presentation that answers these 3 questions:

1. What is each of us doing individually to mobilise the community around reading and literacy?
2. What is our school doing to mobilise the community around literacy?
3. What can our school take from this English course to inform and mobilise the community?

Community Leader (Village Heads)	<ul style="list-style-type: none"> <li>• Establishing or providing community-based reading centres and ensuring regular attendance</li> <li>• Leading in community resource mobilisation (human and material : Leading the provision of incentives to VCRFs and providing reading centres with teaching and learning materials)</li> <li>• Conducting regular meetings with community members to discuss reading and literacy activities (e.g., creation of study time for learners)</li> <li>• Developing plans together with volunteers on events (such as open days and/or reading fairs) to promote a culture of reading</li> <li>• Leading a change-of-attitude campaign toward a reading culture</li> <li>• Enacting and enforcing reading bylaws</li> <li>• Supporting school stakeholders and community members to convey reading advocacy messages in local fora</li> <li>• Encouraging communities to initiate and sustain reading activities out of school</li> <li>• Participating in and supporting annual reading fairs at schools and elsewhere</li> <li>• Ensuring that EGRA activities are discussed during village development committee meetings</li> <li>• Monitoring teacher and learner attendance during lessons</li> <li>• Ensure that their children attend the practicum</li> </ul>
Volunteer Community Reading Facilitator	<ul style="list-style-type: none"> <li>• Finding innovative ways of ensuring that books and other reading materials are cared for</li> <li>• Guiding/facilitating after-school reading lessons</li> <li>• Creating literacy teaching and learning resources using locally available resources</li> <li>• Updating village reading centre registers</li> <li>• Liaising with class teachers on learners' reading needs</li> <li>• Incentivizing reading competitions</li> <li>• Taking part in organizing school and community reading fairs and Braille Cups</li> <li>• Assessing learners' literacy levels</li> <li>• Managing village libraries</li> </ul>

Head Teachers	<ul style="list-style-type: none"> <li>• Supporting and advocating for community out-of-school reading activities</li> <li>• Ensuring that agreed-upon EGRA reading activities are taking place in schools, are gender sensitive, and engage orphans and vulnerable children (OVC) and learners with special educational needs (LSEN)</li> <li>• Training and coaching of VCRFs</li> <li>• Providing coaching to teachers/VCRFs</li> <li>• Monitoring and supervising community/school-based activities and providing necessary feedback</li> <li>• Ensuring that schools are community and literacy friendly and that parents feel free to interact with teachers</li> <li>• Assisting in organizing annual reading fairs and zonal competitions</li> <li>• Working with SMCs, PTAs, Mother Group members and the community to include reading activities within annual SIPs</li> <li>• Ensuring that schools run EGRA sensitisation meetings with parents so that the parents and the community at large can help their children with reading</li> <li>• Keeping statistics of all the reading centres that are within the school's catchment area (# and names of reading centres, names and contacts of VCRFs for each centre)</li> </ul>
Private Businesses	<p>These include local businesses that can provide jobs and support the local economy and community mobilisation initiatives. Local businesses are good examples of private businesses that can provide support to public educational institutions to fulfill their social responsibility, fostering public-private partnerships (PPPs) or other initiatives.</p>
School Teachers	<p>Create a learning environment where learners can learn to read effectively by doing the following:</p> <ul style="list-style-type: none"> <li>• Planning and teaching reading lessons</li> <li>• Organizing and participating in school, community, and zonal reading fairs</li> <li>• Maintaining and updating reading records</li> <li>• Assisting the head teacher to ensure that SMCs and PTAs exist</li> <li>• Ensuring that reading and other activities are being practised for the efficiency and effectiveness of the school</li> <li>• Initiating regular meetings with stakeholders to inform them of community and school reading issues and initiatives, and influencing their course of action through the head teacher, PTA, and SMC.</li> <li>• Ensuring that LSEN and OVC participate actively in reading lessons</li> <li>• Generating reading, teaching, and learning resources and games with communities</li> </ul>

### Activity

Having established the importance of community mobilisation, it is also necessary for the school to keep track and measure its progress with regard to mobilising the community. To assist you to do this, a questionnaire has been developed by EGRA. This needs to be completed on a termly basis by the head teacher, in consultation with the teachers, and submitted to the zonal PEA. Turn to **Annex 4** in this manual for a copy of this questionnaire. Read through it and ask any questions you may have about the content and process of completing this form.



#### 4. Record-keeping in the classroom and school (60 mins)

**Note to facilitators: For this session, you need a copy of the the Teacher Observation instrument (provided at Annex 5), GUC instrument (Annex 6,) and the school level information document (Annex 7). Be prepared to coach participants in how/when to collect and record data. If a DME is present, she/he should assist with this session.**

Let's start with a question:

Why is record keeping in the classroom and school important?

Imagine a school, where the teachers do not complete the registers on a daily basis, where learners take tests that are not marked, or where learners' test scores are not recorded; where books provided by the district are not entered onto a stock register; where learners take books home to read with no record of who has taken books; where a brilliant reading fair is held but no record kept of who attended and who read well .....

Do we have the answer to the above question?

Record-keeping can sometimes seem tiresome but it is an essential aspect of effective classroom and school management. In an effort to incentivise improved teaching, learning of and record keeping of reading literacy, EGRA has established an award programme - the Grants under Contract, or GUC. Under this programme, the five schools in each district which make the most improvement and have the best kept records are eligible for a cash award, which can be spent on reading –related educational items as the school wishes.

#### *Activity*

For this activity you need to split into two groups; teachers in one group and head teachers and section heads in the other group. The key teacher will work with the teachers' group, and the PEA will work with the head teachers.

Your facilitators will go through with you the GUC instrument, and clarify what you need to do, the records you need to keep and how to gather the necessary information.

#### 5. Cluster and school-based planning for teaching English in Stds 1-3 (30 mins)

Teachers from Standards 2 and 3 have participated in this course along with the Standard 1 teachers so that all teachers in the first years can understand and implement in a similar way. The provision of the LBs will be limited to the equip Standard 1 learners with one each, because next year, the Standard 2 LBs will be provided and the following year, the Standard 3s.

However, there is plenty in this course to meet the English learning needs from Standards 1-3. Also, there is much in the TGs which all teachers have received, that can develop learners' oral and oral skills without the need of the LB.

So this session provides an opportunity for reviewing the course and also for planning at school and cluster level as to how to implement English in the 3 Standards.

Mention FOUR items that include teaching and assessing of English that you are going to implement as soon as you get back to your classroom:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

Share these with your facilitator so that she/he can follow up on your progress with these issues at your next coaching visit.

## **6. Review of the letter sounds/names and songs (45 mins)**

As we reach the end of this course, participants should volunteer to quickly lead this session. Let us as a whole group revise the letter sounds/names from a-i, then remind each other of the songs that will be used in Term 1.

## **7. Evaluation (15 mins)**

The specific **learning objectives** of this workshop were the following:

### **Knowledge:**

- About the Early Grade Reading Activity (EGRA) and its objectives
- Strategies for the teaching of English additional language.
- Songs that help with vocabulary, listening and speaking development.
- Pronunciation of the letter sounds and names in English a-i.
- 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 are able to correctly pace and implement teaching routines for the English lessons in the teachers' guide.
- Participants are able to assess learners' progress and provide enrichment or remediation accordingly.
- Participants engage learners' enthusiasm and enjoyment in learning English.

Discuss the following questions in plenary:

To what extent has the workshop succeeded in meeting its objectives?

Which areas still require more attention?

How can you support your colleagues to address these challenges?

As a result of this workshop, what will you teach differently in the future?

**8. Final Q&A, closing messages and departure (15 mins)**

Your facilitators will make and invite others to give closing messages before you depart.

Good luck with teaching English in Term 1. We will meet again for Term 2 training in December. Go safely and well.

## **CLOSURE**

## Annex I: Answers

### Day 1: Session 4 Differences between learning Chichewa and English

Chichewa	English
Children hear it at home and in their communities.	Children rarely hear it at home or in their communities.
Children have an oral vocabulary when they arrive at school in Std I.	Children have no oral vocabulary when they arrive at school in Std I.
Learning is built on existing knowledge.	Learning has to start from the very beginning.
Children naturally acquire an understanding of the grammar.	Children need to learn the grammar.
Chichewa is the dominant language, so even children who have other languages as mother tongue have some knowledge of it.	Children who have other languages as mother tongue have the challenge of learning English in addition to Chichewa.
Reading in Chichewa is easy because the letters and their sounds have a one-to-one correspondence.	English reading is challenging because the spellings and pronunciation have many irregularities.
Children will keep hearing it, within and outside of school.	Children will probably only hear it during the English lesson.



# Annex 2: Sample pages from the TG

Day 2: Session 7 — Unit 1 Lesson 2

## UNIT 1 • Hello

### Lesson 2

Time needed:  
30 minutes



#### Success criteria

Learners must be able to:

- give commands
- obey commands
- bid farewell casually

#### Resources

- Learners' book, p. 2
- Learners' book, p. 5
- Teachers' guide, p. 133, Song 2
- Teachers' guide, p. 133, Song 3

#### Introduction: Singing a song: *What's your name?*




3 minutes

*Sing the song:* What's your name?

#### Activity 1.2.1 Giving and obeying commands




12 minutes

Today we are going to give and obey commands. I will give and obey commands. We will give and obey commands together. Then you will give and obey commands on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> <li>• <i>Say:</i> Learners, look at me! <i>(Use gestures.)</i></li> <li>• <i>Say:</i> Sit down! <i>(Demonstrate the action.)</i></li> <li>• <i>Say:</i> Stand up! <i>(Demonstrate the action.)</i></li> <li>• <i>Repeat this 3 or 4 times.</i></li> <li>• <i>Do the same with the following commands:</i> Clap hands! Jump! Wave your hand! Dance!</li> </ul>	<ul style="list-style-type: none"> <li>• Let's do it together.</li> <li>• Stand up! Sit down! Clap hands! Jump! Dance!</li> <li>• <i>Repeat with learners several times, using actions as you say the commands.</i></li> <li>• <i>Invite two learners to the front. Help them to take turns in giving and obeying commands.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Now be in pairs to give and obey commands. <i>(Learners take turns to give and obey commands.)</i></li> <li>• <i>Ask some pairs to show the class what they were doing.</i></li> <li>• Now open your books at p. 2. What can you see?</li> <li>• <i>(If the learners answer in local language, say: Yes. Then help them to say it in English.)</i></li> </ul>

**Activity 1.2.2 Bidding farewell casually****12 minutes**

Now we will learn to say bye-bye. I will say bye-bye. We will say bye-bye together. Then you will say bye-bye to your friends.

 <b>Teacher</b>	 <b>Teacher + Learners</b>	 <b>Learners</b>
<ul style="list-style-type: none"> <li>• <i>Pretend to be going out of the class and say: Bye-bye learners! (Wave your hand at learners as you go.)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Let's wave our hands and say bye-bye together.</li> <li>• <i>Tell one group to pretend to go out. Say: Bye-bye learners! (Wave your hand to these learners.)</i></li> <li>• <i>Learners say: Bye-bye teacher! (Learners wave their hands to you.)</i></li> <li>• <i>Repeat with several groups.</i></li> <li>• <i>Invite two learners to the front. Help them to say bye-bye, mentioning each other's names. For example: Bye-bye Mary! Bye-bye James!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Now open your books at p. 5. What can you see?</li> <li>• <i>Let groups say bye-bye to each other, while waving hands. For example: Bye-bye _____ (group name).</i></li> <li>• Now be in pairs. Say: Bye-bye to each other.</li> </ul>

**Closing the lesson****3 minutes**

*Sing this song with actions:* Follow the leader

*Teacher:* Follow, follow, follow!

*Learners:* Follow the leader!

*Teacher:* I jump, I jump, I jump!

*Learners:* I jump, I jump I jump!

*Repeat the song with other commands taught in this lesson.*



## Day 2: Session 4—Unit 1 Lesson 9

### UNIT 1 • Hello

#### Lesson 9

Time needed:  
30 minutes

30

#### Success criteria

Learners must be able to:

- identify the letter *a*
- sing a song
- write the letter *a*

#### Resources

- Letter card with small *a*
- Letter card with small *a* and big *A*
- Chalkboard: Lines for writing the letter *a*, prepared in advance
- Learners' book, p. 7
- Teachers' guide, p. 134, Song 8

#### Introduction: Identifying the initial letter sound /a/




2 minutes

Listen! Now I will say a word. If it begins with /a/, point your thumbs up. If it does not begin with /a/, point your thumbs down. *Say:* ant (*thumbs up*). *Continue with these examples:* apple, teacher, arrow, pen.

#### Activity 1.9.1 Identifying the letter *a*




15 minutes

Today we will name the letter *a*. I will name the letter. We will name the letter together. Then you will name the letter.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> <li>• Show the small letter <i>a</i> to the learners on a letter card.</li> <li>• <i>Say:</i> The letter name is <i>a</i>.</li> <li>• Repeat 3 or 4 times.</li> <li>• <i>Say:</i> The letter sound is /a/ as in <i>cat</i>.</li> <li>• Repeat /a/ 3 or 4 times.</li> <li>• Show the letter card with small <i>a</i> and big <i>A</i>. Point to each and say: small <i>a</i>, big <i>A</i>.</li> <li>• Repeat this 3 or 4 times.</li> </ul>	<ul style="list-style-type: none"> <li>• Let's say the letter name together. Show the letter card with small <i>a</i>. (<i>Teacher and learners say a together</i>).</li> <li>• Repeat this 3 or 4 times.</li> <li>• Let's say the letter sound together. (<i>Teacher and learners say /a/ together</i>).</li> <li>• Repeat this 3 or 4 times.</li> <li>• Show the letter card with small <i>a</i> and big <i>A</i>. Let's say together: small <i>a</i>, big <i>A</i>.</li> <li>• Repeat this 3 or 4 times.</li> </ul>	<ul style="list-style-type: none"> <li>• Now say the letter name on your own.</li> <li>• Show the letter card and say: The letter name is ____ (<i>learners say a</i>).</li> <li>• Repeat this 3 or 4 times.</li> <li>• Show the letter card and say: The letter sound is ____ (<i>learners say /a/</i>).</li> <li>• Now open your books at p. 7. Point to small <i>a</i>. Point to big <i>A</i>. Close your books.</li> <li>• In pairs, point to small <i>a</i> and big <i>A</i> in the classroom.</li> </ul>






**Activity 1.9.2 Singing a song: Show me a****5 minutes**

Now we will sing a song. I will sing the song. You will sing the song with me. Then you will sing the song on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> <li>• Sing: Show me a.</li> <li>• Use gestures to make sure learners understand the words.</li> </ul>	<ul style="list-style-type: none"> <li>• Let's sing the song together.</li> </ul>	<ul style="list-style-type: none"> <li>• Now class, sing the song on your own.</li> </ul>

**Activity 1.9.3 Writing the letter Q****6 minutes**

Now we will write the letter Q. I will write the letter Q. We will write the letter Q together. Then you will write the letter Q on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> <li>• Use the lines on the chalkboard that you prepared earlier to model writing the letter Q.</li> </ul>  <ul style="list-style-type: none"> <li>• Look at me (use gestures). Write letter Q on the chalkboard while saying as you write: Round, up, down.</li> </ul>  <ul style="list-style-type: none"> <li>• Write letter Q several times while saying: Round, up, down.</li> </ul>	<ul style="list-style-type: none"> <li>• Now let's write the letter Q in the air together. (Teacher and learners write the letter Q in the air together as they say: Round, up, down.)</li> <li>• Repeat this 3 or 4 times.</li> <li>• Learners write the letter on the ground or on slates, saying: Round, up, down.</li> <li>• Go around the class to make sure learners are writing the letter Q correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Now class, it's your turn. Write Q in your exercise books.</li> <li>• Write the letter Q five times on the lines on the chalkboard for learners to copy. (Learners write in their exercise books or on slates.)</li> </ul>

**Closing the lesson****2 minutes**

Repeat the song: Show me a.





## Day 2: Session 5 Unit 3 lessons 3, 4 and 5

### UNIT 3 • My home

#### Lesson 3

Time needed:  
30 minutes



#### Success criteria

Learners must be able to:

- name objects beginning with the letter *d*
- identify the letter sound /d/

#### Resources

- Pictures or models of dog, door, driver, and doctor
- Learners' book, pp. 15, 16
- Teachers' guide, p. 135, Song 12

#### Introduction: Singing a song




2 minutes

*Sing the song: Happy birthday to you. Then sing the verse: How old are you now?*

#### Activity 3.3.1 Naming objects beginning with the letter *d*

10 minutes






Today we will name objects. I will name the objects. We will name the objects together. Then you will name the objects on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> <li>• Show learners a picture, a model, or a real object beginning with the letter <i>d</i>, one at a time.</li> <li>• Ask: What is this? And answer: dog/door//doctor/duster/desk/dress.</li> <li>• Repeat for each object 3 or 4 times.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold up the object/picture of the object. Ask: What is this?</li> <li>• Answer together with the learners. Say: dog/door/duster.</li> <li>• Repeat with learners several times (whole class, in groups, and individually).</li> <li>• Invite two learners to the front with their learners' books to ask and answer.</li> <li>• What is this? Dog/door/duster.</li> </ul>	<ul style="list-style-type: none"> <li>• Now open your books at pp. 15 and 16.</li> <li>• In pairs, point to an object and then ask: What is this?</li> <li>• Answer: dog/door//driver/doctor/duster/desk/dress.</li> <li>• Ask some pairs to show the class what they were doing.</li> </ul>

**Activity 3.3.2 Identifying the initial letter sound /d/**

**10 minutes**

Now we will learn the sound /d/. I will say a word. If it begins with /d/, point thumbs up. If it does not begin with /d/, point thumbs down.

 <b>Teacher</b>	 <b>Teacher + Learners</b> 	 <b>Learners</b> 
<ul style="list-style-type: none"> <li>• The sound is /d/. The first word is <i>dog, dog</i>. <i>Dog</i> begins with /d/. So, I point my thumb up (demonstrate this action).</li> <li>• The next word is <i>table, table</i>. <i>Table</i> does not begin with /d/. So I point my thumb down.</li> <li>• The next word is <i>driver, driver</i>. <i>Driver</i> begins with /d/. So I point my thumb up.</li> </ul>	<ul style="list-style-type: none"> <li>• Let's say /d/ together: /d/, /d/. (Repeat with learners several times.)</li> <li>• Now I will say a word. If it begins with /d/, we point our thumbs up.</li> <li>• If it does not begin with /d/, we point our thumbs down:               <ul style="list-style-type: none"> <li>- Door, door (teacher and learners point thumbs up).</li> <li>- Book, book (teacher and learners point thumbs down).</li> <li>- Continue with other examples (doctor, boy, doom, driver, car, apple, etc.).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Now class, you will do this on your own. I will say a word. If it begins with /d/, point your thumbs up.</li> <li>• If it does not begin with /d/, point your thumbs down.</li> <li>• Say: dog (learners put thumbs up).</li> <li>• Continue with other examples (doctor, boy, driver, pencil, arrow, donkey, etc.).</li> </ul>

**Closing the lesson**

**3 minutes**

Show the learners some objects beginning with the letter sound /d/ and ask them to name the objects.

## UNIT 3 • My home

### Lesson 4

Time needed:  
30 minutes



#### Success criteria

Learners must be able to:

- identify the letter *d*
- sing a song
- write the letter *d*

#### Resources

- Letter card with small letter *d*
- Letter card with small *d* and big *D*
- Chalkboard: Lines for writing the letter *d*, prepared in advance
- Learners' book, p. 15
- Teachers' guide, p. 134, Song 8

#### Introduction: Identifying the initial letter sound /d/




2 minutes

Listen! Now I will say a word. If it begins with /d/, point thumbs up. If it does not begin with /d/, point thumbs down. Use these examples: dog, apple, door, teacher, arrow, doctor, driver, ball.

#### Activity 3.4.1 Identifying the letter *d*

15 minutes




Today we will name the letter *d*. I will name the letter. We will name the letter together. Then you will name the letter *d* on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> <li>• Show the small letter <i>d</i> to the learners on a letter card.</li> <li>• Say: The letter name is <i>d</i>.</li> <li>• Repeat <i>d</i> 3 or 4 times.</li> <li>• Say: The letter sound is /d/.</li> <li>• Repeat /d/ 3 or 4 times.</li> <li>• Show the letter card with small <i>d</i> and big <i>D</i>. Point to each and say: Small <i>d</i>, big <i>D</i>.</li> <li>• Repeat this 3 or 4 times.</li> </ul>	<ul style="list-style-type: none"> <li>• Let's say the letter name together (show the letter card with small <i>d</i>). Teacher and learners say <i>d</i> together.</li> <li>• Repeat this 3 or 4 times.</li> <li>• Let's say the letter sound together (teacher and learners say /d/ together).</li> <li>• Repeat this 3 or 4 times.</li> <li>• Show the letter card with small <i>d</i> and big <i>D</i>. Let's say together: Small <i>d</i>, big <i>D</i>.</li> <li>• Repeat this 3 or 4 times.</li> </ul>	<ul style="list-style-type: none"> <li>• Now say the letter name on your own.</li> <li>• Show the letter card and say: The letter name is ____ (learners say <i>d</i>).</li> <li>• Repeat this 3 or 4 times.</li> <li>• Show the letter card and say: The letter sound is ____ (learners say /d/).</li> <li>• Now open your books at page 15. Point to small <i>d</i>. Point to big <i>D</i>. Close your books.</li> <li>• In pairs, point to small <i>d</i> and big <i>D</i> in the classroom.</li> </ul>

#### Activity 3.4.2 Singing a song: Show me *d*






5 minutes

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> <li>• Sing: Show me <i>d</i>.</li> <li>• Use gestures to make sure learners understand the words.</li> </ul>	<ul style="list-style-type: none"> <li>• Let's sing the song together.</li> </ul>	<ul style="list-style-type: none"> <li>• Now class, sing the song on your own.</li> </ul>

**Activity 3.4.3 Writing the letter d****5 minutes**

Now we will write the letter d. I will write the letter d. We will write the letter d together. Then you will write the letter d on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> <li>Use the lines on the chalkboard that you prepared earlier to model writing the letter d.</li> </ul>  <ul style="list-style-type: none"> <li>Look at me (use gestures). Write the letter d on the chalkboard while saying: Round, up, up, down.</li> </ul>  <ul style="list-style-type: none"> <li>Write the letter d several times while saying: Round, up, up, down.</li> </ul>	<ul style="list-style-type: none"> <li>Now let's write the letter d in the air together. (Teacher and learners write the letter d in the air together as they say: Round, up, up, down.)</li> <li>Repeat this 3 or 4 times.</li> <li>Then learners write the letter on the ground or on slates, saying: Round, up, up, down.</li> <li>Go around the class to make sure learners are writing the letter d correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Now class, it's your turn. Write the letter d in your exercise books.</li> <li>Write the letter d five times on the lines on the chalkboard for learners to copy. (Learners write in their exercise books or on slates.)</li> </ul>

**Closing the lesson****3 minutes**

Sing the song: Show me d.

## UNIT 3 • My home

### Lesson 5

Time needed:  
30 minutes



#### Success criteria

- Learners must be able to:
- count objects
  - sing a number song
  - match objects with numbers

#### Resources

- Stones and sticks, brought by learners in advance of the lesson
- Number cards 1–5 (1 set per group)
- Learners' book, p. 17
- Teachers' guide, p. 136, Song 13

#### Introduction: Writing the letter d




2 minutes

Review writing the letter **d** in the air as a whole class and as individuals. As you write the letter **d**, say: Round, up, up, down.

#### Activity 3.5.1 Counting objects







10 minutes

Today we will count objects. I will count the objects. We will count the objects together. Then you will count the objects on your own.

 Teacher	 Teacher + Learners	 Learners
<ul style="list-style-type: none"> <li>• Put stones in sets of 2, 3, 4, and 5.</li> <li>• Point to one set and say: How many stones are there? Answer: There are 2, 3, 4, 5 stones.</li> <li>• Do the same with the sticks.</li> </ul>	<ul style="list-style-type: none"> <li>• Let's say: How many stones are there? Let's answer: There are 2, 3, 4, 5 stones.</li> <li>• Repeat with learners several times.</li> <li>• Do the same with the sticks (as a whole class, in groups, and individually).</li> <li>• Let's turn to p. 17. How many hands are there? There is one hand.</li> <li>• Repeat 3 to 4 times.</li> <li>• Do the same with the other objects on the page.</li> <li>• Invite two learners to the front. Help them to ask and answer: How many shoes/cars are there?</li> <li>• There are 2 shoes. There are 3 cars.</li> </ul>	<ul style="list-style-type: none"> <li>• Now be in pairs. Look at the pictures on p. 17. Ask: How many cars are there? Answer: There are 3 cars.</li> <li>• Ask and answer for hand, boxes, flowers, and shoes.</li> <li>• Ask some learners to show the class what they were doing.</li> </ul>







**Activity 3.5.2 Singing a number song****5 minutes**

Now we will sing a song. I will sing the song. We will sing the song together. Then you will sing the song on your own.

 Teacher	   Teacher + Learners	  Learners
<ul style="list-style-type: none"> <li>• Sing: One, two, three, four, five.</li> <li>• Point to the sets when you sing.</li> </ul>	<ul style="list-style-type: none"> <li>• Let's sing the song together.</li> </ul>	<ul style="list-style-type: none"> <li>• Now class, sing the song on your own.</li> </ul>

**Activity 3.5.3 Matching objects with numbers****10 minutes**

Now we will match objects with numbers. I will match objects with numbers. We will match objects with numbers together. Then you will match objects with numbers on your own.

 Teacher	   Teacher + Learners	  Learners
<ul style="list-style-type: none"> <li>• Show the number cards and objects.</li> <li>• Pick two stones and a corresponding number card. Show learners and say: Two stones.</li> <li>• Repeat with other objects and number cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Now let's do it together.</li> <li>• Pick two stones and a corresponding number card. Show the learners and together say: Two stones.</li> <li>• Repeat with learners in groups or individually.</li> <li>• Call a learner to the front. Show him/her a number card. Let the learner match the number of objects with the number on the card, and say: Three books / two stones, etc.</li> <li>• Repeat this with several other learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Now be in groups. Match the objects with the numbers.</li> <li>• Hand out to each group the sets of number cards and equal numbers of the same objects (beans, stones, sticks, etc.).</li> <li>• Ask learners to take turns to match number cards with the objects.</li> </ul>

**Closing the lesson****3 minutes**

Repeat the number song: One, two, three, four, five.



## Day 2 Session 7 – Unit 6 Lesson 55

### UNIT 6 • Let us do it again

#### Day 5 review

Time needed:  
30 minutes



#### Success criteria

Learners must be able to:

- count objects
- draw objects
- match objects with numbers
- model the letter *h*
- obey commands
- say their names

#### Resources

- Observation checklist
- Learners' book, p. 29

#### Introduction: Singing a song

3 minutes

Ask the learners to choose any song from Units 1–5.

#### Activity 6.5.1 Group revision activities

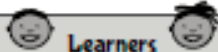
24 minutes

Say to all learners: Today, some of you will show me what you have learned in this unit. Others will revise work from units 4 and 5.

#### ★ Teacher tip

If the following activities are not the ones that your learners found difficult, choose other activities from Units 4 and 5.

#### Group activity 1 Counting objects



Learners

- Open your books at page 29.
- Take turns to point to a row.
- Count the objects like this: 1 car, 2 bananas, 3 stars.
- Draw the objects in your exercise books.
- Write the number next to the objects, like this:



**Group activity 2 Modelling the letter h**

**Learners**

- Here is clay/stone/paper/maize pith/sand/grass.
- Model the letter *h*.
- As you model the letters, say the letter name *h*.
- Show your letter to your group.
- Now write the letter *h* in your exercise books.

**Group activity 3 Assessment of remediation group learners**

Assess learners one at a time on responding to commands and on giving their names. Give the commands in a random order, so the learners do not copy each other.

While you are assessing the individual learners, have the other learners in the group do modelling of letter *h*.

Use a checklist like this one to record learners' performance. Give the learner a mark if he or she responds correctly to the command and can give his/her name. Even if the pronunciation is wrong, give the learner a point if you can understand what she/he is saying. Record each learner's performance and inform the learner of his or her score.

Learner	Say name	Sit down	Clap hands	Jump	Dance	Stand up	Score
Mary	1	0	0	1	1	1	4
Chikondi	0	0	1	1	0	1	3
Michael							
Alipo							

**Closing the lesson**

**3 minutes**

Play Mrs. Phiri says with the whole class. Use the words and commands that have been taught in Units 1–5.





## Annex 4: Community Mobilisation Data to be collected

To ascertain community mobilisation effectiveness and efficiency, there is great need for schools (through teachers, heads and PEAs) to collect community mobilisation data in three different areas: the school, household and reading centre. The schools need to have the data handy when visited by monitors. The data should be submitted by each school, once per term via the zonal PEA. The data collection tools are as indicated below:

### School Data

School Name: \_\_\_\_\_ Zone: \_\_\_\_\_

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

Head Teacher ( m / f ): \_\_\_\_\_ Phone

#: \_\_\_\_\_

### Reading Fairs:

Date of reading fair \_\_\_\_\_

Reading Fair report should be written by the school and attached (should contain when, where, who organized, who participated, what activities -including those by community members, successes, challenges, and way forward) and should be sent to EGRA).

### Reading centres: (record the number in the blank space)

\_\_\_\_\_ Total number of reading centres serving school population

\_\_\_\_\_ Number of reading centre surveys collected from reading centres (attach surveys)

### Household surveys:

Conducted Household surveys in 5 households with children in Standards 1-3 within the school community, using EGRA template (See next data collection tool and attach the household survey)

### PSIP application status at your school: (tick only ONE, leave blank if not yet started)

Being worked on

Completed

Submitted to DEM  Funded

What EGRA elements did the SIP have? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### MoU signed and collected by EGRA: (tick ALL that apply)

School-Head  SMC

PTA

**Community sensitisation meetings:** (tick box if available; leave blank if not available.)

Attendance registers for all sensitisation meetings are available

Minutes for all sensitisation meetings are available

List all sensitisation meetings held during this term (date and types of participants):

Date	Objective(s) of the meeting	Groups of participants (SMC, PTA, mother group, community, teachers, etc.)

## 2. Household Survey for Community Mobilisation Checklist

Date: \_\_\_\_\_

*Household survey to be conducted in 5 households that have a Standard 1-3 child who attends the school*

School: \_\_\_\_\_ Village Name(s): \_\_\_\_\_

Zone: \_\_\_\_\_ District: \_\_\_\_\_

### Household Information:

Household	Standard child attends (1-3)	Did your Std 1-3 child bring home reading materials from school in the past week?		How often does your child read in the home?	Does your child attend a reading centre in the community?		How often does your child attend a reading centre?	Who assists your child in reading outside of school?
		Y	N	Days/week	Y	N	Days/week	Relationship (Parent, sibling, uncle, etc.) Position (VCRF, teacher, classmate, etc.)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
<b>Total</b>								

### 3. Reading Centre Survey

Date: \_\_\_\_\_

Complete a separate survey for each reading centre/club that serves the school community.

Community Reading Centre Name: \_\_\_\_\_

Village(s): \_\_\_\_\_ School: \_\_\_\_\_

Zone: \_\_\_\_\_ District: \_\_\_\_\_

Name of Facilitator(s) (m / f): \_\_\_\_\_ Phone: \_\_\_\_\_  
 (m / f): \_\_\_\_\_ Phone: \_\_\_\_\_

Reading centre/club documentation available at the community reading centre/club: (tick ALL that apply)

- Reading Centre attendance register available
- Attendance register filled in regularly by the Volunteer Community Reading Facilitator
- Volunteer(s) present at reading centre/club and facilitating sessions
- Reading materials available at the reading centre/club
- Book inventory available and up to date
- Book Lending Register available and being utilized

Frequency of reading centre/club sessions: (tick ONE only)

- daily       once/week       fortnightly       Other: \_\_\_\_\_

What type(s) of activities take place at the visited reading centre/club? (Tick ALL that apply)

- Storytelling
- assisting learners with reading skills
- lending readers to learners
- developing local reading materials
- assisting learners with class work through mentors
- duplicating decodable readers
- engagement in SMS gateway messaging
- annual fair participation
- other (specify) \_\_\_\_\_

Reading centre/club enrolment:

Enrolment	Male	Female	Total
Standard 1 learners			
Standard 2 learners			
Standard 3 learners			
<b>Total</b>			

## Annex 5: Teacher Observation Instrument



# Malawi Early Grade Reading Activity



### TEACHER OBSERVATION INSTRUMENT

## Instructions

1. Plan to meet with the teacher at least 5-10 minutes before the lesson begins. You will want to cover the following issues:
  - Get the teacher profile information
  - Get information on the teachers' teaching records
  - Get information on the number of boys and girls enrolled
2. Inform the teacher about the intent and purpose of your classroom visit.
  - This observation is intended:
    - To observe the teaching of reading/writing in Chichewa/English
    - To help you and me learn more about how we can both improve the literacy and reading skills of our learners
    - Not to formally evaluate you as a teacher
  - This observation will *not have any* impact on your formal performance evaluation.
  - These results will help EGRA and MoEST identify areas for improving teacher support and in-service professional development.
3. At the end of the lesson, plan to take some time to discuss with the teacher what you have observed and recorded in the lesson.

## Background Information

School Name: \_\_\_\_\_ Emis No.: \_\_\_\_\_  
Zone: \_\_\_\_\_  
District: \_\_\_\_\_ Division: \_\_\_\_\_  
Name of Observer: \_\_\_\_\_  
Date: \_\_\_\_\_ Standard: \_\_\_\_\_

## Teacher Demographics

TD1. Teacher's Name: \_\_\_\_\_ First Name: \_\_\_\_\_  
TD2. Employment Number:  
(ID Number if student teacher) \_\_\_\_\_  
TD3. Sex of Teacher (tick which applies):      Male: \_\_\_\_\_      Female: \_\_\_\_\_

TD4. Years of Teaching Experience Completed (inclusive training): \_\_\_\_\_  
(Enter zero for less than one year of teaching) (just a number e.g., 0, 5, 8, etc.)

TD5. Teaching Qualifications (Tick one)

Teaching Certificate (T2)	_____
Teaching Certificate (T3)	_____
Pre-service Student (IPTE)	_____
Pre-service Student (ODL)	_____
Assistant Teacher	_____
Volunteer Teacher	_____

TD6. Are you a qualified special needs education teacher? YES: \_\_\_\_\_ NO: \_\_\_\_\_

TD7. What standard did you teach reading in in the following years?

<u>Academic Year</u>	<u>Standards Teaching</u>
2012-2013	_____
2013-2014	_____
2014-2015	_____
2016-2016	_____

TD8. Which of the following EGRA trainings have you attended? (Tick all that apply)

No training	_____
Training prior to 2013 – 2014 academic year	_____
2013-2014:	1 <sup>st</sup> Term _____ 2 <sup>nd</sup> Term _____ 3 <sup>rd</sup> Term _____
2014-2015:	1 <sup>st</sup> Term _____ 2 <sup>nd</sup> Term _____ 3 <sup>rd</sup> Term _____
2015-2016:	1 <sup>st</sup> Term _____ 2 <sup>nd</sup> Term _____ 3 <sup>rd</sup> Term _____

## Classroom Demographics

CD1. Standard Observed: \_\_\_\_\_

CD2. Subject: \_\_\_\_\_

CD3. Unit: \_\_\_\_\_

CD4. Lesson: \_\_\_\_\_

CD5. No. of learners enrolled in class: Girls \_\_\_\_\_ Boys \_\_\_\_\_

CD6. No. of learners attending today: Girls \_\_\_\_\_ Boys \_\_\_\_\_

## Classroom Observation

### Lesson /Classroom Preparation (circle what applies)

Activity	Yes	No	Comments	
P1. Teacher has schemes of work	Yes	No		
P2. Teacher has a lesson plan	Yes	No		
P3. Teacher has assessment records	Yes	No		
P4. Teacher has teaching resources	Yes	No		
P5. Teacher has learning resources	Yes	No		
P6. Teacher has assessment resources	Yes	No		
P5. Classroom has print rich environment	No	Little	Adequate	Much

## Lesson Presentation

### Books and Lesson Start Time

B1. Number of learners with a book in their hand(s): \_\_\_\_\_

B2. Number of learners who used reading materials at home that they brought from school over the last week: \_\_\_\_\_

B3. Lesson presentation start time: \_\_\_\_\_

(Circle what applies in the following items.)

Activity	Score					
<b>Phonological Awareness</b>						
1. Teacher is able to model correct letter sounds.	Never	Rarely	Sometimes	Frequently	Always	N/A
2. Teacher waits until AFTER sound exercises to write letters on board or use print.	Never	Rarely	Sometimes	Frequently	Always	N/A
<b>Phonics</b>						
3. Teacher reviews previously learned sounds, syllables and words, adding the new sounds to create words.	Never	Rarely	Sometimes	Frequently	Always	N/A
4. Teacher is able to blend (put together), segment (take apart) and manipulate sounds	Never	Rarely	Sometimes	Frequently	Always	N/A
<b>Writing</b>						
5. Teacher demonstrates on the chalk board the mechanics of how to write letters	Never	Rarely	Sometimes	Frequently	Always	N/A
6. Teacher provides opportunity for learners to practice writing e.g, in the air, on the ground, in their notebooks or slates.	Never	Rarely	Sometimes	Frequently	Always	N/A
7. Teacher supports learners who are struggling to write.	Never	Rarely	Sometimes	Frequently	Always	N/A
<b>Before Reading ( circle where applicable according to the day's lesson)</b>						
8. Teacher teaches new words using a relevant strategy (strategies), (e.g, actions, pictures, explanation, etc.), to ensure that learners show understanding	Never	Rarely	Sometimes	Frequently	Always	N/A

Activity	Score					
9. Teacher gives the title of the story.	Never	Rarely	Sometimes	Frequently	Always	N/A
10. Teacher asks learners to predict.	Never	Rarely	Sometimes	Frequently	Always	N/A
Reading the Story (circle where applicable according to the day's lesson)						
11. Teacher models reading the story with expression.	Yes	No				N/A
12. Teacher pauses and asks questions to help learners identify characters, plot and setting.	Yes	No				N/A
After Reading the Story (circle where applicable according to the day's lesson)						
13. Teacher verifies predictions.	Never	Rarely	Sometimes	Frequently	Always	N/A
14. Teacher asks comprehension questions	Never	Rarely	Sometimes	Frequently	Always	N/A
15. Teacher helps learners find answers.	Never	Rarely	Sometimes	Frequently	Always	N/A
General Instruction						
16. Teacher uses the lesson cycle including an advance organizer and the I do/We do/You do methodology.	Never	Rarely	Sometimes	Frequently	Always	N/A
17. Teacher maintains appropriate pace to cater to all aspects of the lesson while keeping learners actively engaged.	Never	Rarely	Sometimes	Frequently	Always	N/A
18. Teacher varies class organization (group work, pair work, individuals sharing work) to maximize learning.	Never	Rarely	Sometimes	Frequently	Always	N/A
19. Teacher supervises and supports learners through immediate and appropriate feedback.	Never	Rarely	Sometimes	Frequently	Always	N/A
20. Teacher uses teaching and learning resources effectively.	Never	Rarely	Sometimes	Frequently	Always	N/A
21. Teacher uses assessment resources effectively.	Never	Rarely	Sometimes	Frequently	Always	N/A
22. Teacher uses gender sensitive/appropriate language.	Never	Rarely	Sometimes	Frequently	Always	N/A
23. Teacher adjusts lesson for learners with diverse abilities and special needs.	Never	Rarely	Sometimes	Frequently	Always	N/A
24. Teacher assigns appropriate writing exercise and homework.	Never	Rarely	Sometimes	Frequently	Always	N/A
25. Lesson presentation end time						

## Lesson applications

### Phonemic Awareness

PA1. What letter sound did the teacher focus on? \_\_\_\_\_

PA2. What activity did the learners do? (Tick all that apply)

None \_\_\_\_\_ Initial sound identification \_\_\_\_\_ Blending \_\_\_\_\_



Segmenting \_\_\_\_\_ Sound games \_\_\_\_\_

## Alphabetic Principle

API. What activity did the learners do? (Tick all that apply)

None \_\_\_\_\_ Initial sound identification \_\_\_\_\_ Blending \_\_\_\_\_

Segmenting \_\_\_\_\_ Rhyming words \_\_\_\_\_ Word manipulation \_\_\_\_\_

## Fluency

F1. What was read? (Tick all that apply)

Letters \_\_\_\_\_ Syllables \_\_\_\_\_ Words \_\_\_\_\_

Sentences \_\_\_\_\_ Story \_\_\_\_\_

F2. Who read aloud? (Tick all that apply)

Teacher \_\_\_\_\_ Whole class (echo/shoral) \_\_\_\_\_

Pairs/groups \_\_\_\_\_ Individual \_\_\_\_\_

## Vocabulary

VI. What vocabulary activity did the teacher do? (Tick all that apply)

None \_\_\_\_\_ Build on learners' experience \_\_\_\_\_

Pair and share \_\_\_\_\_ Gesture \_\_\_\_\_

Make a sentence \_\_\_\_\_ Point to something \_\_\_\_\_

Definition \_\_\_\_\_ Ask for a definition \_\_\_\_\_ Reading new words \_\_\_\_\_

## Coaching Feedback Report

School Name: \_\_\_\_\_ Emis No.: \_\_\_\_\_

Zone: \_\_\_\_\_

District: \_\_\_\_\_ Division: \_\_\_\_\_

Name of Coach: \_\_\_\_\_ Name of Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Standard: \_\_\_\_\_

Subject: \_\_\_\_\_

No. of learners enrolled in class: \_\_\_\_\_ Girls: \_\_\_\_\_ Boys: \_\_\_\_\_

No. of learners attending today: \_\_\_\_\_ Girls: \_\_\_\_\_ Boys: \_\_\_\_\_

# Coaching Notes

STRENGTHS	AREAS REQUIRING IMPROVEMENT
What went on well during the lesson?	What weaknesses were observed?
SUPPORT GIVEN TO THE TEACHER	WAY FORWARD
Include demonstrations made, advice given.	Action plan: what will the teacher do?

Number of minutes spent on feedback and coaching the teacher: \_\_\_\_\_ minutes

Coach signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

Head Teacher signature \_\_\_\_\_

## Annex 6 Grant under contract survey questionnaire



# EARLY GRADE READING ACTIVITY

### GRANT UNDER CONTRACT SURVEY QUESTIONNAIRE FOR PRIMARY SCHOOL HEAD TEACHERS

## Instruction

1. Provide school related information for the survey items listed in this questionnaire

## BACKGROUND INFORMATION

School Name: \_\_\_\_\_ Emis No. \_\_\_\_\_ Zone: \_\_\_\_\_

District: \_\_\_\_\_ Division: \_\_\_\_\_

Head Teacher's name: \_\_\_\_\_ Signature \_\_\_\_\_

Date: \_\_\_\_\_

## A1. Curriculum leadership

CL1. How many school based CPD meetings focusing on reading were conducted for Std 1 – 3 teachers during each term? \_\_\_\_\_

CL2. How many times did the head teacher visit classrooms each term to observe and support Std 1 – 3 teachers in reading? \_\_\_\_\_

CL3. How did you involve school staff and community for support of reading in school?

Activities (listed by number)	Evidence for each activity (by number)

CL4. What creative and/or innovative activities did the school leadership do in school to provide support to teachers and learners in improving reading?

Activities (listed by number)	Evidence for each activity (by number)

## A2. Curriculum implementation

CI1. Is the school implementing one hour dedicated for reading every day which includes reading Chichewa and English and practicing speaking? Y / N

Evidence of one hour for reading every day

CI2. How do you ensure good management of reading resources in school and keep track of the use of reading materials by learners in and out of school?

Activities (listed by number)	Evidence for each activity (by number)

CI3. How do you ensure equal participation of boys and girls in reading instruction and activities?

Activities (listed by number)	Evidence for each activity (by number)

CI4. What percentage of Std 1 – 3 learners take supplementary reading materials for home reading every week?

Evidence that children take supplementary reading materials home every week

CI5. How do the teachers in school meet the needs of learners of special learning needs in reading?

Activities (listed by number)	Evidence for each activity (by number)

CI6. What creative and/or innovative strategies were used in your school to improve reading instruction and learning?

Activities (listed by number)	Evidence for each activity (by number)

--	--

CI7. Do the teachers in your school develop and conduct reading assessment to all learners at least once every term? Y / N

**Evidence that teachers develop and conduct reading assessments every term**

--

## B. School community activities

SC1. How many SMC meetings were held each term that included reading on the agenda?

\_\_\_\_\_

SC2. Has the community developed an action plan to improve reading? Y / N  
Has the action plan been shared with EGRA? Y / N

**Evidence that an action plan to improve reading has been developed by community**

--

SC3. Was support for reading of special needs learners included on the action plan? Y / N

**Evidence that support to special needs learners was included on the action plan**

--

SC4. How many reading related activities were allocated on the SIP Grant application?

\_\_\_\_\_

SC5. What percentage of reading activities included in the SIP Grant application were implemented this year?

\_\_\_\_\_

<b>Evidence that reading activities on SIP Grant application were implemented</b>

SC6. How often in a term did SMC member visit the school to observe and support Stds 1 – 3 teachers’ reading lessons?

\_\_\_\_\_

<b>Evidence that the SMC members observed and supported reading lessons</b>

SC7. Did your school conduct any reading fair? Y / N  
If yes how many times, who attended and what was the content?

<b>List all reading fairs conducted this year (listed by number)</b>		
<b>Date of reading fair</b>	<b>Who attended?</b>	<b>What was the content?</b>

SC8. What is the percentage of Stds 1 – 3 learners who participate in

community organised reading for at least two hours a week? \_\_\_\_\_

**Evidence for the number of children participating in community reading activities**

--

SC9. What creative ideas, has your school and/or community conducted to link the school and community in reading?

**Activities (listed by number)**

**Evidence for each activity (by number)**

<b>Activities (listed by number)</b>	<b>Evidence for each activity (by number)</b>

SC11. What percentage of Std 1 – 3 classrooms are painted with letters on the wall?

\_\_\_\_\_

















