

Republic of Zambia
Ministry of General Education

PRIMARY LITERACY PROGRAM

APPROACH TO TEACHING READING
IN LOCAL LANGUAGES

FACILITATOR'S MANUAL



RTS Teacher Effectiveness (TE) Series # 2



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Preface

The Ministry of General Education (MOGE) attaches the highest importance to Teacher Continuing Professional Development (CPD). The MOGE recognises that CPD becomes effective if a conducive environment is created at the points of delivery which are zones. This is necessary for teachers to interact freely and share their experiences. In order to meet this objective and successfully enable teachers to acquire competencies for improving their teaching skills, the meetings need to be guided so that they are focused. This is where documents such as the Facilitator's Manual and Teacher Handouts become significantly important to guide the process of discussions.

The two documents; Facilitator's Manual and Teacher Handouts are designed in such a way that they provide guidance for schools and teachers on how to conduct school-based in-house professional development activities to enhance early grade reading. Enhancing early grade reading calls for interventions aimed at improving learning in line with the revised curriculum and National Literacy Framework that focuses on strengthening the five key components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension.

The Facilitator's Manual and Teacher's Handout provide strategies that can be used to support teachers during Teacher Group Meetings and other Continuing Professional Development (CPD) activities focusing on teaching reading in institutions of learning. The structure for using these handbooks is the School Program of In-service for a Term (SPRINT) which is an existing system in the school structures for building the capacity of teachers and strengthening their teaching skills. The School In-Service Coordinators (ZICs), District Resource Centre Coordinators (DRCCs) and Teachers leading Teacher Group Meetings (TGMs) will find these two documents valuable for improving teaching reading in schools. The documents will also enable interaction during TGMs.

The MOGE acknowledges the support given by USAID/Zambia Read to Succeed Project to produce these support materials: Facilitator's Manual and Teacher's Handout, which will enable MOGE to continue strengthening the Primary Literacy Program (PLP) in schools and colleges so that the quality of education and in particular, reading skills, are improved among learners in early grades. This is in line with Government aspirations that aim at ensuring that all children receive quality education.



Cecilia N. Sakala (Mrs.)
Director, Standards and Curriculum
MINISTRY OF GENERAL

Acknowledgment

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TRAINING SCHEDULE:

DAY	SESSION	TIME	TOPIC
		DAY 1	
One		08:00 – 09:00	Registration, welcome, introductions, ground rules & official opening
One	1.	09:00 - 09:40	Material distribution, Orientation (purpose and goals of the training)
One	2.	09:40 – 10:30	Introduction to Local Language Literacy
One		10:30 – 11:00	B R E A K
One	3.	11:00 – 11:30	Primary Literacy Program (PLP)
One	4.	11:30 – 12:00	Lesson Format
One	5.	12:00 – 13:00	Steps for Teaching Reading Using Primary Literacy Program (PLP)
One		13:00 – 14:00	L U N C H
One	6.	14:00 – 14:30	Introducing the weekly schedule
One	7.	14:30 – 15:00	How to Introduce and Practice Letter Sounds
One		15:00 – 15:20	B R E A K
One	8.	15:20 – 15:50	Reading
One	9.	15:50 – 16:20	How to Teach Learners to Write Independently
One		16:20 – 16:30	Summary & close of day 1
Two		08:00 – 08:30	Registration & recap of the previous day
Two	10.	08:30 – 09:00	Writing process
Two	11.	09:00 – 09:30	Handwriting
Two	12.	09:30 – 10:00	Conducting Read Aloud
Two	13.	10:00 – 10:30	Writing Decodable Stories
Two		10:30 – 10:50	B R E A K
Two	14.	10:50 – 11:30	Assessment
Two	15.	11:30 – 12:00	Formal Assessment – Fifth & Tenth
Two	16.	12:00 – 12:20	Using Assessments
Two	17.	12:20 – 12:30	Teaching and Learning Materials
Two	18.	12:30 – 12:40	Special Education
Two	19.	12:40 – 13:00	Coaching
Two		13:00 – 14:00	L U N C H
Two	20	14:00 – 14:30	Lesson Demonstration,
Two	21	14:30 – 15:30	Teaching practice & review
Two		15:30 - 15:50	B R E A K
Two	22	15:50 – 16:20	School-based training and using locally available resources – Planning and Implementation
Two	23	16:20 – 16:40	Conclusion: Closing session: Expectations, announcements and close

Guidelines for Trainers

Ask one participant to read a sentence. Discuss each rule and make sure that all participants understand and agree to follow the rules.

1. Limit the amount of time the trainer presents the topic. 10-15 minutes should be sufficient.
2. The bulk of the time should be spent in discussion among participants, conducting demonstrations or preparing sample lesson plans.
3. One participant keeps the time and lets everyone know when the session is half-way through and 15 minutes before the end.
4. End each session with the two questions: What have we learned? What can we do?
5. Each training session should last about 6-8 hours. The facilitator marks the time at the beginning of the training and the time when the training session ends.
6. Ensure that all participants and training/facilitators sign an attendance sheet. The school must keep a copy of the attendance sheet or information (with attendance signatures) for each training, in a notebook.
7. Attendance sheets are returned to the provincial office and maintained in a separate folder where POCs can access them.
8. This training is intended for all those that teach Early Grades: Grades 1-4, to improve literacy skills. All the material is appropriate for Grade 1 teachers and above.

Before the training begins

- Participants agree on ground rules – For example putting their cell phones on silent
- Hand out the attendance sheets and have everyone complete in their own handwriting. See the example below.
- Collect the attendance sheet. Keep the attendance sheet in a safe place to be delivered to the ZIC/DEBs/DRCC/PTL or POC
- Any late comers can come to the trainer to sign the attendance sheet at the break or at the end of the session
- Keep one attendance register at the school which includes all signatures for training. Write the title and date of the training. Mark the beginning hour of the training. Have the register signed at the end of the training.

Here is an example of how the top of each page in the notebook should appear:

No.	Last Name	First Name	Sex	NRC #	District	Zone	Position	Signature
1	Banda,	Paul	M	612345-67/1	Lusaka	Mumuni	Grade 3 Teacher	Paul Banda
2	Phiri,	Brenda	F	689012-51/1	Lundazi	Emusa	Grade 1 Teacher	Brenda Phiri

- Take 20 minutes to talk about what has happened since the last training. Did teachers use the lesson plans for reading? What was helpful? What was difficult? Allow teachers to respond to their own challenges by asking them what they would do next time to avoid any challenges.

Session 1	Orientation
Materials	<p>Pens Writing pad Learners' Book Teacher's Guide Facilitator Manual for facilitator only Agenda Chart paper</p>
Outcomes	Demonstrate knowledge of understanding of purpose and goals of the training
Demonstrate	<p>Go through the program with the participants reviewing the objectives of each activity. Ask the participants if there are any questions about the program.</p> <p>Ask participants; What they expect to get out of the training? Ask the participants to write, at least one expectation from the training. Write the expectations out on a large paper or board</p>
Explain	<p><input type="checkbox"/> The New Primary Curriculum was piloted in a few schools in 2013 and implemented in all (government and community) schools from January 2014.</p> <p><input type="checkbox"/> Give Background to Teaching Reading Using the Primary Literacy Program (PLP) – Read together with participants the notes given below for the background</p> <p><input type="checkbox"/> Explain to the participants that the goal of this training is:</p> <ul style="list-style-type: none"> • <i>To develop teachers' literacy skills</i> • <i>To improve teachers' ability to teach literacy in an interesting and interactive way</i> • <i>To promote early grade literacy by breaking it into smaller skills (phonemic awareness, phonics, fluency, vocabulary and comprehension)</i> • <i>To work with teachers to promote reading across the curriculum</i> • <i>To put literacy on the school agenda and encourage reading for enjoyment – in and out of school</i> • <i>To encourage teachers to use local resources for instruction</i> • <i>To encourage teachers to work closely with communities to promote reading activities</i>
Discuss	What will they need in the coming weeks and months as they implement the new Primary Literacy Program?

**Background
Information**

Literacy is Reading, Writing, Speaking and Listening.

To promote excellence in reading, teacher will need to teach reading and its components. Teachers will also need to support writing, speaking and listening.

Background to Teaching Reading Using the Primary Literacy Program (PLP)

The Primary Literacy Program is based on the National Literacy Framework. The National Literacy Framework focuses on preparing learners to read and write by exposing them to skills building activities that promote good literacy habits and these habits are related to reading, writing, speaking and listening.

These domains are supported by five key competencies. These competencies are the building blocks of good literacy skills and each of them should be a part of every literacy lesson. The five key competencies are:

1. phonemic awareness
2. phonics
3. fluency
4. vocabulary
5. comprehension

In order to prepare learners, the framework sets out expectations to develop pre-reading and pre-writing skills. These skills include handwriting and punctuation.

Pre-reading and pre-writing skills

In the Primary Literacy Program, the first week of grade one term 1 will be dedicated to pre-reading and pre-writing skills.

What are pre-reading and pre-writing skills?

Pre-reading: Pre-reading skills are skills that will help children learn to read. Pre-reading skills do not only prepare children to read, but also to write, listen and speak with fluency.

For example, teachers may teach:

- **Sound awareness** – dog barking, thunder, drumming
- **Conversational skills** – talking with others using complete sentences
- **Visual discrimination** – identifying things that are alike and things that are different.
- **Concepts of print** – where to start reading, what to do at the end of the line (return,) etc. In addition to how to hold a book, how to open a book, turning pages and how to store books.

Pre-writing: **Pre-writing** skills are skills that will help children to learn to write. **Pre-writing** skills prepare children to write. As with pre-reading skills, they also help children develop fluency with listening, speaking and reading. For example, teachers help learners to:

- Make shapes in the air
- Hold pencils
- Draw lines, shapes and patterns
- Draw pictures

The following training will take you through the steps necessary to improve literacy instruction in the primary years.

Session 2	Local Language Literacy
Materials	National Literacy Framework
Outcomes	Explain local language instruction policy
Discuss	<p>1. Ask participants to form pairs.</p> <p>I. Reading</p> <p>2. Tell participants to, after discussion; write at least two reasons why reading is important.</p> <p>3. Ask one person from each pair to read what they have written.</p> <p>Summarize by giving the following:</p> <p><i>“Reading is a tool for learning other subjects. It provides access to new information and knowledge. It can be a source of entertainment. It is a functional tool for completing forms and participating in civic activities. It improves our lives and promotes confidence when we communicate with different people.”</i></p> <p>Explain that reading has been given 1 hour per day on the time table because its importance.</p> <p>II. Local Language</p> <p>1. Ask the participants: Why do you think initial literacy in a local language is important? (Learning to read and write in local language.) Write the reasons.</p> <p>2. Ask one of the participants to list the reasons from participants on a flip chart.</p> <p><i>You can add: Learning is meaningful, easily understood and teachers teach based on what the learners already know. Learners progress from known to unknown. Learners are able to express themselves in a meaningful way. Learners concentrate on one skill at a time. There is more interaction among learners. Learners transfer literacy skills from their familiar language to learning to read in a second language.</i></p> <p>3. Inform the participants that there are many advantages in learning in our familiar languages especially at foundation level. That is why the MOGE is revising the curriculum so that</p>

	from grade 1- 4, the medium of instruction and initial literacy, is in a local language.
How do I Use this in My Classroom?	All classroom instruction is conducted in the local language.
Background Information	Reasons to teach in the local language: <ul style="list-style-type: none"> ✓ Local language literacy is more successfully taught than second language literacy. ✓ Local language literacy provides support for subsequent English literacy. ✓ Local language literacy is in harmony with the "child centred" policy in education
Evaluation	Ask participants if they have questions based on what you have said. Thank them for their attention.

Session 3	Primary Literacy Program (PLP)
Materials	Handout on Primary Literacy Program (PLP)
Outcomes	Participants have a shared vision of PLP
Demonstrate	<p>Put the participants into small groups of 3 - 5. Ask participants:</p> <ol style="list-style-type: none"> 1. How did they learn to read? <ol style="list-style-type: none"> a. How did this affect what they think of reading? b. How did this affect how other children in their class succeeded or how they felt about reading? (when they were in primary school) 2. Did all pupils learn how to read when they were in primary school? 3. How do children, in general, learn to read? 4. Ask participants why they think this is important. 5. Give each participant the handout on the Primary Literacy Program. Go through it by explaining how the reading skills will be introduced: pre-reading skills and pre-writing skills. The 5 key competencies: phonemic awareness, phonics, oral reading fluency, vocabulary, comprehension and integrated skills of writing, handwriting and punctuation.
Explain	<ul style="list-style-type: none"> • PLP emphasizes reading to learners • PLP emphasizes writing with learners and having learners write on their own • PLP emphasizes having learners read aloud and silently. Learners will read during the literacy lesson • PLP will support teachers to focus on letter sounds in local language – moving from the most commonly used letter sounds to the least frequently used sounds in each of the 7 local languages <ul style="list-style-type: none"> ○ Learn letter sounds one by one, blend sounds to form blends, syllables and then words and then read. ○ Children need to have the ability to listen to sounds, recognize sounds, and manipulate sounds of a language. This includes beginning sounds, ending sounds, words that begin with the same sound and rhyming words. This involves segmenting and blending sounds. ○ Explain that in the approach they will be using, they will only teach 2 sounds per week; this will be followed by revision and practice. If children are to learn the sounds, teachers should use large letters on chalkboard and leave large spaces.

Discuss	<p>Divide participants into groups. Ask each group how they can teach literacy to learners. Each group should have a facilitator, a time-keeper and a note-taker. The following are sample answers:</p> <ul style="list-style-type: none"> • <i>Reading to learners</i> • <i>Asking learners to read to classmates</i> • <i>Asking learners to read during assembly</i> • <i>Having learners write short sentences</i> • <i>Encouraging learners to draw and then write in their exercise books.</i> • <i>Encouraging learners to speak in complete sentences.</i> • <i>Giving learners opportunities to speak to the class.</i> • <i>Identify sounds</i> • <i>Blend (put together) sounds to form words</i> • <i>Delete or add sounds to form new words</i> • <i>Substitute sounds to make new words</i> • <i>Categorize words into sets, starting with the same sound</i> • <i>Isolate the first or last sound in a word</i> • <i>Break up or segment a word into its separate sounds</i> • <i>Ask each group to present the activities they have identified.</i> • <i>Summarize by reading through the answers written above and explaining each activity.</i>
How do I Use this in My Classroom?	The PLP will be implemented for one hour each day.
Evaluation	Allow participants to ask questions they have about this session. Conclude by thanking them for their participation.

Session 4	Lesson Format
Review	Name three steps in teaching letter sounds.
Materials	Language schedule (weekly schedule) Vocabulary schedule Lesson format (included in the Teacher's Manual)
Outcomes	All participants will be able to prepare lessons using the lesson format
Demonstrate	<p>Refer the participants to the weekly schedule and the lesson format included in the Teacher's Manual and the vocabulary schedule in the handouts.</p> <p>Explain; <i>The <u>weekly schedule</u> has been developed in 7 local languages. For each language, there is a weekly schedule that is different for each language. Ask the participants to go to week 9.</i></p> <p>Ask them to think of 5 words that they and their learners can create based on the sounds that have been introduced.</p> <p><i>The <u>vocabulary schedule</u> has been developed in the same languages. It is an aide to teachers and can be used to plan lessons. Teachers should not feel that these are the ONLY words they can use in the classroom. If learners produce more or different words they should become a part of the classroom word bank.</i></p> <p><i>The <u>lesson format</u> has been used to develop lessons contained in the Teacher's Guide in the seven local languages. Teachers are encouraged to use the same format for their planning.</i></p>
Explain	<p>Ask the participants to look at the weekly schedule. Explain how the weekly schedule will be used for terms 1, 2 and 3. Allow participants to ask questions.</p> <p>Allow the participants to look at the lesson format now. Explain how the lesson format is laid out by reading and discussing each section of the lesson.</p>
Discuss	How is this lesson format different from previous lesson plan formats?
How do I Use this in My Classroom?	There is <u>one hour</u> allocated to teaching literacy. Lessons will cover all the key skills: Phonemic awareness, phonics, fluency, vocabulary and comprehension.
Evaluate	For homework, each participant should take time to go through the lesson format and prepare a lesson.

Session 5 - STEPS TO TEACHING READING USING PRIMARY LITERACY PROGRAM (PLP) APPROACH

The Primary Literacy Program approach is based on the National Literacy Framework that is based on the five key skills of teaching reading. These are phonemic awareness, phonics, oral reading fluency, vocabulary and comprehension. These five key reading skills should be taught in every lesson. In addition the framework also includes pre-reading and pre-writing skills to prepare learners in grade one. The approach also covers embedded skills of writing, handwriting and punctuations.

Pre-reading and pre-writing skills

In the Primary Literacy Program, during the first week of grade one term 1, learners will be introduced to pre-reading and pre-writing skills.

What are pre-reading and pre-writing skills?

Pre-reading skills are skills that will help children learn to read.

For example:

- **Sound awareness** – dog barking, thunder, drumming
- **Conversational skills** – talking with others using complete sentences
- **Visual discrimination** - identifying things that are alike and things that are different (e.g. shapes, lines, circles, etc...)
- **Concepts of print** - how to hold a book, how to open a book, where to start reading, direction of reading, etc...

Pre-writing skills are skills that will help children to learn to write.

For example:

- Making shapes in the air
- How to hold pencils
- Drawing lines, shapes and patterns
- Creating pictures

1 Phonemic Awareness

What is phonemic awareness?

Phonemic awareness is the ability to “hear” sounds and manipulate them **orally**.

For example: The ability to -

- Put the sounds together
- Break words apart into sounds
- Identify rhyming words
- Identify likenesses and differences in spoken words

2 Phonics

What is phonics?

Phonics is the ability to put written letters and their sounds together.

For example:

- When learners see the sounds written down and recognize them, then they know the letter-to-sound relationship.

How do I teach reading?

Here are the steps for teaching reading:

Step 1:

During the second week of term 1, learners will be taught to identify the five vowel sounds: *a, e, i, o, u*

The use of a key picture for each vowel sound would reinforce the teaching of the sounds. Teach one vowel sound per day as indicated in the weekly schedule.

Step 2:

Teach one consonant at a time as per the weekly schedule in conjunction with the vowels.

For example for mM:

Say this to the learners: *ma me mi mo mu*

Ask, "What is the sound you hear at the beginning of *ma*?"

Learners respond by making the sound: "m."

Repeat for *me mi mo mu*

Step 3:

Blend sounds *a e i o u* and syllables *ma me mi mo mu* to form words in the local language.

For example:

mama, uma, mu

Make more syllables and words in your language.

Step 4:

Review all the above but change the order. Use flash cards or the chalk board and write the letters and syllables in any order. Be sure to mix the order so that children do not memorize or chant.

For example: *mu a me i ma o mi u*

Step 5:

Follow the weekly schedule and repeat for each consonant.

For example:

[k K] ka ke ki ko ku

Words: ku, koma, ake, ka. Make more syllables and words in your language.

[t T] ta te ti to tu

tama, ikata, tata, teta, atate, moto, kuti. Make more syllables and words in your language.

Step 6:

Based on syllables and words learned, write short sentences for learners to read and write. Gradually, they should be able to form short sentences and write short paragraphs on their own or in pairs or groups.

Follow the weekly schedule for each term (1, 2 and 3). It is recommended that no more than two letters are introduced per week and the rest of the time is used for revision and for working on the other key reading skills discussed below.

Brainstorm words that can be formed using syllables learned. These are “decodable” words because they are made completely of sounds the learner has been introduced to. Choose words that will be most interesting and useful to learners.

Do not teach names of the letters or the alphabet, but name letters by their sounds.

3 Oral reading fluency

Oral reading fluency refers to reading sentences with expression, accuracy and speed. Oral reading fluency improves with a lot of practice as reading becomes automatic.

Therefore, a teacher needs to provide learners with words, short sentences and stories to read. Be sure to only use words, sentences and paragraphs learners can decode using the sounds that they have been introduced to. Teachers can create stories in the local language and write them on Manila paper or chalk board for learners to practice reading.

Learners can read stories silently and then read with a partner. Teachers can pair good readers with struggling readers.

4 Vocabulary

Vocabulary is the ability to understand the meaning of words and use them orally and in writing. Learners learn new words when the Teacher Reads-Alouds.

Read-Alouds are stories that the teacher reads with expression to the class during the lesson and discusses the stories with the children. The stories should be interesting and fun to the learners so that they will love reading.

Where stories are not available, teachers need to be creative to write the stories. Stories for learners to read need to be written using words that the learners know the meaning of and that are decodable. If the teacher reads the story, the story does not need to be decodable for learners.

5 Comprehension

Comprehension is the ability to understand the meaning of what is read or heard. There are two types of comprehension.

- **Listening comprehension** – The teacher reads stories to learners and asks questions before, during and after the story. The learners listen to the story and can answer the questions.
- **Reading comprehension** – Learners read sentences and short stories as soon as they can, using decodable words (made up of letter sounds the learners already know), and answer questions.

Integrated skills are imbedded in the teaching of the five key skills of reading. These are skills that are not taught in isolation but in combination with the five key skills of reading.

- **Writing**

1. **Handwriting** – Learners practice making the letter forms and write words they have learned in their exercise books, copied from their learners' book or the chalkboard.

2. **Creative writing** – Learners write words, sentences or stories according to their skill levels. Learners should write for a variety of purposes. For example, writing letters, notices, lists, reports, articles, etc., depending on their level.

- **Punctuation**

Learners should be taught the punctuation appropriate for their level according to the sentences they form. Teachers need to introduce the punctuation marks as the need arises.

For example:

When writing on the board, the teacher can point out that at the beginning of a sentence, a capital letter is used; and at the end of a sentence, a full stop is used. At the end of a question, a question mark is used.

Session 6: Weekly Schedule for Teaching Letter Sounds

Refer to Appendix 1:

Facilitator: Introduce the weekly schedules of letter sounds in the 7 local languages. Explain that:-

- Pre-reading and pre-writing skills taught in the first week appear to be the same on the weekly schedules.
- The five vowel sounds are taught in the second week of term 1 in each of the seven local languages.
- In the third week teachers introduce letter sounds, beginning with the most frequent sounds in each language and progressing on the following weeks according to the schedule.
- The teaching of the letter sounds must be continued by teachers from term 1, to term 2 and term 3. Sounds that are not taught are carried over to the following term.

Session 7	How to introduce and practice letter sounds
Review	Teachers review how to introduce and practice handwriting in the early grades. Ask two or three participants to demonstrate to the group how they would teach handwriting as if the participants are learners.
Materials	Recorded letter sounds (where possible) Flash Cards The Language Schedule
Outcomes	Participants will be able to correctly pronounce the letter sounds in their language (instructional language of the school) They will be able to; <ul style="list-style-type: none"> • pronounce individual letter sounds • introduce individual letter sounds to learners • develop a sample lesson plan
Demonstrate	<p>Ask participants why they think it is necessary to practice letter sounds in local language before teaching them. Get as many answers as possible.</p> <p>Teachers should teach according to the key competencies, beginning with the most basic element – sounds. Teachers will begin the literacy lesson by READING TO THE LEARNERS for at least five minutes. The following demonstration will illustrate the next sequence for instruction.</p> <p>The facilitator follows these steps;</p> <ol style="list-style-type: none"> 1. Show the participants a picture or object that begins with the letter sound. For example, A = Amani. If you do not have flashcards, draw or show a picture of “amani”. 2. Ask the participants what it is. <i>They should say, “amani.”</i> 3. After the participants say the word, you can say the word. e.g. “Yes, Amani.” 4. Ask the participants to listen to the word. e.g. “Now listen as I say the word. I will say it three times. /amani/... /a/.../m/.../a/.../n/.../i/ .../amani/” 5. Ask the participants to listen to the <u>first</u> sound they hear. Say the word slowly, stressing the first sound. Do this several times so that they hear the beginning sound. “/amani/... /aaaaaaa/.../mani/ .../aaaa/.../mani/” 6. <i>Isolate</i> the beginning sound: Say only the first sound of the word “amani” → “/a/.../a/.../a/” 7. Ask the participants to <i>repeat</i> the sound <i>with</i> you. 8. Ask participants to <i>repeat</i> the sound together, but now <i>without</i> you so you can listen. 9. Ask individual participants to <i>repeat</i> the sound <i>individually</i> to check whether they are making the correct sound. Correct them by repeating the sound if they are doing it incorrectly. Explain to them how your mouth is moving. (E.g. lips and teeth open, tongue down.) If they are doing it correctly, congratulate

	<p>them on doing so.</p> <p style="background-color: #e0f7fa; padding: 10px;">Up to now all instruction has been oral – or only using one’s voice. Learners should hear the sound FIRST. This way learners use what they know (sounds, words) before they are introduced to something new – the letter shape.</p> <ol style="list-style-type: none"> 10. Write the sound on the board or show the participants a picture of the sound. (The letter) e.g. “Here is what this sound looks like.” 11. Show learners how to write the sound. E.g. (for uppercase “A”) “Watch while I write it. I start at the bottom with the chalk on the line, then I move the chalk up in a slanted line. Then I go back down. Up the hill, down the hill. Now that I have a hill, I am going to cross it.” 12. Ask the participants to write the sound in the air as you write it again. 13. When introducing consonants (any letters that is not A E I O U), build syllables by attaching each vowel to the consonant. 14. Ask participants to <i>build</i> words using the sounds they have already learned. Write these words on the board. 15. Participants <i>read</i> the words you have written. Make sure that participants understand what the words mean. Practice the sound by following one or two of the suggested <i>activities</i>.
<p>Practice</p>	<ol style="list-style-type: none"> I. Refer to the weekly schedule. Go through each of the letter sounds in the local language and have participants practice the sounds. <p>*Where the sounds have been recorded, allow participants to listen to the sounds.</p> <ol style="list-style-type: none"> II. Teach a lesson: <p>Use the language schedule to develop a lesson. Create three groups. Group participates together to design a lesson that will be delivered to the rest of the group.</p> <ol style="list-style-type: none"> 1. Each participant writes the same lesson in their notebook. 2. Develop the lesson by following the steps on the handout. 3. Present the lesson to the group. 4. Before presenting, review the evaluation questions. 5. During the presentation, group members should take notes about what they are seeing. <p>Evaluate the lesson:</p> <ul style="list-style-type: none"> ○ How much time did the participant spend presenting the lesson? ○ Was the lesson easy to understand and why? ○ Did the participant pronounce the letter sound properly? ○ Did the participant give one another enough practice with the sound?

<p>Explain</p>	<p>Explain to participants that:</p> <p><i>Teachers will follow the language schedule for each of the 7 local languages that are currently being used in schools. The sound a letter makes must be consistent across classrooms and across grades. In the early grades, teachers will not refer to letter names as this may cause confusion with English letter sounds.</i></p> <p>Explain to participants that:</p> <p><i>Once learners begin to understand that sounds make up words, they can make words by putting together sounds and figure out new words by saying each sound in the word.</i></p> <p><i>Tell teachers that they will begin to make word banks with learners. Each time they introduce a new sound, learners should attempt to make new words. Teachers should write those words – on the board or on paper or carton so that learners can see. Then learners should write the same words in their exercise books.</i></p> <p><i>Teach learners how to keep a word bank: Use the back of their notebook. Learners write the date by copying it from the board. Under the date, they should write the new words. Each new day they learn words, continue to write the date and then the words they learned that day. Pretty soon they will have a list of words – to read, to write and to spell. As learners build up a bank of words, they can write and read sentences.</i></p>
<p>Discuss</p>	<p>Have you tried this method in your classroom/school? If so, was it successful or not? If not, what do you predict will be difficult for you to teach? Encourage participants to answer one another's questions.</p>
<p>How do I Use this in My Classroom?</p>	<p>When teachers should prepare to teach the letter sounds:</p> <p>In order to successfully and effectively teach a lesson, every teacher needs time to prepare by first looking at the <u>competency</u>, then reviewing the <u>content</u> to teach the competency, then ensuring that all the <u>teaching and learning materials</u> are on hand. This means that every teacher needs to prepare the lesson <u>one day before</u> the lesson.</p> <p>How teachers will prepare to teach the letter sounds:</p> <p>You will identify the letter sound to be taught from the weekly schedule and prepare your lesson plan following the lesson plan format, then, practice saying the letter sound in the local language you teach. Say the sound out loud so that you can hear yourself pronouncing the letter. Look at yourself in the mirror so that you can help learners by telling them what your tongue, lips and teeth are doing when you say the sound.</p> <p>Remember that the letter sounds are different from the letter names. Learners will produce letter sounds, which will help them</p>

Session 8	Reading
	<p>create and decode words right away.</p> <p>Make a list of words that have the same beginning sound – at least three words per sound. Use the vocabulary schedule to help you with new words. Write this list under the heading “Beginning Sounds”. Use this list as examples for introducing the letter sound. Think of games that you can use to introduce the letter sounds. Write these in a notebook to share with the teachers at your school.</p> <p>Teachers teaching the same grade should work together to prepare their lesson plans. This will provide an opportunity to practice the letter sounds together before teaching them. Use the Teacher Group meetings (TGMs) to practice the letter sounds. Use the format learned in Lesson Study.</p> <p>Use recorded letter sounds to help standardize the letter sounds in Zambian languages. The letter sounds that may not be taught in the first grade should be carried forward to the second or next grade so that learners are exposed to all the letter sounds in each language, as indicated in the weekly schedules. You may introduce the letter sounds at any grade. Older learners in grades 3, 4, 5 and beyond can benefit from learning these sounds. This will help them decode words and read more fluently.</p> <p>Think of words that are good examples of each letter sound (REMEMBER only introduce sounds that learners have learned.) Simple child-friendly words. Keep the words simple – two or three syllables.</p>
Background Information	We know that when learners understand that individual letters have sounds they are more successful readers.
Discuss	<p>Ask the following questions:</p> <ul style="list-style-type: none"> – <i>How will you ensure that teachers pronounce the sounds of the alphabet correctly?</i> – <i>Would it be useful to teach parents the alphabet sounds? How could you organize this?</i> – <i>Are there letters that are particularly difficult to pronounce?</i> – <i>How different is this from NBTL (National Breakthrough to Literacy) or traditional methods of teaching?</i> – <i>How does teaching the sounds prepare learners for reading?</i> – <i>Will learners be able to read by the end of Grade One? Why or why not?</i>
Evaluate	<p>Compare how you taught the alphabet sounds previous to this training and how you were taught today. How are they the same? How are they different?</p> <p>Do you think this method can teach Grade One and Grade Two learners to read? Why or why not?</p> <p>Name one thing you learned today that you can implement in your classroom tomorrow.</p>

Materials	Notebooks for the Teacher Learning Circle Pen for writing Story Card/story book (make sure to be familiar with the story – read it to yourself before the training)
Outcomes	Participants will be able to:; <ol style="list-style-type: none"> 1. Explain that teaching literacy means teaching different skills 2. Identify the 5 key competencies in reading 3. Demonstrate understanding of at least two of the 5 key competencies 4. Develop reading material using locally available resources. Prepare sample reading lesson plans.
Demonstrate	<p>Use the story card or story books from the “materials” section.</p> <ol style="list-style-type: none"> 1. Read the story to the group. Start by reading the title and if there is one, the author of the story. 2. Ask the group. <ul style="list-style-type: none"> <i>Who is in the story? (These are the <u>characters</u> – sometimes a person, sometimes an animal or object ie., talking tree)</i> <i>Where does the story take place? (This is the setting)</i> <i>When does the story take place? (past? Present? Future? Time of day?)</i> <i>What did they learn from the story?</i> 3. Now ask the participants to draw a picture of the story you just read. 4. Ask one participant to show the rest of the group what s/he drew. Explain what is in the picture and why. <ul style="list-style-type: none"> * 1. Now ask one teacher to read a short story or a few paragraphs in a story. 2. Ask the teacher to ask questions in the same way you just did. <p>If you don't have books, use oral stories – stories that were told to you when you were a child or stories you tell your children. Write these stories onto paper and save them to read to the learners.</p>
Explain	This is an example of how you can ask learners to respond to what they read. Drawing pictures and writing about what you read, helps learners to understand what they read. Help learners to practice constructing their own responses beyond one-word answers. Always ask learners to respond in full sentences.
Discuss	<ul style="list-style-type: none"> • Discuss the story the teacher read. Was it interesting? Why or Why not? • How could s/he make it better? • Can you do the same in your classroom? What are the challenges? What are some possible solutions to those challenges? • What classroom management would you need to prepare to do a Read Aloud in your classroom? • What materials would you need?

<p>How do I Use this in My Classroom?</p>	<p>Plan for Implementing in the Classroom</p> <p>Choose one story. In pairs of two teachers, write a 2-day reading lesson plan. Teach different skills on each day. In the lesson plan, write specific questions you want to ask the learners so that they understand the story. Read the same story both days. See annex for a sample lesson plan.</p>
<p>Background Information</p>	<p>Literacy is all about READING WRITING LISTENING SPEAKING</p> <p>Developing one skill area and you support the development of the others. Today we will learn about how to teach reading, but know that WRITING, LISTENING and SPEAKING are equally important.</p> <p>Reading is made up of many skills. Teach the skills and learners will be able to achieve a basic level of reading.</p> <ol style="list-style-type: none"> 1. Phonemic Awareness: Teach learners how to produce the sounds of the alphabet. This is an <i>oral</i> skill and does not include writing or recognizing written words 2. Phonics: Teach learners to relate the sound to a letter. 3. Vocabulary: Teach learners new words contained in the local language. Children build their vocabulary by explicitly learning new words (teachers teach new words) hearing new words used in speech and using new words while speaking and writing. In the Primary Literacy Program, children will accumulate new words by building them with new sounds. 4. Comprehension: Teach learners to understand what they are reading by asking questions, asking them to predict what comes next and relating what they read and write to their daily lives. 5. Fluency: Teach learners to read as if speaking, with expression and understanding by having them practice reading out loud.
<p>Discuss</p>	<p>Teaching reading to young learners is a lengthy process. It begins with reading to them – daily – and bringing their attention to the sounds in the language, talking about new words and talking about the story. Reading stories many times is interesting to children and does not bore them. They hear something new each time.</p> <p><i>Discuss how to teach reading so that learners master each component skill.</i></p> <p><i>Ask the participants how reading to learners might teach each of the below. Go through each skill one by one.</i></p> <ol style="list-style-type: none"> 1. <i>Phonemic Awareness</i> 2. <i>Phonics</i> 3. <i>Vocabulary</i> 4. <i>Comprehension</i> 5. <i>Fluency</i>

Evaluation

Ask participants;

- ❖ Can you name the 5 key competencies?
- ❖ Can you describe in a few words at least one of the 5 key competencies?
- ❖ Can you name one thing you learned today that you can implement immediately in your classroom?

Ask teachers if they understand each skill area.

Ask teachers if they already teach these skills. If so, how and when?

Ask teachers to explain how each of these skills is important to reading.

Ask teachers if it is possible to teach reading without teaching these skills.

Session 9	How to Teach Learners to Write Independently
Review	Talk about the last training and what has happened in the Teacher Learning Circles/TGMs. Literacy = Reading writing Speaking Listening
Materials	Training Notebook Pen/Pencil
Outcomes	Participants will be able to explain why writing is important Participants will identify the different stages of writing Participants will be able to demonstrate how to edit/revise writing <i>with</i> children
Demonstrate	<p>Tell participants; <i>Think about something that has happened to you recently. Something happy and something you are willing to talk about with others.</i></p> <ol style="list-style-type: none"> 1. Everyone should draw a picture of this event on a clean page in your notebook. Provide as much detail in your drawing as possible; (people, places, time of day, actions, emotions, etc.) Don't worry about your drawing skills, this is to model a learner activity. <u>Only use pictures</u> – no words yet. Leave some space at the bottom of the page to write later on. (10 minutes) 2. Ask for 2 volunteers: One person will talk about their drawing and one person will take notes. Ask the volunteer artist to talk about his/her drawing, explaining everything that is happening in the picture. The note-taker should take down as much information as possible while the artist is speaking. The note-taker does not need to write in full sentences, notes are sufficient; E.g., Daughter Was asked to sing the national anthem Everyone surprised how beautiful her voice was Head Teacher asked if she would sing for parent's night All the children heard this and clapped <p>Encourage the participants to ask questions about the picture.</p> <ol style="list-style-type: none"> 1. The facilitator now leads the group in writing a story based on the notes. 2. When finished, the facilitator asks the group: Are there details missing? Are there things in the picture that the artist has forgotten to talk about?
Practice	Facilitator now asks the remaining participants to write about their drawing.
Explain	<p>Writing is key to learning how to read. Just as we begin to ask learners to read sounds and words and short text at an early stage, we must give learners the chance to write. Children need to practice what they will be expected to do as adults. So too, the types of writing children practice will be similar to that of adults. Some of the opportunities to write include but are not limited to the following:</p> <ul style="list-style-type: none"> • Writing their names

	<ul style="list-style-type: none"> • Writing their friends' names • Practicing how to write known words • Attempting to write new words • Drawing • Writing about their drawing • Tracing <p>Explain; <i>As we become older, we use writing for a variety of reasons. Begin in Grade 1 to give learners the chance to practice each type of writing so that they become familiar with them and can recognize them as they learn to read. Here are some examples of how we write in our daily lives and how children can practice in the classroom.</i></p>
Discuss	<p>Explain; <i>When we talk about writing we are talking about independent writing. Handwriting is a different skill. Handwriting is necessary to be able to understand what others write and for others to understand what you write. However, original writing means putting thoughts into words and writing those words in a place that can be retrieved – chalkboard, notebook, paper, wall, etc.</i></p> <p>Ask participants; <i>Have you ever asked learners to write their own ideas without copying or writing down someone else's words? If so, describe what you did, how you did it and what the learners gained from this.</i></p> <p><i>If you have never done this, what would it be like to ask learners to write original ideas? E.g. a story or a note to a friend. Could you do this at Grade One? Grade Two? Grade Three? Grade Four? Why or why not? Discuss these questions in your groups. (10-15 minutes)</i></p> <ol style="list-style-type: none"> 1. <i>Ask participants how they teach writing in the classroom currently.</i> 2. <i>Ask participants to reflect on how they were able to write the Grade 9 National Exam. Did someone – a teacher or a friend, prepare them for this? Looking back, what kind of assistance would have helped them to have done better?</i> 3. <i>Ask the participants if each grade – grades 1 – 8 could teach writing, would it be easier to write the National Exams?</i> 4. <i>Writing is a key skill in literacy. Those that know how to write will understand better how to read.</i> 5. <i>Writing is a part of the Grade 9 and Grade 12 national exams. To be proficient, will require years of practice, beginning in the early grades.</i>

How do I Use this in My Classroom?

An easy way to make writing a natural part of classroom instruction is to use it as a response to reading.

Once learners have attempted to write several times and hear encouragement from their teachers, they use writing to interact with what they read or what they have heard read to them. As you read daily with your learners and ask them questions about the text, use writing to have them think about what they have read. Use the story, setting, characters or vocabulary as a starting point for writing.

Here are some sample story starters:

Story line: What was your favorite part of the story?

Setting: Tell a story about when you went to (setting) e.g., the market, the doctor, on a bus, etc. A place they read about in a book.

Character: Who was your favorite character in the story?

New and Interesting Vocabulary: In the story, the main character talked about (for example) being proud. Draw a picture and write a story about when you were proud.

Then link what they have written with reading:

- ✓ Ask learners to draw a picture
- ✓ Ask learners to read what they wrote.
- ✓ Ask them to read to a partner
- ✓ Ask them to read to the teacher
- ✓ Ask them to read to the class.
- ✓ Ask them to read to someone at home

Pair the teachers together. Ask them to write a lesson plan they can use in the classroom. This will be a reading/writing lesson. Here are steps to include in the lesson plan.

- Ask the children to draw a picture.
- The picture can be related to a topic they are learning in the classroom or can be an idea that you would like for them to think about.
- Ask the learners to then write some words to describe the picture.
- Younger learners will need to be encouraged to write what they can and teachers should not allow learners to skip this part.
- Include key questions in the lesson plan.
- Select learners to read their work to the class.
- As homework, have the learners read their writing to someone outside of the classroom – either in another classroom before they leave for the day, with the Head Teacher or with their parents.

Plan the lesson so that there is equal time for drawing as there is for writing. This lesson should be done for any grade -- Grades 1 to Grade 7.

<p>Background Information</p>	<p>Ask one participant to read this aloud:</p> <p>Learning to read and write is critical to a child's success in school and later in life. One of the best predictors of whether a child will succeed in school is whether the child succeeds in reading and writing. Although reading and writing abilities continue to develop throughout life, the early childhood years.</p> <p><i>"Learning to Read and Write: Developmentally Appropriate Practices for Young Children; A joint Position statement of the International Reading Association and the National Association for the Education of Young Children." May 1998</i></p> <p>Caution: <i>Teaching learners to write is challenging and often not successful the first few times you present the lesson. As learners gain more confidence and feel more comfortable with the activity they will be able to write new and interesting things. During the writing activity, it is important that you do not "correct" their ideas. The purpose is for them to practice the skill of writing. Handwriting in the early grades will be far from perfect, but encourage learners to do what they can. It will get better as they write more and more. You can supplement these lessons with lessons in handwriting.</i></p>
<p>Discuss</p>	<p>Ask the participants to read this paragraph silently and then ask one of them to summarize. Ask others if they need to add to the summary.</p> <p>Writing helps children build reading skills. At a very young age, children begin to develop phonemic awareness -- an understanding that there are different sounds in language. This skill develops as children read and write words. Their ability to master phonics is intimately tied with their ability to link the letter sounds that they write, with the words they want to use to communicate or tell a story. The writing process helps learners to make that link. They link what they want to say with how it appears on the page. When they do this, they are learning about how to use language, concepts of print – that words have spaces between them, there are repeating patterns, etc; and how to structure their writing so as to be understood. This way they understand how an author develops his or her texts. ¹</p>

¹ <http://www.k12reader.com/the-relationship-between-reading-and-writing/>

Evaluation

Ask participants to create a lesson plan where the objective is, "learners to write independently."

Pair teachers together. Ask one teacher to write a lesson plan they can take back to the classroom. This will be a reading/writing lesson.

Ask the children to draw a picture. The picture can be related to a topic they are learning in the classroom or can be an idea that you would like them to think about.

1. Ask the learners to then write some words to describe the picture. Younger learners will need to be encouraged to write what they can and teachers should not allow learners to skip this part. Include key questions in the lesson plan.

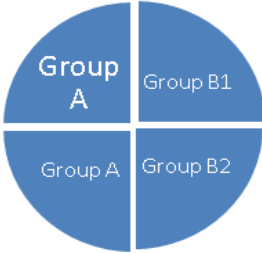
2. Ask selected learners to read their work to the class.

3. As homework, have the learners read their writing to someone outside of the classroom – either in another classroom before they leave for the day, with the Head Teacher or with their parents.

4. Plan the lesson so that there is equal time for drawing as there is for writing. This lesson can be done for any grade -- Grades 1 to Grade 7.

Use the rubric in the annex to evaluate learners' ability to write.

The most important methodology for writing is daily practice. Give a reason to write and have children start from the first day of school.

Session 10	Writing Process
Review	Ask teachers at what age should learners begin to write on their own? Ask teachers if they teach independent writing in the class? Ask teachers if a Grade 1 learner should be able to write his/her name? A Grade 2 learner?
Materials	Training Notebook; Pen/Pencil
Outcomes	Participants explain the writing process Sample lesson plan to take back to the classroom developed
Demonstrate	
Practice	Ask the participants to draw a picture. Write a few sentences describing their picture. <ol style="list-style-type: none"> 1. Pass the picture to another member of the group. Now each participant has someone else's work. Now that everyone has someone else's paper, divide the participants in half. 2. The first half, Group A, should feel free to correct the papers they have before them. Cross out anything that is wrong and make comments where the author did not do a good job. 3. The other half, Group B, should treat the piece of writing as if it belonged to one of your learners. The goal is to encourage the learner to do more and to do better. You are not allowed to cross out any of the writer's words or disturb their writing. You can however, circle words or underline words, use carrots (^) to show where words are missing or write suggested phrasing under your colleagues sentences, etc. You can add questions in the margin if you don't understand something. 4. Take 10 minutes to do so. 5. When this is complete, Group A should hand back the papers. 6. Group B should now split in half into Group B1 and Group B2. 7. Group B1 should hand back the papers to the authors. 8. Group B2 should find the original author and sit with them for 5 minutes to talk to them about what they saw that needed to be changed. Use only positive language and point out to the author what they did right. Also show them where you suggest they make changes.
	

Discuss	<p>With all the papers back into their original hands ask the participants to look through the comments. Ask participants what it felt like to be in Group A, Group B1 or Group B2. Start with Group A.</p>
Explain	<p>The writing process has several steps:</p> <ol style="list-style-type: none"> 1. The first step is <u>pre-writing</u> or brainstorming. Before writing ask children what they want to write; E.g., Teacher: <i>What would you like to write?</i> Learner: <i>I want to tell my grandmother I love her.</i> Teacher: <i>Then what would you write.</i> Learner: <i>Love you.</i> Teacher: <i>The note comes from you, if you add an "I" in front, it might make more sense. How about, "I love you"?</i> Learner: <i>Yes.</i> Teacher: <i>Would grandma know that the note is for her? What can you write so that your grandma knows the note is for her?</i> Learner: <i>I love you grandma.</i> Teacher: <i>Very good. Now grandma knows it is for her and she knows how you feel even when you are not around. She can pick up that note and read it anytime.</i> 2. The next step is <u>drafting</u>. Write out what you want to say. 3. Then <u>edit and change</u>. Reread your writing to see if there are any improvements or corrections to make. 4. Now learners can <u>rewrite</u> their work in a new place. They can write under their initial writing, on a new page or on a separate page. 5. The final step is <u>publishing</u>. Children read their work to others, or the teacher can write one or two in a special notebook where you keep classroom stories. Encourage learners to rewrite their work with their pictures. <p>Early writers in Grade 1, can follow steps 1, 2 and 3, while more advance learners in Grades 2-7 should aim to complete all steps. Explain; <i>The important thing to remember is that if the learner produced original writing – writing that comes from their ideas, they can follow these steps. However copying text from the board or from a book will not allow them to think about how sounds form words and how words communicate ideas.</i></p>
How do I Use this in My Classroom?	<p>Pair teachers together. Ask the Teachers to write a lesson plan they can take back to the classroom. This will be a reading/writing lesson. The lesson plan should include the following;</p> <ul style="list-style-type: none"> ✓ The children draw a picture. The picture can be related to a topic they are learning in the classroom or can be an idea that you would like for them to think about. Use the syllabus for ideas for G1 and G2. ✓ Ask the learners to write some words to describe the picture.

	<p>Younger learners will need to be encouraged to write what they can and teachers should not allow learners to skip this part. Include key questions in the lesson plan.</p> <ul style="list-style-type: none"> ✓ Ask select learners to read their work to the class. ✓ As homework, have the learners read their writing to someone outside of the classroom – either in another classroom before they leave for the day, with the Head Teacher or with their parents. <p>Plan the lesson so that there is equal time for drawing as there is for writing. This lesson should be done for any grade -- Grades 1 to Grade 7.</p> <p>The most important methodology for writing is daily practice.</p>
<p>Background Information</p>	<p>Using the writing process can sometimes frustrate teachers. Learners' first attempts at writing may not look like writing or may not meet their grade or age level expectations. However it is important for learners to go through these stages. The more they write and are encouraged to write, the better they will become. It is important for learners to see you write for different purposes. Talk to learners about why you are writing something or how many times you need to write during the day. Talk to parents about what they should expect to see their children doing at the earliest stages.</p> <p>Teaching writing to young learners is a long process. For a learner to be a good writer in Grade 9, they must begin to practice in Grade 1. Writing teaches learners about concepts of print; words have spaces between them, sentences begin with a capital letter, sentences express a complete thought, etc. Learners need a great deal of encouragement to put down their thoughts. The teacher's role is to recognize what learners CAN do.</p>
<p>Discuss</p>	<p>Ask participants</p> <ul style="list-style-type: none"> How they can get started with writing in the classroom What they think learners will be able to do To commit to writing lessons for the term to see what learners can do
<p>Evaluate</p>	<p><i>Why is writing important?</i></p> <p><i>What does the writing process teach learners to do?</i></p> <p><i>Name some ways to use writing every day in the classroom?</i></p> <p><i>What was, in your opinion, the most important thing you learned during the training?</i></p>

Session 11	Handwriting
Review	Ask participants why they think handwriting is important. Write some of the responses on flip chart or chalkboard.
Materials	Chalk board or Flip chart Manuscript pages
Outcomes	Participants will be to explain the types of handwriting and demonstrate how to teach and evaluate handwriting
Demonstrate	Give examples of how to write ascendants (b, d, f, h, k, l, t) and descendants (f, g, j, p, q, y) as shown on the handwriting page.
Practice	Ask participants to practice handwriting by: Writing in the air as the facilitator writes on the board. Writing sentences dictated to them on a flip chart or chalk board.
Explain	Explain: - Handwriting is a basic tool for learning. It is used to take notes, take tests, do classroom work and homework - In early grades handwriting is linked to phonics instruction. For example, when children learn the sound /m/, they also learn to form it on paper or on the board.
How do I Use this in My Classroom?	Introduce lessons on handwriting when introducing letter sounds in phonics.
Background Information	Introduce the types of handwriting: The two types of handwriting are manuscript and cursive. Manuscript is used in grades 1 to 4 and cursive in grades 5 to tertiary
Discuss	Discuss how do you assess handwriting? <i>This is done by observing execution, legibility, and speed of writing. Execution includes correct and consistent pencil hold, posture, and letter formation.</i>
Evaluate	Allow participants to ask questions about handwriting

Session 12	Conducting a Read Aloud Session
Review	Review the components skills for reading from the last training. Have the teachers make a WRITTEN list of the skills.
Materials	Story Cards Notebook Pen A bowl or jar or a hat – something for holding the strips of paper Small strips of paper for each teacher to write his or her name
Outcomes	Will be able to demonstrate a Read Aloud Will be able to prepare a sample a Read Aloud lesson plan to take back to the classroom
Demonstrate	<p><i>Facilitator models a Read Aloud, focusing on one of the component skills.</i></p> <p>Choose one of the objectives below. There are five different options for objectives when conducting a Read Aloud. As teachers become more accomplished they will be able to combine more than one objective in a lesson.</p> <p><i>Note to facilitator: Handout #6 has 10 different options. Help the participants to choose an option that is doable. If the options in the training packet are too difficult, use the handout to select other options.</i></p> <ol style="list-style-type: none"> 1. <u>Conduct a Read Aloud for fluency</u> <p>Pre-Read a story silently. Tell the group you are going to read a story and that you are going to try to read as smoothly as possible. You are going to read as if you are speaking. Ask the participants to listen for this, because you will ask for examples when you are finished. Read the story to the group. Make sure to react to punctuation marks and dialogue with changes in voice. Attempt to make different characters sound unique. Be sure to continue the reading from page to page not stopping at the bottom of the page.</p> 2. <u>Conduct a Read Aloud to improve awareness of sounds.</u> <p>Read a poem, song or book with words specially chosen to rhyme or begin with the same sounds, point this out to teachers.</p> <p>Ask students what they hear. Ask them if they can point out which sounds are repeated. After the Read Aloud ask them to think of new words that have the same sound. Ask them to listen as you continue to read and see if they can pick out other rhyming sounds.</p>

	<p>Tongue twisters:</p> <p>Gulu ilo ligogode ilo gome figome. – Cinyanja Tongue Twister</p> <p>Sena bwene paka-paka upakama bupakama paka-paka ooyu. – Chitonga Tongue Twister</p> <p>Utu tuntu tutuutu, utu. – IciBemba Tongue Twister</p> <p>3. <u>Conduct a Read Aloud to teach new vocabulary and spelling</u></p> <p><i>“The little girl challenged her opponents to a race.”</i></p> <p>Read a story card. Teacher should highlight new or potentially difficult vocabulary. They can either, teach the vocabulary before reading and then talk about it as they approach the words while reading. Teachers can also ask what the students think the words might mean, trying to use the surrounding words to help them figure out the meaning.</p> <p>4. <u>Conduct a Read Aloud to teach and monitor comprehension</u></p> <p>Read a story card. As the teacher reads, the teacher should ask the learners to summarize what they learned. For example, “Who are the characters?” “What did the rabbit do when the elephant arrived in the village?” “Where is the story taking place?”</p> <p>5. <u>Conduct a Read Aloud to “read” illustrations and graphics</u></p> <p>Using a learner story book. Look at the cover picture and ask learners what they think the book will be about. Read the book. Turn the page and ask learners to (1) describe what they see and (2) interpret what might be happening in the story. Read the story, stopping at the pictures and compare what learners thought would happen to what is actually happening in the story.</p>
<p>Explain</p>	<p>A Teacher Read Aloud is a chance for the teacher to model good reading behaviour.</p> <p>Conducting a Read Aloud is similar to reading out loud but has many components. Simple reading out loud to learners is important and pleasurable and can be conducted at the beginning of the reading cycle. A Read Aloud teaches specific skills. The teacher can spend several days on one piece of text, each time highlighting one skill that learners need to become readers. Maybe one day it is punctuation and the teacher talks to the learners about what his voice does each time he meets a certain punctuation mark on the page. Then learners can</p>

	<p>practice this skill by asking learners to write after reading. Teachers must read to learners EVERY DAY. They should not worry about what they sound like or how well they read. They can be certain they will improve over time.</p> <p><i>Points to remember:</i></p> <ul style="list-style-type: none"> • The teacher should always read the text before reading it to the class. Always talk with learners – about the pictures, how to hold the book, and text features. • Point out the front of the book. Ask if they know another name for the front of the book? (Cover) • Model how to turn the pages. (Turning at bottom of right hand of page, no folding and carefully)
Discuss	<p>In pairs, participants answer the following questions;</p> <p>What did you learn from the Read Aloud? What would you use to conduct a Read Aloud in your class?</p>
How do I Use this in My Classroom?	<p>I. Have teachers model a Read Aloud just as the facilitator has done. Teacher work in small groups and should choose a different format from the one that was modeled. If teachers are shy about volunteering, write all their names on a small piece of paper. Put the paper in a bowl or jar and pick a name for one teacher to “volunteer.”</p> <p>Once the teacher has finished his/her lesson, thank the teacher for participating and putting themselves up for criticism, but assure all teachers that it is useful to see a lesson in practice and that the mistakes help just as much as the examples of well thought out teaching.</p> <p>Gather all the teachers together to review the lesson. Ask teachers to state what went well, why, what went not so well and what the volunteer teacher could have done to make it better. They may not always have suggestions to improve the lesson and if so, they should say so, asking for other teachers to provide some suggestions for improving the lessons.</p> <p>II. Ask the teachers to <u>write a lesson plan</u> in pairs for a Read Aloud. They should be very specific. Teachers may use the lesson template in the annex. The plan should include;</p> <ul style="list-style-type: none"> o what they will read, o how many pages or paragraphs, o what questions they will ask o how they will conclude the lesson o indicate how the teachers will involve learners in the story. <p>All teachers should read the text before presenting the lesson to familiarize themselves with what they will read. Teachers should feel free to use the story cards.</p>

<p>Background Information</p>	<p>In a study conducted in 2001 cited below, 140 elementary-level classrooms were observed for at least one school year. They found “that achievement was higher in classrooms in which there was much <u>teaching for meaning</u>. That is ... achievement was higher [when]... reading instruction emphasized comprehension and the teaching of comprehension strategies, and to the extent that writing emphasized composition (i.e., the writing of stories and expositorys). In contrast, achievement was less impressive when teachers emphasized letter- and word-level skills during reading and writing instruction. The most effective teachers ... were able to cover the lower order skills within the context of higher-order instruction (i.e., as students tackled challenging texts and wrote multiple-paragraph passages).”²</p> <p>What this means is that <u>learners are more successful</u> when teachers;</p> <ul style="list-style-type: none"> ✓ read to children ✓ ask children to read out loud and silently ✓ ask children to compose text through writing ✓ use teacher read alouds, learner silent reading and learner read alouds (higher order skills) and composition to teach phonemic awareness, phonics, vocabulary, comprehension and fluency (lower order skills)
<p>Discuss</p>	<p>Ask participants to explain the difference between (1) teaching skills through reading versus (2) teaching skills in order to read. <i>(Explain: One uses reading and writing to teach how sounds, syllables and words are used and practiced. The other teaches sounds, syllables and words and hopes that children will learn to read. The first example engages children in <u>thinking</u> and is interesting for both teacher and learner. When learners <u>think</u> about what they read and write, it becomes easier for them to learn other subjects.)</i></p> <p>Ask the participants: When do you think can a teacher use Read Alouds?</p> <p><i>(Explain: Read Alouds can be used when students are not yet able to read on their own. They can be used for beginning readers, to give students more engaging stories than the ones they are able to read. A Read Aloud is a good lead activity to use at the beginning of the lesson and introduce other literacy skills lessons. Teacher Read-Alouds can also be used to develop a love of reading.)</i></p> <p>In pairs discuss why you think Read alouds are important. (2 minutes.)</p>

² From *Learning to Read: Lesson from Exemplary First-Grade Classrooms, 2001*

	<i>(Develops interest in reading, allows learners to participate, exposes learners to different texts, models reading behaviour, etc...)</i>
Evaluation	<p><i>What is a Read Aloud?</i></p> <p><i>How do you conduct a Read Aloud?</i></p> <p><i>How is a Read Aloud different from reading to learners?</i></p> <p><i>Do learners read during a Read Aloud?</i></p> <p><i>What is the most important thing that they learned in today's training?</i></p> <p><i>Was the time allocated for each activity enough?</i></p> <p><i>Were the topics adequately covered?</i></p> <p><i>What other topics would suggest for the coming trainings?</i></p>

Session 13	Writing Decodable Stories
Review	Review with the participants: What is a Read Aloud Ask if they conducted a Read Aloud in their classroom Ask the participants how they used a Read Aloud. What was the objective? Ask them what worked when they conducted a Read Aloud Ask them where they struggled in conducting the Read Aloud and what do they need help with in doing Read Alouds.
Materials	Training Notebook Pen/pencil Vocabulary Schedule A-4 Paper for each participant scissors
Outcomes	Participants will be able to explain what Decodable stories are Participants will be able to create one or two decodable stories to use in the classroom
Demonstrate	Give an example of how to write a decodable story: Look at the language schedule. (See annex) Temu 1: Ibibemba – story based on having taught the vowel sounds <i>a, e, i, o, u</i> and consonant sound /N/, /B/, /M/, /K/, /L/, /P/, /C/, /T/ up to week 7. Here are some words you can create: Abaana Aba Akafiita Baleangala Kooni Mona Na If you put them together, they can make a story: Mona abaana aba. Abaana aba baleangala. Mona baleangala na kooni. Baleangala na kooni akafiita. Akooni akafiita kaleangala na abaana.
Practice	Divide participants into manageable groups Explain that each group has been taught <i>a, e, i, o, u</i> . Ask each group to use the consonant sounds for their language up to week 10 of Grade 1. Ask each group to write two decodable stories based on the vowel sounds and the consonant sounds given to them. Give each group 20 minutes to write a story.

<p>Explain</p>	<p>Why do it?</p> <p>Where stories are not available, teachers need to be creative to write the stories.</p> <p>Learners need to practice decoding while reading. Decodable stories insure a level of success for learners. Teachers should assist learners when they are new and unfamiliar words as a means of building vocabulary.</p> <p>(If the teacher reads the story, the story does not need to be decodable for learners.)</p> <p>When do I do it?</p> <p>Writing decodable stories can be done by a class teacher or by a group of teachers during Teach Learning Circles/TGMs to develop teaching and learning materials.</p> <p>Teachers write decodable stories as part of their planning.</p> <p>Teachers write decodable stories with learners as a part of the teaching process.</p> <p>Explain to the participants; <i>Teachers must write and develop a bank of decodable stories that can be used for:</i></p> <ul style="list-style-type: none"> ✓ <i>Individual learners to read</i> ✓ <i>Reading between with the teacher and learner (one on one)</i> ✓ <i>Building a classroom library</i> <p>Explain to participants that: <i>Decodable stories are stories that use letter sounds that children have been taught. They are stories written based on sounds covered according to grade 1 local language schedule. Teachers write the stories.</i></p>
<p>Discuss</p>	<p>Ask participants why they think decodable stories are important? Ask their opinions.</p> <p>Explain that: <i>Decodable stories provide more opportunities to the learners to practice decoding sounds that they have learned. Learners need many opportunities to practice reading so that they become fluent readers. The stories must include ONLY the sounds taught.</i></p>

<p>How do I Use this in My m?</p>	<p>Re-write the decodable stories onto A-4 paper. (see annex) Use a piece of paper to create a learner book. Each piece of paper will make one book.</p> <p>Count the number of sentences in your story.</p> <p>Count the number of pages beginning with the right inside page. Do not count the back cover.</p> <p>Count the number of sentences in your story. If the number matches or you have more pages than sentences, continue. If you have more sentences than pages, create two books and attach them one to the other.</p> <p>Write the title on the front cover.</p> <p>Keep the inside of the cover blank</p> <p>Begin writing on the right side page.</p> <p>Write one sentence on each page.</p> <p>Draw a picture for each sentence. (alternatives are to ask one of your learners to draw a picture or to ask a child in another grade to draw)</p>
<p>Background Information</p>	<p>Instructional text is easy enough for children to read with a few challenges that the teacher will need to explain or teach the learners.</p> <p>Independent reading is easy enough for children to read alone. There may be less than a handful of words that the child does not know, but it does not interfere with the meaning of the story. Decodable text can be at the instructional or independent level. Children will learn and practice with both. However the teacher should think about what s/he wants the learner to do when choosing books.</p> <p><u>Easy Books</u> = You can read all the words. You understand all of the ideas. You have read it many times before and can read it fluently/smoothly.</p> <p><u>Hard Books</u> = There are many words that you don't know or understand.</p> <p>It doesn't make sense to you. It's confusing. You wouldn't be able to talk to someone about what you're reading.</p> <p><u>Just Right Books</u> = You can read almost all of the words. You understand most of the ideas, but there are some things that make you think. You're interested in the book. You can read most of it fluently.</p>
<p>Discuss</p>	<p>Ask participants,</p> <p>Should the books be easy or difficult for children to read? (<i>Books should be easy or "just right", but never so difficult that children do not understand.</i>)</p> <p>How will you know whether they are easy or difficult? (<i>Teachers need to use different level books with learners to find out whether they can read. Start with the easiest books and then introduce them to slightly more difficult books with more words, and more difficult words. Do this gradually.</i>)</p>

Evaluation

Ask each group that created a decodable story to make a list of all the vocabulary words in the story.
Ask each group to count the total number of words in the story.
Exchange stories between groups and have the participants check whether the authors respected the language schedule.

Session 14	Assessment
Review	
Materials	Teacher's Guide Assessment sheet/booklet
Outcomes	Participants will be able to define assessment Participants will be able to describe the purposes for assessment Participants will be able to describe the recommended frequency for conducting assessment Participants will be able to conduct daily and weekly assessments
Demonstrate	Facilitator will conduct a role play where the facilitator plays the part of the teacher and the participants, the part of the learners. Remove 5 participants to conduct a "fishbowl" In a fishbowl, the observers will watch the activity and perform a task. In this fishbowl, the observers will watch the mini-lesson and assess the learners. Conduct the 5-minute lesson on introducing letter sound /d/. Ask the observers to mark the assessment sheet.
Discuss	Ask the observers to share how they marked the learners. Ask the participants if they agree and why? Or why not? Explain: <i>The assessment sheet is marked only when a learner has mastered the content. The assessment sheet captures information on whether learners can produce the sound and whether they can write the form.</i> <i>They must be able to do this at their age-appropriate level without the teacher's assistance.</i> <i>Assessment is data collection. Teachers constantly collect data on how their learners are performing and whether they need additional help. Keeping a record of this data helps to</i> <ul style="list-style-type: none"> o <i>follow learners' progress,</i> o <i>discuss their progress with Head Teachers</i> o <i>talk with parents and community members on the progress of the learners as individuals and the school as a whole.</i> Ask participants to look at the instructions for the assessment sheet. Read the instructions together and answer any questions.
Explain	Explain: <i>Assessment is the process of collecting information on how well the learners are achieving the intended learning outcomes and on how effective the teaching strategies are in enabling learners to learn effectively.</i> <i>Assessment should be conducted for the following reasons:</i> <ul style="list-style-type: none"> (i) <i>To find out whether learners are achieving the learning outcomes</i> (ii) <i>To identify learners' strengths and weaknesses</i> (iii) <i>To determine gaps in the instructional process</i> (iv) <i>To revise, remediate and enrich.</i> <i>Assessment should be conducted on an ongoing basis using a</i>

	<p><i>variety of approaches: It can be done daily, weekly, monthly, at the end of a unit, at the end of the term, etc.</i></p>
<p>How do I Use this in My Classroom?</p>	<p>Explain the following:</p> <ul style="list-style-type: none"> • Daily assessments consist of oral questions during lessons, learner observations as they work individually or in groups or are asked to demonstrate what they have learnt. The teacher takes note of the strengths and weaknesses by writing them down or keeping a checklist for future reference. • Weekly assessments will be based on the reading and writing of sounds, syllables, words and simple sentences they have learnt over 4 days. • Monthly assessments will be done after one month during every fifth week. The teacher will assess learners individually. Each learner will sit with the teacher to identify the letter sounds and read syllables and words that have been covered in a month. The teacher will use a score sheet to record whether a learner has mastered the correct sounds, syllables and words. • The teacher will also conduct whole class assessment in dictation. This will involve writing the sounds, syllables and words taught during the month. • The writing assessment will be done every fifth week. The teacher will use the work that learners complete in their exercise books to collect information on what learners know. <ul style="list-style-type: none"> <input type="checkbox"/> Can they form letters? <input type="checkbox"/> Can they write words or approximations of words? <input type="checkbox"/> Can they spell correctly? <input type="checkbox"/> Can they form sentences? <input type="checkbox"/> Can they form paragraphs that conform to the definition of a paragraph (a group of sentences around a theme which begins with an introductory sentence, follow a logical sequence and ends with a closing sentence?) <input type="checkbox"/> Do they use punctuation? <input type="checkbox"/> Can they use punctuation appropriately? <p>At the end of the reading and writing tests, the teacher will total the marks for each learner and write in the last column provided on the score sheet or drawn in a teachers' record book.</p> <p><u>Red Level Tracking Chart</u></p> <p>The teacher enters scores for each child in the teacher record book.</p> <ul style="list-style-type: none"> • Children scoring 0 – 6 out of 20 marks are classified at Red Level • Children scoring 7 – 14 marks are classified at Yellow Level • Children scoring 15 – 20 marks are classified at Green Level

The teacher summarizes of the number of children that are performing at each of the three levels. The teacher keeps a record and the Head Teacher keeps a record. This will help the Head Teacher to track how the learners improve at each assessment.

The teacher will use the results to revise and remediate. Special focus will be on learners performing at the lowest level.

Note: The marks can be translated into performance levels of proficiency standards in percentage as follows:

Outstanding	80-100%
Desirable	60-79%
Minimum	40-59%
Below minimum	0-39%

In this scheme, a performance of 80% or above on a test is considered "outstanding," while students scoring 0-39% are not performing "at grade level" – that is, if they do not improve their score before the end of the school year, they will not be ready to advance to the next grade. As a general rule, we aim to ensure that all our learners are performing at least at the minimum level.

Example of how to assess learners (ask 2 participants to play the role of teacher and learner)

- Phonemic awareness – Teacher assesses each learner's ability to listen and identify letter sounds (without written form). This is an oral assessment.
For example:
Teacher: What sound do you hear at the beginning of "ana"?
Learner: /a/
- Phonics – Teacher assesses each learners' ability to identify and produce sounds in written forms.
For example:
Teacher: Shows the written sound on a board or flash card and asks: *What is this sound? "a"*.
Learner: /a/
- Syllables – Teacher assesses each learner on his/her ability to blend sounds in written form.
For example:
Teacher: Shows or writes "ma" and asks learner to read the sound blend
Learner: "ma"
- Teacher assesses learner on the ability to blend syllables into words. For example:
Teacher: Teacher shows or writes two syllables: "ma" and "ma" and asks learner to read the word by blending the two syllables.
Learner: "mama"

	<ul style="list-style-type: none"> - The teacher assesses learner on the ability to write sounds by dictation Teacher: Says /b/ Learner: Writes 'b' - The teacher assesses learner on the ability to write syllables by dictation Teacher: Says the syllable, 'ta' Learner: Writes 'ta' - The teacher assesses learner on the ability to write words by dictation Teacher: Says a word, for example, 'mayo' Learner: writes 'mayo' <ul style="list-style-type: none"> • <u>End-of-term</u> formal assessments – These will be tests prepared by a teacher based on whether learners can identify sounds, read (words, sentences, stories) and whether learners can write independently. The tests are based on the sounds that have been taught during the term. • <u>End of year</u> grade assessment – This is one composite test covering all reading skills. The test may be administered to the whole group or individual learners. • Assessment materials can be created. Teachers can use pictures or letter cards, for example to match, identify missing parts, isolate initial, middle and end sounds.
Background Information	<p>Assessments gives teachers and administrators important information about what learners are able to do. Make sure to share this information</p> <ul style="list-style-type: none"> • <u>With your learners</u>, so they know what they have to do better. • <u>With parents</u> so they know what their children can do. To promote positive actions on the part of the parents – talk to them about what their children can do. Then tell them what they can do to improve. Avoid talking solely about weaknesses. Talk to parents about what their child can do and encourage parents to take part in promoting success. <p>All assessments are open to including some level of error. Teachers should always be open to looking at what the test was able to achieve and whether it accurately captured what a learner is able to do. This does not mean that all assessments are wrong or bad, it simply means that assessments can be improved and that they cannot tell the whole story. Only the teacher can do that.</p>
Discuss	<p>Participants are divided into groups and are requested to discuss the following items:</p> <ol style="list-style-type: none"> (i) What is assessment? (ii) Why do you assess your learners? (ii) When do you assess your learners? <p>The different groups should prepare presentations for the plenary.</p>
Evaluate	<p>Ask participants to name one lesson they learned from this session. What will they do differently because of this session? Thank them for their attention</p>

Session 15	Formal Assessment - Fifth & Tenth Week Review																																				
Review	<ul style="list-style-type: none"> Describe the basis for the 5th and 10th Week Review Assessments Describe the administration and recording of the 5th and 10th Week Review Assessments 																																				
Materials	<ul style="list-style-type: none"> Teacher's Manual Weekly schedules 5th & 10th Week Assessment Forms 																																				
Outcomes	Participants demonstrate how to conduct fifth and tenth week assessments																																				
Demonstrate	<ul style="list-style-type: none"> Facilitator explains to the participants the sequence of teaching letter sounds for terms 1, 2 and 3 Facilitator gives examples of how to administer the 5th week and 10th week reading and writing assessments as follows: <ul style="list-style-type: none"> Reading assessment: This is done by writing letter sounds, syllables and words taught and formed on word cards. The same are written in the top row of the assessment record. Teacher sits with each individual learner to conduct assessment of reading. Teacher places word cards for sounds, syllables and words read correctly by the child in one heap and those read incorrectly in another heap. After assessing the child, the teacher ticks the correct sounds, syllables and words in the row against each child's name. The total is indicated in the last column. Writing assessment: The writing assessment is administered in a similar way but to the whole class at the same time. After marking the teacher places a tick against each child's name for each correct item. The total is indicated in the last column. NB: a tick indicates the item the child read or wrote correctly. Where a child has got the item wrong the teacher leaves it blank for re-assessment. <p>For example:</p> <table border="1" data-bbox="469 1637 1331 1792"> <thead> <tr> <th></th> <th>a</th> <th>u</th> <th>ba</th> <th>lu</th> <th>mama</th> <th>tapa</th> <th>Etc...</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Bupe</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> <td>17</td> </tr> <tr> <td>Daka</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Muti</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><u>Facilitator's Notes</u> End of Week 5 and 10 Review Assessments</p> <ul style="list-style-type: none"> Term 1 will have 13 weeks with about 23 lessons on letter sounds After Week 5, about 10 lessons on 10 letter sounds will be covered. 		a	u	ba	lu	mama	tapa	Etc...	Total	Bupe	√	√	√		√			17	Daka									Muti								
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Session 16	Using Assessments
	<ul style="list-style-type: none"> • After Week 10, about 19 or 20 lessons will be covered. • Assessment tasks and recording tables will be drawn in the teacher's assessment record book where assessment results for each learner in the class will be recorded. • After scoring the total scores for each pupil, place the pupils into the following three Reading Groups based on performance, namely: Red (Low) 1 to 6; Yellow (Average)-7 to 14 and Green (Good) -15 to 20. • The teacher summarizes information to show number of learners who performed at each of the three levels: red, yellow and green. This is the Red Level Tracking Chart. It will help the teacher to identify and help learners who obtained low marks and who are classified at the Red Level. • The assessment will be done after 4 weeks and 9 weeks of teaching during Week 5 and Week 10 respectively. • The assessment will focus on reading and writing vowel and consonant sounds, syllables and words. Later, as learners' progress, short sentences can also be included in the assessment during term 1, 2 and 3 assessments. The writing test will be conducted by dictation to the whole class. <p>End of year assessment is a composite test covering all reading skill areas covered in the year. The test may be administered to whole group or individual learners</p>
Discussion	<ul style="list-style-type: none"> • Participants discuss in groups the preparations of questions to use to assess the targeted sounds, syllables and words in Week 5 and Week 10. These will differ by language. • Participants practice amongst themselves how to conduct the weekly assessments and how to record them.
Explain	<ul style="list-style-type: none"> • Facilitator emphasizes the main points: <ul style="list-style-type: none"> – The six subtasks assessed by the mini-EGRA – The administration guidelines for each subtask such as letter sounds, familiar words, non-words, reading fluency, reading comprehension and reading comprehension. – The scoring for each sub task.
How do I use this in my classroom?	Participants discuss how to use the assessment results in the classroom
Evaluate	Evaluate the effectiveness of the session by asking participants how well they understood the session and to ask questions.

Materials	Teacher's Guide Continuous Assessment forms Term Assessment Forms End of Term One EGRA Assessment Instrument
Outcomes	Participants will be able to identify the different ways in which the teachers can make use of assessment results. Participants will be able to describe the different ways in which the assessment results can be disseminated.
Explain	<p>Facilitator reviews the importance of pupil assessment: <i>to show the gap between the learning targets and the instruction.</i> There are several steps to collecting and using assessment data.</p> <p>I. Teaching the lesson: 1. Teachers teach, 2. provide opportunities for learners to practice, 3. observe to gauge mastery, 4. provide more practice and then 5, Assess. The assessment results are then recorded for each learner. After recording the results, the teacher analyzes the results.</p> <p>II. Analyzing the results: Did most learners understand and learn the learning outcome? The teacher continues with instruction while working with the minority of learners that did not grasp the lesson. Did most learners fail to understand the outcome? The teacher re-teaches the lesson differently and observes the learners carefully as they respond to activities.</p> <p><u>III. Communicating the results: Parents:</u> Parents need to know how their children are performing at regular intervals. Parents can assist with instruction, or simply follow the activities in the classroom simply as a signal to the learner that everyone is interested in their success. Communication with parents needs to be positive without being dishonest and concentrate on what parents and learners can do to improve</p> <p><u>Community:</u> Effective schools use the community to ensure learners' success. This is especially true for Community Schools. Through meetings on planning and implementation of School Improvement Plans and open days, the school can aggregate school results to show that learners are making progress.</p> <p><u>Learners:</u> The single most important person in the school equation is the learner. When learners know how they are doing (against expected outcomes and not against others) they can adjust their behavior. Schedule meetings to talk with learners about what their performance looks like.</p> <p><u>Teacher (Self):</u> After compiling the results from an assessment, the teacher needs to make decisions about planning. Can I move ahead? Do I need to stay in place and re-teach the lesson for the majority of learners to understand the learning outcome? What other types of teaching and learning materials can I use to insure that all learners understand?</p> <p><u>Head Teacher:</u> Once the teacher has conducted the assessment, analyzed the results and has a plan, s/he should share this information with the head teacher – <i>"These are the results and this is my plan for dealing with the results"</i></p>

Practice	Divide the participants into 5. Label each group: <u>Parents</u> , <u>Community</u> , <u>Learners</u> , <u>Teacher (Self)</u> , <u>Head Teacher</u> Have each group prepare a role play that shows how the teacher would share assessment results with each of the labels.
<i>How do I Use this in My Classroom?</i>	Facilitator emphasizes the main points: Using assessment, the teacher can acquire the following: <ul style="list-style-type: none"> - Identify learning difficulties and effect modification in teaching. - Identify pupil's reading difficulties and institute remediation. - Inform teacher about effectiveness of the teaching strategy and review instruction.
Background Information	<u>Facilitator's Notes:</u> <ul style="list-style-type: none"> • Each lesson has a learning outcome. • The syllabus specifies the learning goals and performance learning outcomes. They are taught and assessment is used to measure how well the outcomes have been achieved. • Teaching aims to enable learners to acquire the learning outcomes. • In order to know whether a specific learning outcome was achieved, assessments are used to find out whether or not learning has taken place. • Performance results can indicate which learners are making progress and which ones are not. • Performance results can also show which learning outcomes are difficult and which are easy for learners. • Performance results can show where instruction/teaching must be improved. • Assessment results can be used by the teacher to improve or inform both the teaching and learning processes. • Assessment can be used to identify weaknesses or strengths in achieving specific reading skills and inform the design of appropriate learning materials for learners. • Assessment can point to the relevant remedial reading intervention by re-teaching, revision, homework and individualized learning.
Discuss	<p>Discuss where and how teachers will record assessment results for the Week 5, 10, etc., review assessments and the end of term assessments.</p> <p>At Grade 1, make a chart of pupil names and use stars next to their names as a motivation. Put pupils' names on a ladder with different levels signifying performance level.</p> <p><i>Ask participants,</i> <i>How they will conduct assessments in the classroom?</i> <i>What can you do differently that you were not doing before?</i></p> <p>Facilitator makes a summary of the key points presented relating the discussion points to the notes in the Teacher's Guides.</p>
Evaluate	Ask participants to explain what they learned about assessment. Conducting, Analyzing, Communicating

Session 17	Teaching and Learning Materials
Review	Ask participants what they remember about assessment: How to conduct assessment and what to do with the results.
Materials	Any type of stiff paper: Old packing cartons Carton from household supplies – turned inside out Old calendars
Outcomes	Participants will be able to identify teaching and learning materials that can be made in the classroom Participants will be able to make teaching aid using locally available resources Participants will be able to explain how teaching and learning materials aid reading instruction
Demonstrate	Ask participants to brainstorm teaching and learning materials that they can develop using locally available resources. List them. The facilitator can add to the list: <ul style="list-style-type: none"> • Flashcards: Sound, syllable, word, sentences cards, number and number sentence cards • Story cards • Homemade math manipulatives; face clocks, counters, etc. • Clay • Homemade paint, glue and chalk • Hand puppets • Cut pictures from magazines • Chalkboard • Wooden shapes, numbers, alphabet sounds
Practice	Each participant will develop a lesson plan in which flashcards will be used in reviewing a literacy lesson. The activity should be a group or pair based and therefore it will need a lot of flashcards. The participants should find means and ways of how to develop so many flash cards so that the activity chosen will be effective.
Explain	Every learner loves to have fun. Use activities that make learning to read as a fun and engaging process. There are many benefits to playing reading games; <ol style="list-style-type: none"> 1. Children practice reading and writing skills. 2. They can increase a child's vocabulary, their ability to spell and improve their grammar. 3. They can improve memory 4. They permit children to practice pronunciation and fluency in their language. 5. Children learn to think faster, especially if there is a time limit. 6. They can encourage children to be more imaginative and creative.

<p>Discuss</p>	<ol style="list-style-type: none"> 1. Ask participants to form pairs and brainstorm what local knowledge is available to create teaching and learning materials 2. Ask how the community can assist in producing these for the classroom. <p>Explain <i>There is a great deal of knowledge available in the local community. Parents are sometime willing to contribute their skills or cast-off materials when they know that it goes to improving lessons. Carpenters and craft workers could advise on using recycled timber or wood cut from managed woodlands. Carpenters can even donate to schools to make teaching and learning materials. Some craft workers can volunteer to teach or make some of the teaching and learning materials.</i></p> <p><u>Choosing Teaching and Learning Material (TLM)</u> Ask one participant to read the two paragraphs aloud: <i>Teachers, especially in primary schools should be encouraged to use as many teaching and learning aids as possible to set an environment which is stimulating and in which learners can easily be guided to learn through discovery.</i></p> <p><i>When a teacher chooses a learning aid, it is one that fulfills the lesson objective. A teacher carefully plans and chooses the aids to support instruction.</i></p> <p><u>Playing Games</u> Facilitator will ask participants to make a list of reasons why students would enjoy games.</p> <p>Ask the participants if they agree with the above statements. Why do they agree or why not.</p>
<p><i>How do I Use this in My Classroom?</i></p>	<p>The facilitator will take the participants through the following points:</p> <p>Take note of the following when making teaching and learning aids:</p> <ol style="list-style-type: none"> 1. Make sure that learning aids support the learning outcome. 2. Teaching and learning aids should be large enough to be seen from the back of the class. 3. Teaching and learning aids should support the development of various types of knowledge: <p>knowledge- the ability to recall lessons, comprehension - the ability to grasp the meaning of material learned, application-the ability to use learned material in new and concrete situations, analysis- the ability to break down lessons into different parts, synthesis- the ability to take different lessons learned at different times and put them together to form a new whole, Evaluation-the ability to make judgments about lessons learned and form opinions</p>

	<p>4. Make teaching and learning aids that encourage pupils' active participation in class as well as secure their attention throughout the lesson.</p> <p>6. The teaching and learning aids should reflect the positive aim of the lesson. When teaching about fruits, color them naturally. When teaching about cleanliness show examples of cleanliness rather than what filth.</p> <p>7. Teaching and learning aids should be appealing; neat, easy to understand handwriting that is straight and clear.</p> <p>10. Teaching and learning aids, like pictures should be simple and clear. Leave out background as these draw the learners away from the main message. If you cannot leave out the background, explain to the learners where they should concentrate their attention.</p> <p>11. Try the teaching and learning aids before using them in the classroom. Take extra precaution when using homemade materials that there are no dangers to small children. By sampling the materials beforehand you can eliminate challenges before they arise.</p>
Background Information	<p>TLM is a commonly used acronym that stands for "Teaching and learning materials." Broadly, the term refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plans. Examples of Teaching and Learning materials are printed material, chalkboard/white Board, chalk, posters, cards, pictures, manipulatives and other materials that teachers make and use to assist students to meet the expectations for learning outcomes.</p> <p>Therefore, these TLM are also used to enhance learning. We know that visual aids help learners to learn and remember. Therefore, teachers need to know how they can make visual aids quickly and easily, using free or low-cost materials, which are simple to find or improvise. It is also essential for these teacher made materials to be of quality and to be made available to the students in adequate quantities to support learning.</p> <p>Teachers that make visual aids for their learners have many advantages as follows:</p> <ul style="list-style-type: none"> ○ It is less expensive than buying ready-made visual aids ○ Teachers can choose TLM which are directly relevant to their community. ○ Teachers can design TLMs too specifically to suit learners' needs. ○ Students and community members can work with you in making the visual aids as well as in preparing the necessary materials needed to make them. <p>Do learners benefit from TLM? Yes, learners benefit a lot from these TLM. Learners learn in</p>

variety of ways, thus use of these TLM will help the teacher to incorporate various techniques into learning process. Below are some of the benefits:

1. Proper use of teaching aids helps the learner to retain more concepts permanently.
2. Teaching and learning materials arouse interest and motivation in learners.
3. Use of teaching and learning aids help learners develop the proper image of what they are learning when they use all the five senses; see, hear taste, touch and smell.
4. Use of teaching and learning aids provides learners with conceptual thinking (the ability to perceive and imagine, predict and hypothesize, conclude and reflect).
5. The teaching and learning aids create a learning environment that helps create interest for the learners.
6. Teaching and learning materials help to increase the vocabulary list of the students.
7. TLM provide direct experience to learners.

The best learning environment is one of high challenges and low stress for learners. Constant and varied exposure to new teaching and learning materials encourages quicker and deeper learning. It is therefore necessary to incorporate a range of teaching strategies within planning and ensure that resources for the learners are appropriate, accessible, identifiable and relevant to learner's learning needs. Community teachers should ensure that the classroom environment supports learners to become independent and active learners. One of the teaching strategies that use a lot of teaching and learning materials and helps learners to work independently are games.

There are many games, which your students are sure to enjoy, that make use of flashcards. As long as flashcards are clear and simple, they can be invaluable in your teaching reading.

Learning takes place most effectively when learners take part in the process: doing, making and finding out things for themselves. In this way they remember the facts and attitudes far longer and more clearly.

Discuss

Making teacher tailored teaching and learning materials

There are a number of issues to think about carefully before starting to make a visual aid; the following are the points to consider:

Should the teacher involve the learners in making the TLM? *The learners can then use their imagination and knowledge to think through problems and find out answers for themselves. Making visual aids with your learners can bring learning to life. Learners can be given the opportunity to carefully examine the process for making materials and ask questions. For example, when*

	<p><i>making masks for a play about traditional dances, they can ask questions and point out what they do not understand and so come to understand the issue thoroughly.</i></p> <ul style="list-style-type: none"> • Should the teacher use real objects or just draw the object on the board? • Should the teacher make the TLM complicated or simple?
<p>Evaluate</p>	<p>A. Why should you involve learners and community members in helping make teaching and learning materials? B. How can you involve community members in helping make teaching and learning materials?</p> <p>Brainstorm ways in which the glue and paint can be used in their classroom. What sort of teaching and learning materials can they develop that can be used in reading as well as language games? Ask the participants to bring out any fears that they might have concerning the materials that have been developed. Discuss with the participants how such fears can be resolved. Do participants have any concerns about involving community members and learners in developing the teaching and learning materials? How best can they involve the community members in assisting the school in developing the teaching and learning aids? What are the challenges they might face when making glue? Paint? Flash cards? Storage? What are some of the points they need to remember as they write on the chalkboard?</p> <p>The facilitator will ask the participants to also share some of the benefits from this module and how they intend to use the acquired knowledge to make teacher tailored teaching and learning aids for their classroom.</p> <p>When teaching literacy in the class, teachers may want to use the knowledge they have acquired to develop some TLM such as sound cards, syllable cards, word cards, picture cards, Puppets and so on.</p> <p>How will you use the learners and community members in this activity in line with the development of TLM? How should these materials be stored?</p>

Session 18	Special Education
Review	
Materials	
Outcomes	<p>Participants will be able to identify the needs of learners with special needs</p> <p>Participants will be able to state and explain what steps to take to refer children to specialists</p>
Practice	<p>Ask the participants why they think this is important: <i>Answer: So that they can take precautions: Long sighted child seats at the back, short sighted learners sit in front of the class, stammering children are given more time to read or talk, getting closer when talking to partial hearing impaired learners, etc...</i></p> <p>Ask the participants what a teacher can do if he or she discovers an extreme case.</p> <ul style="list-style-type: none"> - Bring the case to attention of the Head Teacher - Discuss with the parents and advise them to refer the child to a Specialized School or for medical attention <p>Ask the participants to brainstorm some of the Special Education Needs they may observe in the learners and how they can help such learners. List the cases and solutions on flip chart or chalkboard as the participants discuss each one of them.</p>
Explain	<p>Explain that teachers must pay particular attention to every child in their class. Children, especially young children may have special needs for the classroom setting. While observing individual learners, the teacher must be aware that a child's performance can be affected by cognitive and non-cognitive issues that prevent him or her from learning. Addressing these challenges can increase a child's likelihood of success in the classroom.</p> <p>Once a teacher notices certain behavior – squinting to see something far away, (possible short-sightedness) not being able to respond to questions or asking for questions to be repeated very often, (possible hearing impairment) they should discuss with the parents or guardians to learn more.</p> <p>A teacher who is not a doctor or specialist should not try to diagnose the problem, but should seek out doctors and special needs</p>
Discuss	Have you ever been in a classroom where there were special needs? If so, what did you do?
Evaluate	Participants ask questions about the session

Session 19	Coaching
Materials	Chalk board or Flip chart
Outcomes	Teachers define coaching Teachers practice coaching
Demonstrate	
Practice	<p>Ask the participants: <i>In what ways can peer coaches (teachers) support each other? Or How can teachers support each other through coaching? List the answers on the flip chart or board.</i></p> <ul style="list-style-type: none"> • Compare the answers with the following: <ul style="list-style-type: none"> - Planning lessons together - Making TLM using TALULAR (teaching and learning using locally available resources) - Explaining teaching concepts to one another - Studying together - Visiting each other's classes and giving feedback
Explain	<p>Ask participants to explain what they understand by the term <i>Coaching</i>.</p> <p>Explain that: <i>If you have watched a football game, you know that a coach is someone with experience who helps the team to achieve victory. A coach can be anyone who supports you as you try to learn something new, like a new reading program. It can be the DRCC, ZIC, SIC or your head teacher. It can even be a peer – another teacher who is also learning at the same time you are. We call this person a peer coach. It's often helpful if your peer coach teaches the same grade as you do, or a grade close to yours.</i></p>
Background Information	<p>Explain how peer coaching will be conducted for PLP: Some teachers have found it useful to work with a peer coach. You can identify a person you work well with and invite them to be a peer coach.</p> <p>You and your peer coach can decide how you will work together and what you will do. It could be after lessons or before lessons. Peer coaching could be part of every session of Teacher Group Meetings (TGMs).</p> <p>Maybe you're good at making the letter sounds, and your peer coach is struggling. You can help them by explaining how you do it and playing a game to identify the sound at the beginning of a word. Just remember, it's a two-way street--you help them and they help you.</p> <p>For example: <i>"What sound do you hear at the beginning of 'tata'?"</i> Pronounce the word and ask your friend to respond. You can take turns to practice. There are so many other ways to help each other. Just use your imagination and you will find many ways to support each other.</p>

	<p>Explain how monitoring is different from coaching:</p> <p><i>Monitoring is a formal activity that determines if what has been planned is being well implemented and if it is working, while peer coaching is an informal activity that provides mutual support. Peer coaching activities can be documented in Teacher Individual Performance Improvement Plans. The MOGE officials from Headquarters, Province, District and Zone are involved in monitoring and are not with you every day. Peer coaches are pairs you make by identifying someone that is always with you.</i></p>
Discuss	<p>How often should you work with a peer coach?</p> <p>Emphasize that coaching must be an on-going activity that should take place in all schools among teachers and Head Teachers. It will strengthen the development of teaching skills among teachers and, as a result, improve learner performance.</p>
Evaluate	<p>Allow participants to ask questions and evaluate how well they have understood the session.</p>

Session 20	Lesson Demonstrations
Materials	Teacher's guide Learner's Book A prepared (and practiced) lesson introducing vowel sounds Two facilitators Teaching aid for participant lessons
Outcomes	Demonstration of a lesson for initial stage of teaching with vowel sounds
Demonstrate	<p>Conduct the lesson demonstration using two of the facilitators. Prepare and practice the lesson a day before. Ensure that all necessary teaching aids are prepared in advance.</p> <p>Demonstrate a lesson with vowel and consonants sounds.</p> <p>Inform the participants that you will demonstrate how to teach one full literacy lesson based on the new approach. You will teach the lesson introducing vowel sounds. Tell them to watch the lesson and note any questions for the end of the lesson.</p> <ul style="list-style-type: none"> ○ Ask some of the participants to role play as learners (5 – 8 learners). When there are fewer than 8 participants, ask all participants to act as learners. ○ Demonstrate the lesson from the Teacher's Guide that you prepared to teach. Begin with a pre-reading or pre-writing activity, vowel sound a, e, i, o, u and the other skills. Spend few minutes to show how each skill is taught.
Practice	<p>Inform the participants that they will demonstrate how to teach one full literacy lessons based on the new approach. They will teach how to introduce consonants sounds. Watch the lesson and note questions to ask at the end.</p> <p>Prepare teaching aids for the participants to use.</p>
Discuss	Participants ask questions about the two lessons they have seen.
Evaluate	<ul style="list-style-type: none"> • Tell the participants that now it is their chance to prepare for teaching. • Divide the participants into groups. Some groups choose lesson(s) to teach that come at the beginning of term 1; some other groups middle of term 2, some other group's lesson(s) close to the end of term 3. • Give each group 20 minutes to prepare for teaching the lesson and to choose one person to come and teach the lesson to the plenary. • Inform them that after tea break at 11:00 hours all groups must come together and each person must be ready to teach the lesson.
Closing	<ul style="list-style-type: none"> • Participants ask questions about their preparations and break into groups to prepare. Each group has 18 minutes to prepare before break time.

Session 21	Teaching practice and review
Outcomes:	<ul style="list-style-type: none"> • Participants will be able to define pre-reading and pre-writing skills • Participants will be able to identify pre-reading and pre-writing skills
Resources:	<ul style="list-style-type: none"> • Teacher's guide • Learner's Book
Introduction:	<ul style="list-style-type: none"> • Inform the participants that we are going to see three lessons, initially: beginning of term 1, middle of term 1 and towards the end of term 1. • Tell the participants to be quiet, observe and take note of areas where they would want to ask questions. Comments and questions will wait until the end of each lesson. Comments must be aimed at improving the teaching of the lesson rather than attacking the teachers. Equally, people teaching lessons must not be defensive but be open to learn, and all participants should learn from the teaching practice.
Teaching practice	<ul style="list-style-type: none"> • Sample of 2 – 3 lessons • Each group must be given 20 minutes to teach their lesson instead of 1 hour. This means that the teacher must limit the questions and activities, but teach all skills in the lesson as indicated in the lesson in the Teacher's Guide. • Participants are given 5 minutes between each lesson to make comments or ask questions.
Conclusion:	<ul style="list-style-type: none"> • Thank the people who taught the lessons, the groups and all participants for the preparations and contributions made.

Session 22	School-based Training, Planning and Implementation
Outcomes:	<ul style="list-style-type: none"> • Participants will be able to plan and implement school-based training • Participants will be able to develop/identify and use locally available resources to support teaching and learning
Resources:	<ul style="list-style-type: none"> • Facilitator's Manual
Introduction:	<ul style="list-style-type: none"> • Explain to the participants that a training meeting like this one cannot fulfill all their needs or equip them with all skills they require for teaching. It is therefore important to continue supporting each other's skills at zone and school meetings. This can only be achieved if programs for school-based trainings are well planned and supported by all. • Schools need to look at their internal and external situation in order to identify their needs and potential. They should also look at what the school has achieved in the past and what plans it has made for the future. • Ask them to mention school-based trainings they conduct. For example: Teacher Group Meetings
Group work:	<ul style="list-style-type: none"> • Divide participants to work in groups. Or if they are two or more from each school, ask them to work as a school. In groups they brainstorm: <ol style="list-style-type: none"> 1 How they can organize and support school-based training 2 Activities they can conduct during school-based training 3 How they can keep a record that can track what they do during the school-based trainings (to inform visitors and monitors) 4 Make suggestions on what should be done when there are no books or materials in the school to support teaching. • Allow time for some groups to present and share what they have discussed • Encourage them to implement the plans when they get back to their schools. • Emphasize that all school-based activities require a record of a record with timings of what actually happened during the session.
Head Teachers' session Break away	<ul style="list-style-type: none"> • Ask the Head Teachers to discuss what their roles are in supporting school-based training and ensuring that the program is well implemented. Write their views on flip chart or chalk board. • Explain that Head Teachers prepare plans for school-based training that focus on individualized training of teachers and follow up training with clusters of teachers. The plans should focus on helping individual teachers to teach and manage their classrooms. Cluster meetings will help to solve problems teachers face particularly during teaching. • The following are some of the roles Head Teacher can play to re-enforce school-based training: <ul style="list-style-type: none"> – Assist beginning teachers gain confidence in class. This can be done by encouraging team teaching, having new

	<p>teachers observe the other teachers teachings, having the head teacher observe and give encouragement to teachers.</p> <ul style="list-style-type: none"> - Highlight effective classroom management and teaching methodology during meetings. - Supervise how teachers conduct classes and implement strategies for effective teaching and learning; e.g. storytelling, reading, project work, etc... - Check how learners use exercise books and whether teachers mark and give feedback to learners. - Snap short assessments of progress of students. - Observe learners' attendance rate and how registers are maintained. - Follow up on any areas of weakness exposed by ensuring appropriate targets are set and know where to get expert help. - Check whether teachers conduct lessons according to lesson plans. - See whether teachers are keeping reading records properly. - Encourage creativity and resourcefulness among teachers. - Conduct regular meetings with teachers and parents.
<p>Conclusion:</p>	<ul style="list-style-type: none"> • Evaluation is an ongoing part of the school-based education process. Schools need to keep accurate records, document all decisions, and revisit these from time to time to monitor progress. School-based training must address issues of subject knowledge. • Head teachers play an important role in teachers' professional development. Ask head teacher groups to each present the 3 most important ways head teachers they work with teachers. Ask for one person to summarize the role of the head teacher related to school-based teacher professional development.

Session 23	Conclusion
Review	
Materials	List of expectations compiled at the beginning of training Chart paper
Demonstrate	<ul style="list-style-type: none"> • Invite all participants to come together. Thank them for their contributions during the past two days. • Look at the list of the expectations that were summarized at the beginning of the training. Refer to session 1. Go through each one of them and tick those that participants feel have been fulfilled. • Emphasize that training should continue at school and some of their expectations must be met or clarity made during the trainings. Encourage them to work together, plan and prepare lessons and be open to learn from each other while at school. Remind them about the importance of linking up with other schools and visiting each other to learn good practices for teaching reading.
Evaluate	<ul style="list-style-type: none"> • Conduct evaluation of the training: Ask each participant to answer the following questions: <ol style="list-style-type: none"> 1 What did you like most about the training? 2 What did you not like about the training that needs to be improved? <p>Collect the pieces of paper for analyzing the participants' feeling about the training. This should form part of your report about the training.</p>
Closing	Invite any senior education official present to officially close the training meeting.

APPENDIX 1: **Weekly Schedule for Teaching Letter Sounds**

Facilitator: Introduce the weekly schedules of letter sounds in the 7 local languages. Explain that:-

- Pre-reading and pre-writing skills taught in the first week appear to be the same on the weekly schedules.
- The five vowel sounds are taught in the second week of term 1 in each of the seven local languages.
- In the third week teachers introduce letter sounds, beginning with the most frequent sounds in each language and progressing on the following weeks according to the schedule.
- The teaching of the letter sounds must be continued by teachers from term 1, to term 2 and term 3. Sounds that are not taught are carried over to the following term.

WEEKLY SCHEDULE FOR TEACHING SOUNDS IN 7 LOCAL LANGUAGES

LUNDA	Term 1 - Weekly Schedule				
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Pre-reading/ writing	Pre-reading/ writing	Pre-reading/ writing	Pre-reading/ writing	Pre-reading/ writing
Week 2	Letter sound a A	Letter sound e E	Letter sound i I	Letter sound o O	Letter sound u U
Week 3	Introduce letter sound n N	Revise letter sound n N	Introduce letter sound k K	Revise letter sound k K	Revise work done n N, k K
Week 4	Introduce letter sound m M	Revise letter sound m M	Introduce letter sound h H	Revise letter sound h H	Revise work done m M, h H,
Week 5	Introduce letter sound w W	Revise letter sound w W	Revise work done n, k, m, h, w	Assessment and Remediation	
Week 6	Introduce letter sound t T	Revise letter sound t T	Introduce letter sound y Y	Revise letter sound y Y	Revise work done t T, y Y
Week 7	Introduce letter sound ñ Ñ	Revise letter sound ñ Ñ	Introduce letter sound d D	Revise letter sound d D	Revise work done ñ Ñ, d D
Week 8	Introduce letter sound p P	Revise letter sound p P	Introduce letter sound z Z	Revise letter sound p P	Revise work done p P, z Z
Week 9	Introduce letter sound f F	Revise letter sound f F	Introduce letter sound s S	Revise letter sound s S	Revise work done f F, s S
Week 10	Introduce letter sound	Revise letter sound v V	Revise work done p, z, f	Assessment and Remediation	

	v V		,s,v		
Week 11	Introduce letter sound j J	Revise letter sound j J	Introduce letter sound b B	Revise letter sound b B	Revise work done j J, b B
Week 12	Introduce letter sound l L	Revise letter sound l L	Introduce letter sound ch CH	Revise letter sound ch, CH	Revise work done l L, ch CH
Week 13	End of Term Assessment, 22 sounds				

LUNDA Term 2 - Weekly Schedule LUNDA					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound nd ND	Revise letter sound nd ND	Introduce letter sound nk NK	Revise letter sound nk NK	Revise nd ND ,nk NK
Week 2	Introduce letter sound nj NJ	Revise letter sound nj NJ	Introduce letter sound nz NZ	Revise letter sound nz NZ	Revise nj NJ ,nz NZ
Week 3	Introduce letter sound nv NV	Revise letter sound nv NV	Introduce letter sound nf NF	Revise letter sound nf NF	Revise nv NV, nf NF
Week 4	Introduce letter sound nw NW	Revise letter sound nw NW	Introduce letter sound ny NY	Revise letter sound ny NY	Revise work done nw NW, ny NY
Week 5	Introduce letter sound ng NG	Revise letter sound ng NG	Revise work nd, nk, nj, nz ,nv,nf nw,ny,ng	Assessment and Remediation	
Week 6	Introduce letter sound mb MB	Revise letter sound mb MB	Introduce letter sound mp MP	Revise letter sound mp MP	Revise work done mb MB, mp MP
Week 7	Introduce letter sound ns NS	Revise letter sound ns NS	Introduce letter sound nt NT	Revise letter sound nt NT	Revise ns NS, nt NT
Week 8	Introduce letter sound mw MW	Revise letter sound mw MW	Introduce letter sound fw FW	Revise letter sound fw FW	Revise mw MW ,fw FW
Week 9	Introduce letter sound kw KW	Revise letter sound kw KW	Introduce letter sound sh SH	Revise letter sound sh SH	Revise kw KW sh SH
Week 10	Introduce letter sound sw SW	Revise letter sound sw SW	Revise sw, mb, mp, ns, nt, mw ,fw,kw ,sh	Assessment and Remediation	
Week 11	Introduce letter sound bw BW	Revise letter sound bw BW	Introduce letter sound zw ZW	Revise letter sound bw BW,zw ZW	Revise work done bw BW ,zw ZW
Week 12	Introduce letter sound pw PW	Revise letter sound pw PW	Introduce letter sound zh ZH	Revise letter sound pw PW, zh ZH	Revise work done pw PW, zh ZH
Week 13	End of Term Assessment, 22 sound blends				

LUNDA Term 3 - Weekly Schedule LUNDA					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound tw TW	Revise letter sound tw TW	Introduce letter sound hw HW	Revise letter sound hw ,HW	Revise work done tw TW, hw HW
Week 2	Introduce letter sound ñw ÑW	Revise letter sound ñw ÑW	Introduce letter sound vw VW	Revise letter sound vw VW	Revise work done ñw ÑW, vw VW
Week 3	Introduce letter sound lw LW	Revise letter sound lw LW	Introduce letter sound nl NL	Revise letter sound nl NL	Revise work done lw LW, nl NL
Week 4	Introduce letter sound mbw MBW	Revise letter sound mbw MBW	Introduce letter sound mpw MPW	Revise letter sound mpw MPW	Revise work done mbw MBW mpw MPW
Week 5	Introduce letter sound nvw NVW	Revise letter sound nvw NVW	Revise work done nvw NVW	Assessment and Remediation	
Week 6	Introduce letter sound nsw NSW	Revise letter sound nsw NSW	Introduce letter sound ntw NTW	Revise letter sound ntw NTW	Revise work done nsw NSW ,ntw NTW
Week 7	Introduce letter sound nkw NKW	Revise letter sound nkw, NKW	Introduce letter sound nch NCH	Revise letter sound nch NCH	Revise work done nkw NKW ,nch NCH
Week 8	Introduce letter sound nfw NFW	Revise letter sound nfw NFW	Introduce letter sound nzw NZW	Revise letter sound nzw NZW	Revise work done nfw NFW
Week 9	Introduce letter sound nzh NZH	Revise letter sound nzh NZH	Introduce letter sound ndw NDW	Revise letter sound ndw NDW	Revise work done nzh NZH, ndw NDW,
Week 10	Introduce letter sound nsh NSH	Revise letter sound nsh NSH	Revise work done	Assessment and Remediation	
Week 11	Introduce letter sound 64	Revise letter sound 65	Introduce letter sound 66	Revise letter sound 66	Revise work done
Week 12	Introduce letter sound 67	Revise letter sound 67	Introduce letter sound 68	Revise letter sound 68	Revise work done
Week 13	End of Term Assessment 18 sound blends				

LUVALE: Themu 1 – Walo waChalumingo hichalumingo *Note: for Friday revisions, select which sounds to revise

	Mande	Chivali	Chitatu	Chiwana	Chitanu
Week 1	Pre-reading/ writing	Pre-reading/ writing	Pre-reading/ writing	Pre-reading/writing	Pre-reading/ writing
Week 2	Letter sound a A	Letter sound e E	Letter sound i I	Letter sound o O	Letter sound u U
Week 3	Introduce letter sound n N	Revise letter n N	Introduce letter sound k K	Revise letter sound k K	*Revise work done a, e, i, o, u, n, k
Week 4	Introduce letter sound kh KH	Revise letter sound kh KH	Introduce letter sound m M	Revise letter sound m M	Revise a, e, i, o, u, n, k, kh, m
Week 5	Introduce letter sound l L	Revise letter sound l L	Revise a, e, i, o, u, n, k, kh, m, l	Assessment and Remediation a, e, i, o, u, n, k, kh, m, l	
Week 6	Introduce letter sound h H	Revise letter sound h H	Introduce letter sound w W	Revise letter sound w W	Revise a, e, i, o, u, n, k, kh, m, h, w
Week 7	Introduce letter sound t T	Revise letter sound t T	Introduce letter sound th TH	Revise letter sound th TH	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th
Week 8	Introduce letter sound v V	Revise letter sound v V	Introduce letter sound y Y	Revise letter sound a, e, i, o, u, n, k, kh, m, h, w, t, th	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y
Week 9	Introduce letter sound ny NY	Revise letter sound ny NY	Introduce letter sound s S	Revise letter sound s S	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s
Week 10	Introduce letter sound	Revise letter sound	Revise work done a,	Assessment and Remediation a, e, i, o, u, n, k, kh, m,	

	ng NG	ng NG	e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng	h, w, t, th, v, y, ny, s, ng	
Week 11	Introduce letter sound j J	Revise letter sound j J	Introduce letter sound nj NJ	Revise letter sound nj NJ	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj
Week 12	Introduce letter sound ch CH	Revise letter sound ch CH	Introduce letter sound mb MB	Revise letter sound mb MB	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb
Week 13	End of Term Assessment (use EGRA tasks) a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb; 23 sounds (blends and letters)				

LUVALE Term 2 - Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound p P	Revise letter sound p P	Introduce letter sound ph PH	Revise letter sound ph PH	Revise a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb
Week 2	Introduce letter sound z Z	Revise letter sound z Z	Introduce letter sound nd ND	Revise letter sound nd ND	Revise a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd
Week 3	Introduce letter sound f F	Revise letter sound f F	Introduce letter sound sh SH	Revise letter sound sh SH	Revise a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh
Week 4	Introduce letter sound fw FW	Revise letter sound fw FW	Introduce letter sound kw KW	Revise letter sound kw KW	Revise a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw
Week 5	Introduce letter sound lw LW	Revise letter sound lw LW	Revise a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, lw	Assessment and Remediation a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw	

Week 6	Introduce letter sound mw MW	Revise letter sound mw MW	Introduce letter sound nw NW	Revise letter sound nw NW	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, lw, mw, nw
Week 7	Introduce letter sound pw PW	Revise letter sound pw PW	Introduce letter sound sw SW	Revise letter sound sw SW	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, pw, sw
Week 8	Introduce letter sound tw TW	Revise letter sound tw TW	Introduce letter sound vw VW	Revise letter sound vw VW	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw
Week 9	Introduce letter sound zw ZW	Revise letter sound zw ZW	Introduce letter sound hw HW	Revise letter sound hw HW	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw
Week 10	Introduce letter sound hy HY	Revise letter sound hy HY	Revise a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy	Assessment and Remediation a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy	

Week 11	Introduce letter sound ly LY	Revise letter sound ly LY	Introduce letter sound my MY	Revise letter sound MY	my	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my
Week 12	Introduce letter sound py PY	Revise letter sound py PY	Introduce letter sound vy VY	Revise letter sound VY	vy	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy
Week 13	End of Term Assessment a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy, , 22 sounds					

LUVALE Term 3 - Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound mbw MBW	Revise letter sound mbw MBW	Introduce letter sound ngw NGW	Revise letter sound ngw NGW	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy, mbw, ngw
Week 2	Introduce letter sound phy PHY	Revise letter sound phy PHY	Introduce letter sound mby MBY	Revise letter sound mby MBY	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy, mbw, ngw, phy, mby
Week 3	Introduce letter sound mpy MPY	Revise letter sound mpy MPY	Introduce letter sound ndw NDW	Revise letter sound ndw NDW	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy, mbw, ngw, phy, mby, mpy, ndw

Week 4	Introduce letter sound phw PHW	Revise letter sound phw PHW	Consolidate (i) Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading (ii) Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy, mbw, ngw, phy, mby, mpy, ndw, phw
Week 5	Consolidate i. Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading ii. Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing		Assessment and Remediation	
Week 6	Consolidate i. Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading ii. Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing			Revise work done
Week 7	Consolidate i. Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading ii. Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing			Revise work done
Week 8	Consolidate i. Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading ii. Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing			Revise work done
Week 9	Consolidate			Revise work done

	<p>i. Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>ii. Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	
Week 10	<p>Consolidate</p> <p>i. Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>ii. Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	Assessment and Remediation
Week 11	<p>Consolidate</p> <p>i. Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>ii. Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	Revise work done
Week 12	<p>Consolidate</p> <p>i. Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>ii. Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	Revise work done
Week 13	<p>End of Term Assessment a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy, mbw, ngw, phy, mby, mpy, ndw, phw; Reading skills, Writing skills, 7 sounds</p>	

Kiikaonde Term 1 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Pre-reading/ writing	Pre-reading/ writing	Pre-reading/ writing	Pre-reading/ writing	Pre-reading/ writing
Week 2	Sound a A	Sound e E	Sound i I	Sound o O	Sound u U
Week 3	Introduce sound l L	Revise sound l L	Introduce sound k K	Revise sound k K	Revise a e i o u aa ee ii oo uu ll kk
Week 4	Introduce sound n N	Revise sound n N	Introduce sound b B	Revise sound b B	Revise a e i o u aa ee ii oo uu nN bB
Week 5	Introduce sound s S	Revise sound s S	Revise a e i o u aa ee ii oo uu nN bB sS	Assessment and Remediation aA eE iI oO uU aa ee ii oo uu lL kK nK bB sS	
Week 6	Introduce sound m M	Revise sound m M	Introduce sound t T	Revise sound t T	Revise work done a e i o u aa ee ii oo uu sS mM tT
Week 7	Introduce sound p P	Revise sound p P	Introduce sound w W	Revise sound w W	Revise work done a e i o u aa ee ii oo uu pP wW
Week 8	Introduce sound y Y	Revise sound y Y	Introduce sound h H	Revise sound h H	Revise work done a e i o u aa ee ii oo uu yY hH

Week 9	Introduce sound j J	Revise sound j J	Introduce sound f F	Revise sound f F	Revise work done a e i o u aa ee ii oo uu jJ fF
Week 10	Introduce sound d D	Revise sound d D	Revise a e i o u aa ee ii oo uu jJ fF dD	Assessment and Remediation a e i o u aa ee ii oo uu kw KW ky KY	
Week 11	Introduce sound v V	Revise sound v V	Introduce sound n N	Revise sound n N	Revise work done a e i o u aa ee ii oo uu vV nN
Week 12	Introduce sound l L	Revise sound l L	Introduce sound l y LY	Revise sound l y LY	Revise work done a e i o u aa ee ii oo uu l L l y LY
Week 13	End of Term Assessment a e i o u aa ee ii oo uu iL kK nN bB sS mM tT pP wW yY hH jJ fF dD vV nN zZ l L l y LY 21 letter sounds and 2 sound blends				

KIIKAONDE Term 2 - Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce sound kw KW	Revise sound kw KW	Introduce sound ky KY	Revise sound ky KY	Revise a e i o u aa ee ii oo uu kw KW ky KY
Week 2	Introduce sound ch CH	Revise sound ch CH	Introduce sound nd ND	Revise sound nd ND	Revise a e i o u aa ee ii oo uu Ng NG nj NJ
Week 3	Introduce sound ng ND	Revise sound ng ND	Introduce sound nj NJ	Revise sound nj NJ	Revise work done a e i o u aa ee ii oo uu Nj NJ nk NK ns NS
Week 4	Introduce sound nk NK	Revise sound nk NK	Introduce sound ns NS	Revise sound ns NS	Revise a e i o u aa ee ii oo uu Nj NJ nk NK ns NS
Week 5	Introduce sound ny NY	Revise sound ny NY	Revise work done a e i o u aa ee ii oo uu ns NS ny NY	Assessment and Remediation a e i o u aa ee ii oo uu Kw KW ky KY ch CH nd ND ng NG nj NJ nk NK ns NS ny NY	
Week 6	Introduce sound nw NW	Revise sound nw NW	Introduce sound nz NZ	Revise sound nz NZ	Revise work done a e i o u aa ee ii oo uu Nw NW nz NZ

Week 7	Introduce sound bb BB	Revise sound bb BB	Introduce sound bw BW	Revise sound bw BW	Revise work done a e i o u aa ee ii oo uu bb BB mb MB
Week 8	Introduce sound by BY	Revise sound by BY	Introduce sound mb MB	Revise sound mb MB	Revise work done a e i o u aa ee ii oo uu by BY mb MB
Week 9	Introduce letter sound mf MF	Revise letter sound mf MF	Introduce letter sound mm MM	Revise letter sound mm MM	Revise a e i o u aa ee ii uu mf MF mm MM
Week 10	Introduce sound mv MV	Revise sound mv MV	Revise a e i o u aa ee ii oo uu Mm MM mV MV mf MF	Assessment and Remediation a e i o u aa ee ii oo uu Nw NW nz NZ bb BB bw Bw by BY mb MB mf MF mm MM mv MV	
Week 11	Introduce sound mw MW	Revise sound mw MW	Introduce sound mp MP	Revise sound mp MP	Revise a e i o u aa ee ii oo uu Mw MW mp MP
Week 12	Introduce sound my MY	Revise sound my MY	Introduce sound tw TW	Revise sound tw TW	Revise a e i o u aa ee ii oo uu My MY tw TW
Week 13	End of Term Assessment a e i o u aa ee ii oo uu kw KW ky KY ch CH nd ND by BY ng NG nj NJ nk NK ns NS ny NY nw NW nz NZ bb BB bw BW mb MB MF MF mm MM mv MV mw MW mp MP my MY tw TW. 21 sounds				

KIIKAONDE Term 3 - Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce sound pw PW	Revise sound pw PW	Introduce sound py PY	Revise sound py PY	Revise work done a e i o u aa ee ii oo uu Pw PW py PY
Week 2	Introduce sound sw SW	Revise sound sw SW	Introduce sound fw FW	Revise sound fw FW	Revise work done a e i o u aa ee ii oo uu sw SW fw FW
Week 3	Introduce sound fy FY	Revise sound fy FY	Introduce sound vy VY	Revise sound vy VY	Revise work done a e i o u aa ee ii oo uu fy Fy vy VY
Week 4	Introduce sound vw VW	Revise sound vw VW	Introduce sound n̄w N̄W	Revise sound n̄w N̄W	Revise work done a e i o u aa ee ii oo uu vw VW n̄w N̄W
Week 5	Introduce sound zh ZH	Revise sound zh ZH	Revise a e i o u aa ee ii oo uu n̄w N̄W zh ZH vw VW	Assessment and Remediation a e i o u aa ee ii oo uu pw PW py PY sw SW fw FW fy fY vy VY vw VW n̄w N̄W	
Week 6	Introduce sound zw ZW	Revise sound zw ZW	Introduce sound nn NN	Revise sound nn NN	Revise a e i o u aa ee ii oo uu zw ZW nn NN
Week 7	Introduce sound nch NCH	Revise sound nch NCH	Introduce sound ndw NDW	Revise sound ndw NDW	Revise a e i o u aa ee ii oo uu nch NCH ndw NDW
Week 8	Introduce sound ngw NGW	Revise sound ngw NGW	Introduce sound ngy NGY	Revise sound ngy NGY	Revise work done a e i o u aa ee ii oo uu ngw NGW ngy NGY
Week 9	Introduce sound nkw NKW	Revise sound nkw NKW	Introduce sound nky NKY mpw MPW	Revise sound nky NKY mpw MPW	Revise work done a e i o u aa ee ii oo uu nkw NKW nky NKY MPW
Week 10	Introduce sound nny NNY nzw NZW	Revise sound nny NNY nzw NZW	Revise a e i o u aa ee ii oo uu nny NNY nzw NZW	Assessment and Remediation a e i o u aa ee ii oo uu zw ZW nn NN nch NCH ndw NDW ngw NGW ngy NGY nkw NKW nky NKY mpw MPW nny NNY nzw NZW	

Week 11	Introduce sound nsh NSH mby MBY	Revise sound nsh NSH mby MBY	Introduce sound nsw NSW mmy MMY	Revise sound nsw NSW mmy MMY	Revise work done a e i o u aa ee ii oo uu mby MBY nsh NSH nsw NSW mmy MMY
Week 12	Introduce letter sound ntw NTW mpy MPY	Revise letter sound ntw NTW mpy MPY	Introduce letter sound nzh NZH mvw MVW	Revise letter sound nzh NZH mvw MVW	Revise work done a e i o u aa ee ii oo uu ntw NTW mpy MPY nzh NZH mvw MVW
Week 13	End of Term Assessment a e i o u aa ee ii oo uu pw PW py PY sw SW fw FW fy FY vy VY vw VW ñw ÑW zh ZH zw ZW nn NN nch NCH ndw NDW ngw NGW ngy NGY nkw NKW nky NKY mpw MPW nny NNY nzw NZW nsh NSH mby MBY mmy MMY nsw NSW ntw mpy MPY nzh NZH mvw MVW 28 sounds				

CHITONGA Term 1 - Weekly Schedule					
	Mumuvwulo	Mulibwabili	Mulibwatatu	Mulibwane	Mulibwasanu
Week 1	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing
Week 2	Letter sound 1 a A	Letter sound 2 e E	Letter sound 3 i I	Letter sound 4 o O	Letter sound 5 u U
Week 3	Introduce letter sound nN	Revise letter sound nN	Introduce letter sound kK	Revise letter sound Kk	Revise work done a,e,l,o,u nN,kK
Week 4	Introduce letter sound lL	Revise letter sound lL	Introduce letter sound mM	Revise letter sound mM	Revise work done a,e,l,o,u Nn,kk, lL, Mm,
Week 5	Introduce letter sound bB	Revise letter sound bB	Revise work done bB	Assessment and Remediation	
Week 6	Introduce letter sound wW	Revise letter sound wW	Introduce letter sound yY	Revise letter sound yY	Revise work done a,e,l,o,u,Nn,kk,IL,Ww,yY
Week 7	Introduce letter sound tT	Revise letter sound tT	Introduce letter sound sS	Revise letter sound sS	Revise work done a,e,l,o,u,Nn,kk,IL,Ww Tt ,Ss
Week 8	Introduce letter sound zZ	Revise letter sound zZ	Introduce letter sound dD	Revise letter sound Dd	Revise work done a,e,l,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ
Week 9	Introduce letter sound cC	Revise letter sound cC	Introduce letter sound gG	Revise letter sound gG	Revise work done a,e,l,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg
Week 10	Introduce letter sound pP	Revise letter sound pP	Revise work done pP	Assessment and Remediation	
Week 11	Introduce letter sound jJ	Revise letter sound jJ	Introduce letter sound bb	Revise letter sound bb	Revise work done a,e,l,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb
Week 12	Introduce letter sound vV	Revise letter sound vV	Introduce letter sound fF	Revise letter sound fF	Revise work done a,e,l,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv
Week 13	End of Term Assessment, 23 sounds				

CHITONGA Term 2 - Weekly Schedule					
	Mumuvwulo	Mulibwabili	Mulibwatatu	Mulibwane	Mulibwasanu
Week 1	Introduce letter sound kk	Revise letter sound kk	Introduce letter sound cc	Revise letter sound cc	Revise work done a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc
Week 2	Introduce letter sound hH	Revise letter sound hH	Introduce letter sound η	Revise letter sound η	Revise work done a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η
Week 3	Introduce letter sound hh	Revise letter sound hh	Introduce letter sound nk	Revise letter sound nk	Revise work done a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk
Week 4	Introduce letter sound nw	Revise letter sound nw	Introduce letter sound ny	Revise letter sound ny	Revise work done nw, a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk
Week 5	Introduce letter sound nt	Revise letter sound nt	Revise work done nt	Assessment and Remediation	
Week 6	Introduce letter sound ns	Revise letter sound ns	Introduce letter sound nz	Revise letter sound nz	Revise work done a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz
Week 7	Introduce letter sound nd	Revise letter sound nd	Introduce letter sound nc	Revise letter sound nc	Revise work done a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc
Week 8	Introduce letter sound ng	Revise letter sound ng	Introduce letter sound nj	Revise letter sound nj	Revise work done a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss

					Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc,ng,nj
Week 9	Introduce letter sound mb	Revise letter sound mb	Introduce letter sound mw	Revise letter sound mw	Revise work done a,e,i,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc mb.mw
Week 10	Introduce letter sound my,	Revise letter sound my	Revise work done my	Assessment and Remediation	
Week 11	Introduce letter sound vw	Revise letter sound vw	Introduce letter sound by	Revise letter sound by	Revise work done a,e,i,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc mb.mw vw, by
Week 12	Introduce letter sound vw	Revise letter sound vw	Introduce letter sound ty	Revise letter sound ty	Revise work done a,e,i,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc mb.mw vw, by vw.ty
Week 13	End of Term Assessment, 21 sounds				

CHITONGA Term 3 - Weekly Schedule					
	Mumuvwulo	Mulibwabili	Mulibwatatu	Mulibwane	Mulibwasanu
Week 1	Introduce letter sound sw	Revise letter sound sw	Introduce letter sound sy	Revise letter sound sy	Revise work done a,e,l,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk, Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy
Week 2	Introduce letter sound zw	Revise letter sound zw	Introduce letter sound zy	Revise letter sound zy	Revise work done a,e,l,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy
Week 3	Introduce letter sound dw	Revise letter sound dw	Introduce letter sound dy	Revise letter sound dy	Revise work done a,e,l,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy
Week 4	Introduce letter sound gw	Revise letter sound gw	Introduce letter sound pw	Revise letter sound pw	Revise work done a,e,l,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy,gw,pw
Week 5	Introduce letter sound py	Revise letter sound py	Revise work done py	Assessment and Remediation	
Week 6	Introduce letter sound jw	Revise letter sound jw	Introduce letter sound vw	Revise letter sound vw	Revise work a,e,l,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy,gw,pw jw vw
Week 7	Introduce letter sound fw	Revise letter sound fw	Introduce letter sound nkw	Revise letter sound nkw	Revise work a,e,l,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy

					zw,zy dw,dy,gw,pw jw, vw, fw, nk
Week 8	Introduce letter sound nyw	Revise letter sound nyw	Introduce letter sound ntw	Revise letter sound ntw	Revise work done a,e,i,o,u,Nn,kk ll,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy, dw, dy, gw, pw, jw, vw, fw, nk, nyw, ntw
Week 9	Introduce letter sound nsw	Introduce letter sound nty	Introduce letter sound nsy	Revise letter sound nsw,nsy nty	Revise work done a,e,i,o,u,Nn,kk ll,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy, dw, dy, gw, pw, jw, vw, fw, nk, nyw, ntw, nsw, nty, nsy
Week 10	Introduce letter sound nzw	Introduce letter sound nzy	Revise work done nzw,nzy	Assessment and Remediation	
Week 11	Introduce letter sound ndw	Introduce letter sound ndy	Introduce letter sound ngw	Revise letter sound, ndy, ndw ngw	Revise work done a,e,i,o,u,Nn,kk ll,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy, dw, dy, gw, pw, jw, vw, fw, nk, nyw, ntw, nsw, nty, nsy, ndw, ndy, ngw
Week 12	Introduce letter sound mbw	Revise letter sound mby	Introduce letter sound mvw	Revise letter sound mvw ,mby, mbw	Revise work done, a,e,i,o,u,Nn,kk ll,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy, dw, dy, gw, pw, jw, vw, fw, nk, nyw, ntw, nsw, nty, nsy, ndw, ndy, ngw, mvw, mby, mbw
Week 13	End of Term Assessment 25 sounds				

CINYANJA: Temu 1 – NDONDOMEKO YA ZOFUNIKA KUPHUNZITSA MUSABATA

	Lolemba	Laciwiri	Lacitatu	Lacinai	Lacisanu
Week 1	Pre-reading/ writing	Pre-reading/ writing	Pre-reading/writing	Pre-reading /writing	Pre-reading/writing
Week 2	Letter sound aA	Letter sound eE	Letter sound il	Letter sound o O	Letter sound u U
Week 3	Introduce letter sound kK	Revise letter sound kK	Introduce letter sound mM	Revise letter sound mM	Revise work done a,e,l,o,u,k,m
Week 4	Introduce letter sound tT	Revise letter sound tT	Introduce letter sound bB	Revise letter sound bB	Revise work done a,e,l,o,u,k,m,t,b,
Week 5	Introduce letter sound nN	Revise letter sound nN	Revise work done a,e,l,o,u,k,m,t,b,n	Assessment and Remediation	
Week 6	Introduce letter sound lL	Revise letter sound lL	Introduce letter sound pP	Revise letter sound pP	Revise work done a,e,l,o,u,k,m,t,b,n,l,p
Week 7	Introduce letter sound cC	Revise letter sound cC	Introduce letter sound wW	Revise letter sound wW	Revise work done a,e,l,o,u,k,m,t,b,n,l,p,c,w
Week 8	Introduce letter sound fF	Revise letter sound fF	Introduce letter sound dD	Revise letter sound dD	Revise work done a,e,l,o,u,k,m,t,b,n,l,p,c,w,f,d
Week 9	Introduce letter sound sS	Revise letter sound sS	Introduce letter sound gG	Revise letter sound gG	Revise work done a,e,l,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g
Week 10	Introduce letter sound jJ	Revise letter sound jJ	Revise a,e,i,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g,j	Assessment and Remediation	
Week 11	Introduce letter sound zZ	Revise letter sound zZ	Introduce letter sound vV	Revise letter sound vV	Revise work done a,e,l,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v
Week 12	Introduce letter sound yY	Revise letter sound yY	Introduce letter sound rR	Revise letter sound rR	Revise a,e,l,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r
Week 13	End of Term Assessment 22 sounds				

CINYANJA Term 2 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound mw	Revise letter sound mw	Introduce letter sound mb	Revise letter sound mb	Revise a,e,l,o,u, k,m,t,b,n,l,p,c,w,f,d,sgj,z,v,y,r,mw,mb
Week 2	Introduce letter sound nd	Revise letter sound nd	Introduce letter sound kh	Revise letter sound kh	Revise a,e,l,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r,nd,kh
Week 3	Introduce letter sound dz	Revise letter sound dz	Introduce letter sound ph	Revise letter sound ph	Revise a,e,l,o,u, k,m,t,b,n,l,p,c,w,f,d,c,g,j,z,v,y,r,nd,kh,dz,ph
Week 4	Introduce letter sound ts	Revise letter sound ts	Introduce letter sound mt	Revise letter sound mt	Revise a,e,l,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r,nd,kh,dz,ph,ts,mt
Week 5	Introduce letter sound kw	Revise letter sound kw	Revise a,e,l,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r,nd,kh,dz,ph,ts,mt,kw	Assessment and Remediation	
Week 6	Introduce letter sound dw	Revise letter sound dw	Introduce letter sound mp	Revise letter sound mp	Revise work done a,e,l,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r,nd,kh,dz,ph,ts,mt,kw,dw,mp
Week 7	Introduce letter sound ny	Revise letter sound ny	Introduce letter sound mv	Revise letter sound mv	Revise work done a,e,l,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r,nd,kh,dz,ph,ts,mt,kw,dw,mp,ny,mv
Week 8	Introduce letter sound mk	Revise letter sound mk	Introduce letter sound nj	Revise letter sound nj	Revise work done a,e,l,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r,nd,kh,dz,ph,ts,mt,kw,mw,mp,ny,nv,mk,nj

Week 9	Introduce letter sound ch	Revise letter sound ch	Introduce letter sound th	Revise letter sound th	Revise a,e,i,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v, y,r,nd,kh,dz,ph,ts,mt,kw,mw, mp,ny,nv,mk,nj,ch,th
Week 10	Introduce letter sound ng	Revise letter sound ng	Revise a,e,i,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r, nd,kh,dz,ph,ts,mt,kw,dw,mp,ny ,nv,mk,nj,ch,th,ng	Assessment and Remediation	
Week 11	Introduce letter sound bw	Revise letter sound bw	Introduce letter sound ns	Revise letter sound ns	Revise a,e,i,o,u, k,m,t,b,n,l, p,c,w,f,d,s,g,j,z,v,y,r,nd,kh,d z,ph,ts,mt,kw,dw,mp,ny,mv, mk,nj,ch,th,ng,bw,ns
Week 12	Introduce letter sound ml	Revise letter sound ml	Introduce letter sound dy	Revise letter sound dy	Revise a,e,i,o,u, k,m,t,b,n,l, p,c,w,f,d,s,g,j,z,v,y,r,nd,kh,d z,ph,ts,mt,kw,dw,mp,ny,mv, mk,nj,ch,th,ng,bw,ns,ml,dy
Week 13	End of Term Assessment 22 sounds				

CINYANJA Term 3 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound gw	Revise letter sound gw	Introduce letter sound mf	Revise letter sound mf	Revise a,e,l,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y ,r,nd,kh,dz,ph,ts,mt,kw,dw,m p,ny,mv,mk,nj,ch,th,ng,bw,n s,ml,dy,gw,mf
Week 2	Introduce letter sound ms	Revise letter sound ms	Introduce letter sound oo	Revise letter sound oo	Revise a,e,l,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y ,r,nd,kh,dz,ph,ts,mt,kw,dw,m p,ny,mv,mk,nj,ch,th,ng,bw,n s,ml,dy,gw,mf,ms,oo
Week 3	Introduce letter sound ii	Revise letter sound ii	Introduce letter sound uu	Revise letter sound uu	Revise a,e,l,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y ,r,nd,kh,dz,ph,ts,mt,kw,dw,m p,ny,mv,mk,nj,ch,th,ng,bw,n s,ml,dy,gw,mf,ms,oo,ii,uu
Week 4	Introduce letter sound nkh	Revise letter sound nkh	Introduce letter sound mph	Revise letter sound mph	Revise work done a,e,l,o,u,k,m,t,b,n,l,p,c,w,f,d, s,g,j,z,v,y,r,nd,kh,dz,ph,ts,mt,k w,dw,mp,ny,mv,mk,nj,ch,th, ng,bw,ns,ml,dy,gw,mf,ms,oo, ii,uu,nkh,mph.
Week 5	Introduce letter sound nth	Revise letter sound nth	Revise a,e,l,o,u, k,m,t,b,n,l,p,c,w,f,d,sg, j, z, v, y, r, nd, kh, dz, ph, ts, mt, kw, dw, mp, ny, mv, mk, nj, ch, th, ng, bw, ns, ml, dy, gw, mf, ms, oo,ii,uu,nkh,mph,nth	Assessment and Remediation	
Week 6	Introduce letter sound nch	Revise letter sound nch	Introduce letter sound ngw	Revise letter sound ngw	Revise work done a,e,l,o,u,k,m,t,b,n,l,p,c,w,f,d, s,g,j,z,v,y,r,nd,kh,dz,ph,ts,mt,k w,dw,mp,ny,mv,mk,nj,ch,th, ng,bw,ns,ml,dy,gw,mf,ms,oo, ii,uu,nkh,mph,nth,nch,ngw.

Week 7	Introduce letter sound mny	Revise letter sound mny	Introduce letter sound mts	Revise letter sound mts	Revise a,e,i,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y ,r,nd,kh,dz,ph,ts,mt,kw,dw,m p,ny,mv,mk,nj,ch,th,ng,bw,n s,ml,dy,gw,mf,ms,oo,ii,uu,nk h,mph,nth,nch,ngw,mny,mts
Week 8	Introduce letter sound mdz	Revise letter sound mdz	Introduce letter sound mkw	Revise letter sound mkw	Revise a,e,i,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,w,y ,r,nd,kh,dz,ph,ts,mt,kw,dw,m p,ny,mv,mk,nj,ch,th,ng,bw,n s,ml,dy,gw,mf,ms,oo,ii,uu,nk h,mph,nth,nch,ngw,mny,mts, mdz,mkw
Week 9	Introduce letter sound thy	Revise letter sound thy	Introduce letter sound phw	Revise letter sound phw	Revise a,e,i,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y ,r,nd,kh,dz,ph,ts,mt,kw,dw,m p,ny,mv,mk,nj,ch,th,ng,bw,n s,ml,dy,gw,mf,ms,oo,ii,uu,nk h,mph,nth,nch,ngw,mny,mts, mdz,mkw,thy,phw
Week 10	Introduce letter sound mtsw	Revise letter sound mtsw	Revise a,e,i,o,u, k,m,t,b,n,l,p,c,w,f,d,sg,j,z,v,y,r,n d,kh,dz,phts,mt,kw,dw,mp,ny, mv,mk,nj,ch,th,ng,bw,ns,ml,dy, gw,mf,msoo,ii,uu,nkh,mph,nthn ch,ngw,mny,mts,mdz,mkw,thy, phw, mtsw	Assessment and Remediation	
Week 11	Introduce letter sound mphw	Revise letter sound mphw	Introduce letter sound nkhw	Revise letter sound nkhw	Revise a,e,i,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y ,r,nd,kh,dz,ph,ts,mt,kw,dw,m p,ny,mv,mk,nj,ch,th,ng,bw,n s,ml,dy,gw,mf,ms,oo,ii,uu, nkh,mph,nth,nch,ngw,mny, mts,mdz,mkw,thy,phw,mtsw, mphw,nkhw

Week 12	Introduce letter sound mnkhw	Revise letter sound mnkhw	<p>Reading skills: use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: use sounds, blends and syllables for independent and guided writing</p>	Revise letter sound mphw, nkhw, mnkhw	Revise a,e,l,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y ,r,mw,mb,ndkh,dz,ph,ts,mt,k w,dw,mp,ny,mv,mk,nj,ch,th, ng,bw,ns,ml,dy,gw,mf,ms,oo, ii,uu,nkh,mph,nth,ngw,mny, mts,mdz,mkw,thy,phw,mtsw, mphw,nkhw,mnkhw
Week 13	End of Term Assessment 21 sounds				

ICIBEMBA Term 1 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing
Week 2	Letter sound a A	Letter sound e E	Letter sound i I	Letter sound o O	Letter sound u U
Week 3	Introduce letter sound nN	Revise letter sound nN	Introduce letter sound bB	Revise letter sound bB	Revise work done nN bB
Week 4	Introduce letter sound mM	Revise letter sound mM	Introduce letter sound kK	Revise letter sound kK	Revise work done mM kK
Week 5	Introduce letter sound lL	Revise letter sound lL	Revise work done (all sounds taught)	Assessment and Remediation	
Week 6	Introduce letter sound pP	Revise letter sound pP	Introduce letter sound cC	Revise letter sound cC	Revise work done p c
Week 7	Introduce letter sound tT	Revise letter sound tT	Introduce letter sound sS	Revise letter sound sS	Revise work done t s
Week 8	Introduce letter sound fF	Revise letter sound fF	Introduce letter sound wW	Revise letter sound wW	Revise work done f w
Week 9	Introduce letter sound yY	Revise letter sound yY	Introduce letter sound jJ	Revise letter sound jJ	Revise work done y j
Week 10	Introduce letter sound η η	Revise letter sound η η	Revise work done (select from all sounds taught)	Assessment and Remediation	
Week 11	Introduce letter sound ch	Revise letter sound ch	Introduce letter sound sh	Revise letter sound sh	Revise work done ch sh
Week 12	Introduce letter sound bw	Revise letter sound bw	Introduce letter sound mw	Revise letter sound mw	Revise work done bw mw
Week 13	End of Term Assessment (all the work covered), 23 sounds				

ICIBEMBA Term 2 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound kw	Revise letter sound kw	Introduce letter sound fw	Revise letter sound fw	Revise work done kw fw
Week 2	Introduce letter sound mb	Revise letter sound mb	Introduce letter sound mf	Revise letter sound mf	Revise work done mb mf
Week 3	Introduce letter sound nk	Revise letter sound nk	Introduce letter sound lw	Revise letter sound lw	Revise work done nk lw
Week 4	Introduce letter sound mp	Revise letter sound mp	Introduce letter sound nt	Revise letter sound nt	Revise work done mp nt
Week 5	Introduce letter sound nc	Revise letter sound nc	Revise work done (select from all sounds taught)	Assessment and Remediation	
Week 6	Introduce letter sound nd	Revise letter sound nd	Introduce letter sound tw	Revise letter sound tw	Revise work done nd tw
Week 7	Introduce letter sound ns	Revise letter sound ns	Introduce letter sound nj	Revise letter sound nj	Revise work done ns nj
Week 8	Introduce letter sound ng	Revise letter sound ng	Introduce letter sound fy	Revise letter sound fy	Revise work done ng fy
Week 9	Introduce letter sound pw	Revise letter sound pw	Introduce letter sound ny	Revise letter sound ny	Revise work done pw ny
Week 10	Introduce letter sound mbw	Revise letter sound mbw	Revise work done (select from all sounds taught)	Assessment and Remediation	
Week 11	Introduce letter sound nkW	Revise letter sound nkW	Introduce letter sound nsh	Revise letter sound nsh	Revise work done mbw nsh
Week 12	Introduce letter sound mfW	Revise letter sound mfW	Introduce letter sound ndw	Revise letter sound ndw	Revise work done mfW ndw
Week 13	End of Term Assessment (all the work covered), 22 sounds				

ICIBEMBA Term 3 - Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound ntw	Revise letter sound ntw	Introduce letter sound mfy	Revise letter sound mfy	Revise work done ntw mfy
Week 2	Introduce letter sound nsw	Revise letter sound nsw	Introduce letter sound mby	Revise letter sound mby	Revise work done nsw mby
Week 3	Introduce letter sound mpw	Revise letter sound mpw	Introduce letter sound ndy	Revise letter sound ndy	Revise work done mpw ndy
Week 4	Introduce letter sound ngw	Revise letter sound mpy	Revise ntw mfy	Revise nsw mby	Revise work done ntw, mfy, nsw, mby
Week 5	Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading Writing skills: continue to use sounds, blends and syllables for independent and guided writing	Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading Writing skills: continue to use sounds, blends and syllables for independent and guided writing	Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading Writing skills: continue to use sounds, blends and syllables for independent and guided writing	Assessment and Remediation ntw, mfy, nsw, mby reading and writing	
Week 6	Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading Writing skills: continue to use sounds, blends and syllables for independent and	Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading Writing skills: continue to use sounds, blends and syllables for independent and	Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading Writing skills: continue to use sounds, blends and syllables for independent and guided writing	Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading Writing skills: continue to use sounds, blends and syllables for independent and guided writing	Revise work done

	to use sounds, blends and syllables through teacher directed and independent reading Writing skills: continue to use sounds, blends and syllables for independent and guided writing	to use sounds, blends and syllables through teacher directed and independent reading Writing skills: continue to use sounds, blends and syllables for independent and guided writing			
Week 11	Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading Writing skills: continue to use sounds, blends and syllables for independent and guided writing	Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading Writing skills: continue to use sounds, blends and syllables for independent and guided writing	Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading Writing skills: continue to use sounds, blends and syllables for independent and guided writing	Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading Writing skills: continue to use sounds, blends and syllables for independent and guided writing	Revise work done
Week 12	Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading Writing skills: continue to use sounds, blends and syllables for independent and guided writing	Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading Writing skills: continue to use sounds, blends and syllables for independent and guided writing	Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading Writing skills: continue to use sounds, blends and syllables for independent and guided writing	Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading Writing skills: continue to use sounds, blends and syllables for independent and guided writing	Revise work done
Week 13	End of Term Assessment, 7 sounds, reading and writing				

Silozi Term 1 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing
Week 2	Letter sound a A	Letter sound e E	Letter sound il	Letter sound o O	Letter sound u U
Week 3	Introduce letter sound l L	Revise letter sound l L	Introduce letter sound n N	Revise letter sound n N	Revise work done (all the vowels and sounds l L, n N)
Week 4	Introduce letter sound b B	Revise letter sound b B	Introduce letter sound k K	Revise letter sound k K	Revise work done (all the vowels and sounds b B, k K)
Week 5	Introduce letter sound m M	Revise letter sound m M	Revise work done (all the vowels and sound m M)	Assessment and Remediation (all the vowels and sounds b B, k K, l L, n N, m M)	
Week 6	Introduce letter sound t T	Revise letter sound t T	Introduce letter sound s S	Revise letter sound s S	Revise work done (all the vowels and sounds t T, s S)
Week 7	Introduce letter sound z Z	Revise letter sound z Z	Introduce letter sound w W	Revise letter sound w W	Revise work done (all the vowels and sounds z Z, w W)
Week 8	Introduce letter sound y Y	Revise letter sound y Y	Introduce letter sound h H	Revise letter sound h H	Revise work done (all the vowels and sounds y Y, h H)
Week 9	Introduce letter sound p P	Revise letter sound p P	Introduce letter sound f F	Revise letter sound f F	Revise work done (all the vowels and sounds p P, f F)
Week 10	Introduce letter sound ny NY	Revise letter sound ny NY	Revise work done (all the vowels and sound ny NY)	Assessment and Remediation (all the vowels and sounds t T, s S, z Z, w W, y Y, h H, p P, f F, ny NY)	
Week 11	Introduce letter sound ñ Ñ	Revise letter sound ñ Ñ	Introduce letter sound c C	Revise letter sound c C	Revise work done (all the vowels and sounds ñ Ñ, c C)
Week 12	Introduce letter sound sh SH	Revise letter sound sh SH	Introduce letter sound ng NG	Revise letter sound ng NG	Revise work done (all the vowels and sounds sh SH, ng NG)
Week 13	End of Term Assessment (all the vowels and sounds b B, k K, l L, n N, m M t T, s S, z Z, w W, y Y, h H, p P, f F, ny NY sh SH, ng NG,), 23 sounds				

SILOZI Term 2 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound ch CH	Revise letter sound ch CH	Introduce letter sound aa AA	Revise letter sound aa AA	Revise work done (all the vowels and sounds ch CH, aa AA)
Week 2	Introduce letter sound ee EE	Revise letter sound ee EE	Introduce letter sound ii II	Revise letter sound ii II	Revise work done (all short and long vowel sounds ee EE, ii II)
Week 3	Introduce letter sound oo OO	Revise letter sound oo OO	Introduce letter sound uu UU	Revise letter sound uu UU	Revise work done (all short and long vowel sounds oo OO, uu UU)
Week 4	Introduce letter sound nk NK	Revise letter sound nk NK	Introduce letter sound nt NT	Revise letter sound nt NT	Revise work done (all the vowels and sounds nk NK, nt NT)
Week 5	Introduce letter sound ns NS	Revise letter sound ns NS	Revise work done (all the vowels and sound ns NS)	Assessment and Remediation (all the vowels and sounds ch CH, aa AA ee EE, ii II ,nk oo OO, uu UU,NK, nt NT, ns NS)	
Week 6	Introduce letter sound nz NZ	Revise letter sound nz NZ	Introduce letter sound nw NW	Revise letter sound nw NW	Revise work done (all the vowels and sounds nz NZ, nw NW)
Week 7	Introduce letter sound nd ND	Revise letter sound nd ND	Introduce letter sound nc NC	Revise letter sound nc NC	Revise work done (all the vowels and sounds nd ND, nc NC)
Week 8	Introduce letter sound nj NJ	Revise letter sound nj NJ	Introduce letter sound mb MB	Revise letter sound mb MB	Revise work done (all the vowels and sounds nj NJ, mb MB)
Week 9	Introduce letter sound mpw MPW	Revise letter sound	Introduce letter sound lw LW	Revise letter sound lw LW	Revise work done (all the vowels and sounds mpw)

		mpw MPW			MPW, lw LW)
Week 10	Introduce letter sound bw BW	Revise letter sound bw BW	Revise work done(all the vowels and sound bw BW)	Assessment and Remediation (all the vowels and sounds nz NZ, nw NW, nd ND, nc NC, nj NJ, mb MB mpw MPW, lw LW)	
Week 11	Introduce letter sound kw KW	Revise letter sound kw KW	Introduce letter sound mw MW	Revise letter sound mw MW	Revise work done (all the vowels and sounds kw KW, mw MW)
Week 12	Introduce letter sound zw ZW	Revise letter sound zw ZW	Introduce letter sound yw YW	Revise letter sound yw YW	Revise work done (all the vowels and sounds zw ZW, yw YW)
Week 13	End of Term Assessment (all the vowels and sounds ch CH, aa AA ee EE, ii II ,nk oo OO, uu UU,NK, nt NT, ns NS, nz NZ, nw NW, nd ND, nc NC, nj NJ, mb MB mpw MPW, lw LW, kw KW, mw MW, zw ZW, yw YW), 22 sounds				

SILOZI Term 3 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound hw HW	Revise letter sound hw HW	Introduce letter sound pw PW	Revise letter sound pw PW	Revise work done (all the vowels and sounds hw HW, pw PW)
Week 2	Introduce letter sound fw FW	Revise letter sound fw FW	Introduce letter sound cw CW	Revise letter sound cw CW	Revise work done (all the vowels and sounds fw FW, cw CW)
Week 3	Introduce letter sound shw SHW	Revise letter sound shw SHW	Introduce letter sound ngw NGW	Revise letter sound ngw NGW	Revise work done (all the vowels and sounds shw SHW, ngw NGW)
Week 4	Introduce letter sound by BY	Revise letter sound by BY	Introduce letter sound ly LY	Revise letter sound ly LY	Revise work done (all the vowels and sounds by BY, ly LY)
Week 5	Introduce letter sound my MY	Revise letter sound my MY	Revise work done (all vowels and my MY)	Assessment and Remediation (all the vowels and sounds hw HW, pw PW, fw FW, cw CW shw SHW, ngw NGW, BY, ly LY)	
Week 6	Introduce letter sound py PY	Revise letter sound py PY	Introduce letter sound nkW	Revise letter sound nkW	Revise work done (all the vowels and sounds py PY, nkW)
Week 7	Introduce letter sound ntw NTW	Revise letter sound ntw NTW	Introduce letter sound nsw	Revise letter sound nsw	Revise work done (all the vowels and sounds ntw NTW, nsw)
Week 8	Introduce letter sound ndw NDW	Revise letter sound ndw NDW	Introduce letter sound ncw	Revise letter sound ncw	Revise work done (all the vowels and sounds ndw NDW, ncw)
Week 9	Introduce letter sound nzw NZW	Revise letter sound nzw NZW	Introduce letter sound mbw	Revise letter sound mbw	Revise work done (all the vowels and sounds nzw NZW, mbw)
Week 10	Introduce letter sound mby MBY	Revise letter sound mby MBY	Revise work done (all the vowels and sound mby MBY)	Assessment and Remediation (all the vowels and sounds hw HW, pw PW, fw FW, cw CW shw SHW, ngw NGW, BY, ly LY py PY, nkW NKW ntw NTW, nsw NSW ndw NDW, ncw NCW nzw NZW, mbw MBW mby MBY)	

Week 11	Introduce letter sound mpy MPY	Revise letter sound mpy MPY	Reading skills: Use sounds, blends and syllables through teacher directed and independent reading Writing skills: Use sounds, blends and syllables for independent and guided writing	Reading skills: use sounds, blends and syllables through teacher directed and independent reading Writing skills: use sounds, blends and syllables for independent and guided writing	Revise work done (all the vowels and sounds mpy MPY)
Week 12	Reading skills: use sounds, blends and syllables through teacher directed and independent reading Writing skills: use sounds, blends and syllables for independent and guided writing	Reading skills: use sounds, blends and syllables through teacher directed and independent reading Writing skills: use sounds, blends and syllables for independent and guided writing	Reading skills: use sounds, blends and syllables through teacher directed and independent reading Writing skills: use sounds, blends and syllables for independent and guided writing	Reading skills: use sounds, blends and syllables through teacher directed and independent reading Writing skills: use sounds, blends and syllables for independent and guided writing	Revise work done
Week 13	End of Term Assessment (all the vowels and sounds hw HW, pw PW, fw FW, cw CW shw SHW, ngw NGW, BY, ly LY py PY, nkw NKW ntw NTW, nsw NSW ndw NDW, ncw NCW nzw NZW, mbw MBW mby MBY), 19 sounds				



READ TO SUCCEED

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