



Province of the  
**EASTERN CAPE**  
EDUCATION

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**CURRICULUM INSTRUCTION G01/2020**

**TO:** DEPUTY DIRECTOR-GENERAL  
CHIEF DIRECTORS  
HEAD OFFICE DIRECTORS AND DISTRICT DIRECTORS  
CHIEF EDUCATION SPECIALISTS  
EDUCATION DEVELOPMENT OFFICERS  
DEPUTY CHIEF/ SENIOR EDUCATION SPECIALISTS  
PRINCIPALS OF PUBLIC AND INDEPENDENT SCHOOLS  
TEACHER UNIONS/ORGANISATIONS  
SCHOOL GOVERNING BODIES

**DATE:** 23 JANUARY 2020

**EASTERN CAPE DEPARTMENT OF EDUCATION (ECDOE)  
READING PLAN 2019-2023**

**1. INTRODUCTION**

Several local and international tests of reading achievement show that South African learners are not reading at the required levels in their home language or in the Language of Learning and Teaching (LoLT). One of government's "five fundamental goals for the next decade" is that all children should be able to read for meaning by age ten (SONA, 2019).

**2. THE READING PLAN**

2.1 The ECDOE has developed a Reading Plan for 2019 to 2023 based on the National Reading Sector Plan, tailored to the needs and realities of the Eastern Cape Province.

2.2 The ECDOE Reading Plan is built on five strands:

- Roles and Responsibilities for the Reading Plan
- Teaching Reading
- LTSM for Reading
- Assessment of Reading and
- Advocacy of Reading.

- 2.3 There are three broad areas of responsibility: (1) Training and Teaching, (2) Monitoring and Reporting as well as (3) Advocacy. These are all outlined in the Reading Plan. All officials and stakeholders will receive the Reading Plan, videos etc. illustrating and explaining how the province will reach its goal over the next five years.
- 2.4 All ECDoE Curriculum staff will be trained on the science of teaching reading with special emphasis on the Foundation (Grades R-3) and Intermediate (Grades 4-6) Phases. The Early Grade Reading Assessment (EGRA) is a key component to gauge progress.
- 2.5 All Foundation Phase and Intermediate Phase teachers will receive the essential LTSM for teaching reading, including: (1) Graded reader anthologies for each learner in their class, (2) DBE Workbooks for each learner, (3) a classroom Resource Pack, and (4) a basic classroom library.
- 2.6 Senior Phase language teachers (HL and FAL) and all FET Phase teachers will receive graded reader anthologies and graded reading cards respectively for their classes to ensure that there is a continued focus on reading.
- 2.7 Ensuring all children learn to read for meaning will require a sustained focus on reading for many years. This requires communication and advocacy from all stakeholders, including government, funders, religious organisations, school Reading Champions, unions as well as the media (newspapers, radio, TV).
- 2.8 Communication on the Reading Plan will include creating sharable print and digital content published via flyers, circulars, PowerPoint presentations, videos, SMS and WhatsApp, and face-to-face meetings.
- 2.9 Civil Society platforms will be used to spread the message across communities and homes.
- 2.10 District Curriculum Managers, Subject Advisors and Circuit Managers are to mediate this Curriculum Instruction G01/2020 along with the attached Reading Plan to Principals and teachers of GET Schools.



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**MR R TYWAKADI**

**DDG: CURRICULUM MANAGEMENT AND DELIVERY**



Province of the  
**EASTERN CAPE**  
DEPARTMENT OF EDUCATION

# **ECDOE Reading Plan**

**2019 - 2023**

Every child  
**reading for meaning**  
by age ten.





# MEC Foreword from MEC Fundile Gade

It gives me great pleasure to present the ECDOE Reading Plan 2019 – 2023.

The Eastern Cape Department of Education (ECDOE) Reading Plan is a response to President Cyril Ramaphosa's call for all children to 'read with meaning' by the age of ten. The ECDOE Reading Plan is based on the National Sector Reading Plan but takes into account the particular context of the Eastern Cape.

The Reading Plan has five integrated strands:

1. Preparing all officials to support the Reading Plan;
2. Training for monitoring and teaching reading;
3. LTSM for reading;
4. Assessment of reading and
5. Advocacy of reading.

I am particularly excited that the ECDOE Reading Plan includes every year providing readers for all young children (Grade R to 3) to take home and read with their families. The Department will also provide tips for adults on how to read with children.

In the President's words "Early reading is the basic foundation that determines a child's educational progress, through school, through higher education and into the workplace." I urge all citizens of the Eastern Cape to support the Reading Plan. There is a clear and important role for everyone.

I look forward to your support to ensure all our children read with meaning and so enhance their learning opportunities.

Yours sincerely,



HON: FD Fundile Gade  
MEC: EDUCATION

DATE: 4 December 2019

**OFFICE OF THE MEC: EDUCATION**

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# ECDOE Reading Plan (2019 - 2023)

## Introduction

Over the past 20 years, South Africans have become increasingly concerned about the poor reading ability of school-going children. A number of local and international tests of reading achievement show that our learners are not reading at the required levels in their home language or in the language of learning and teaching (LoLT). In June 2019, the President of South Africa, Mr Cyril Ramaphosa, announced in his State of the Nation Address, that one of government's "five fundamental goals for the next decade" is that all children should be able to read for meaning by age ten. In response to this, the Minister of Education and the Department of Basic Education (DBE) developed a *National Sector Reading Implementation Plan for 2019 to 2023*.

The Eastern Cape Department of Education (ECDOE) is committed to ensuring that all children learn to read for meaning and pleasure. In support of this, The Department has developed a *Reading Plan for 2019 to 2023* based on the National Sector Plan and tailored to the needs and realities of the Eastern Cape province. This includes taking into account:

1. **ECDOE schooling:** The size and shape of the education system in the Eastern Cape, including plans to rationalise the number of schools in the province
2. **Budget:** The education budget available for the period 2019 to 2023
3. **Organogram:** The ECDOE Organogram approved in November 2019
4. **Reading programmes** and initiatives in the Eastern Cape over the last five years
5. **Technology:** All teachers in the province have been provided with laptops



**"We agree on five fundamental goals for the next decade... every ten-year-old will be able to read for meaning."**

President Ramaphosa  
(June SONA 2019)

The ECDOE Reading Plan is built on five strands and three enabling conditions.

## 01

### Roles and Responsibilities

From the MEC to the teacher in the classroom, everyone in the ECDOE has a role to play in ensuring all children learn to read for meaning by age 10.

## 02

### Teaching and Training

ECDOE curriculum staff will be trained on the science of teaching reading, with special emphasis on the Foundation Phase. This includes all Subject Advisers, school Departmental Heads (DHs) and classroom teachers (all Foundation Phase teachers and language teachers in Intermediate Phases).

## 03

### LTSM for Reading

All Foundation Phase and Intermediate Phase teachers will receive the essential LTSM for teaching reading, including (1) Graded readers for each learner in their class, (2) DBE Workbooks for each learner, (3) a classroom Resource Pack, and (4) a basic classroom library.

## 04

### Assessment of Reading

All Foundation Phase teachers will receive additional training in how to conduct and implement Early Grade Reading Assessment (EGRA) and administer the Standardised Reading Assessment (SRA) for every learner in the Foundation Phase.

## 05

### Advocacy of Reading

Ensuring all children learn to read for meaning will require a sustained focus on reading for many years. This requires communication and advocacy from all stakeholders, including government, unions, funders, and religious organisations.

#### READING PLAN STRANDS

- (1) Roles & Responsibilities
- (2) Teaching Reading
- (3) LTSM for Reading
- (4) Assessment of Reading
- (5) Advocacy of Reading

#### ENABLING CONDITIONS

- (1) Eliminate extreme class sizes
- (2) Screening eyesight and hearing
- (3) Home & Community Support

Every learner reading  
for meaning



## Enabling Conditions

The five strands will be supported by three Enabling Conditions:  
(1) Eliminating extreme class sizes in the Foundation Phase (>45 learners per class), (2) Screening all 6-9 year olds for eyesight and hearing problems, (3) Providing home and community support:

- (1) **Eliminating extreme class sizes:** Over the next five years the ECDOE will eliminate all extreme class sizes (>45) in the Foundation Phase. In 2019 the ECDOE began this process and re-allocated 1800 posts from high schools to schools with high numbers of Foundation Phase learners. Over the next five years we will continue this approach.
- (2) **Screening for eyesight and hearing:** In keeping with the Screening Identification, Assessment and Support (SIAS) policy, the ECDOE will screen all Grade 1 and 2 pupils for eyesight problems and provide spectacles where necessary. The ECDOE will also screen all Grade R and Grade 1 learners for hearing problems and refer them to local clinics if they are identified as needing additional support.
- (3) **Providing home and community support:** The ECDOE will offer resources to parents, care-givers and communities to support reading to children and to promote a love of reading. For example, ensuring that the anthologies of graded readers are taken home and encouraging parents and siblings to read to children is a critical part of ensuring all children learn to read for meaning by age ten.

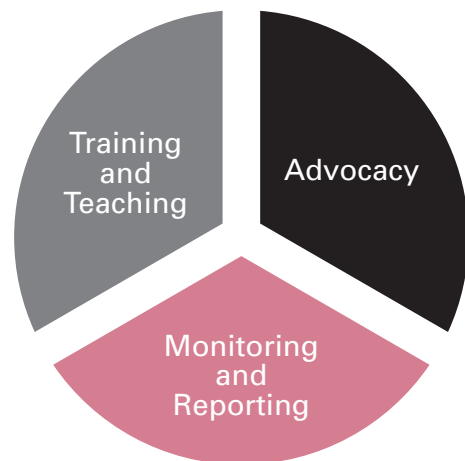
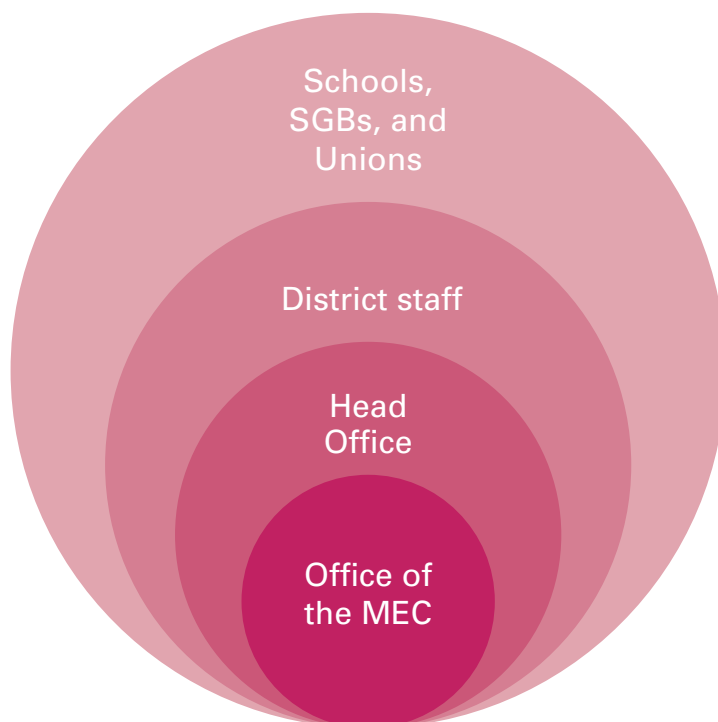


# Roles and Responsibilities

Every person of the ECDOE has a role and a responsibility in the Reading Plan. From the MEC to the teacher in the classroom, we all have a crucial role to play in ensuring all children learn to read for meaning by age 10.

The ECDOE Reading Plan is not only for classroom teachers. It is important for everyone in the Department to ensure that all children learn to read for meaning by age ten is a province-wide and country-wide priority. There are three broad areas of responsibility: (1) Advocacy, (2) Monitoring and Reporting, (3) Training and Teaching. These are all outlined in the Reading Plan. All stakeholders will receive materials explaining how the province will reach its goal over the next five years.

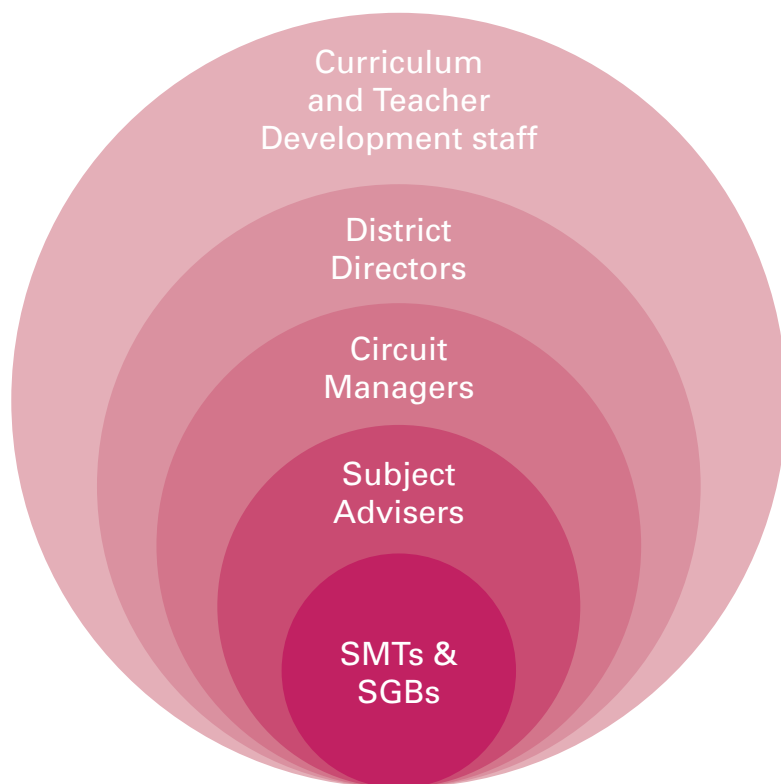
## Who is Responsible for Advocacy?



## What will you receive?

1. The Reading Plan (2019)
2. Videos & PowerPoints on the Reading Plan (2019 - 2023)
3. Copies of Foundation Phase readers (2019 - 2023)
4. Quarterly Newsletters on Reading Plan Progress (2020 - 2023)

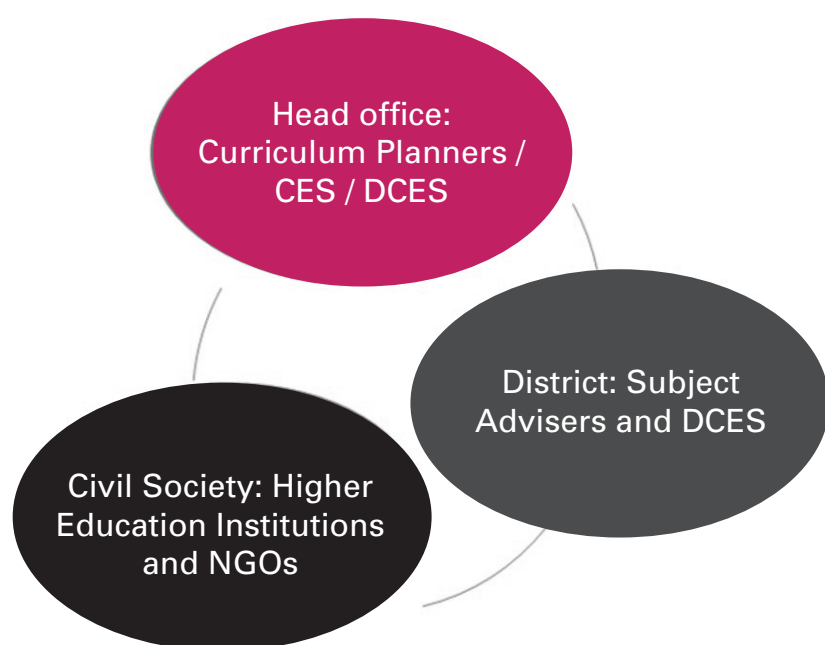
## Who is Responsible for Monitoring and Reporting?



## What will you receive?

1. The Reading Plan (2019)
2. Videos & PowerPoints on the Reading Plan (2019 - 2023)
3. Copies of Foundation Phase readers (2019 - 2023)
4. Quarterly Newsletters on Reading Plan Progress (2020 - 2023)
5. Pamphlets with suggestions for monitoring reading (2019)
6. Monitoring tools for Phases & Grades
7. >10 hours of monitoring training (2020-2023)

## Who is Responsible for Teaching and Training?



## What will you receive?

1. The Reading Plan (2019)
2. Videos & PowerPoints on the Reading Plan (2019 - 2023)
3. Copies of Foundation Phase readers (2019 - 2023)
4. Quarterly Newsletters on Reading Plan Progress (2020 - 2023)
5. Schedule of training and personal development opportunities (2019-2023)

## STRAND

# 02

## Teaching Reading

*All ECDOE curriculum staff will be trained on the science of teaching reading, with a special emphasis on the Foundation Phase (Grades R-3). This includes all Subject Advisers, school DHs and classroom teachers (all Foundation Phase teachers and languages teachers in Intermediate Phase).*

An important tenet of the ECDOE Reading Plan is that all teachers, not only language teachers, should teach reading. Consequently, all Curriculum staff at Head Office and District Offices will be trained to teach reading so that they are better equipped to support teachers. Particular attention will be paid to the Foundation Phase given that this is the phase in the curriculum where 'learning to read' is prioritised.

**FP Subject Advisers will be increased from 2020:** In 2020 the ECDOE will second additional Foundation Phase DHs as roving Subject Advisers to augment the subject advisory services for 2020-2023. They will be replaced in their schools by Acting DHs, who in turn will be replaced by novice teachers placed on contract for the period of secondment. This is to ensure that all schools offering Foundation Phase receive frequent school support visits.

- **Blended training model:** Given that all ECDOE teachers have been provided with laptops, the province will take a blended learning approach that combines face-to-face and online training (especially using videos). Some of the training sessions will be dedicated to teaching reading. Other training on teaching reading will consist of modules added to planned training. There will also be training on using laptops and accessing the videos.

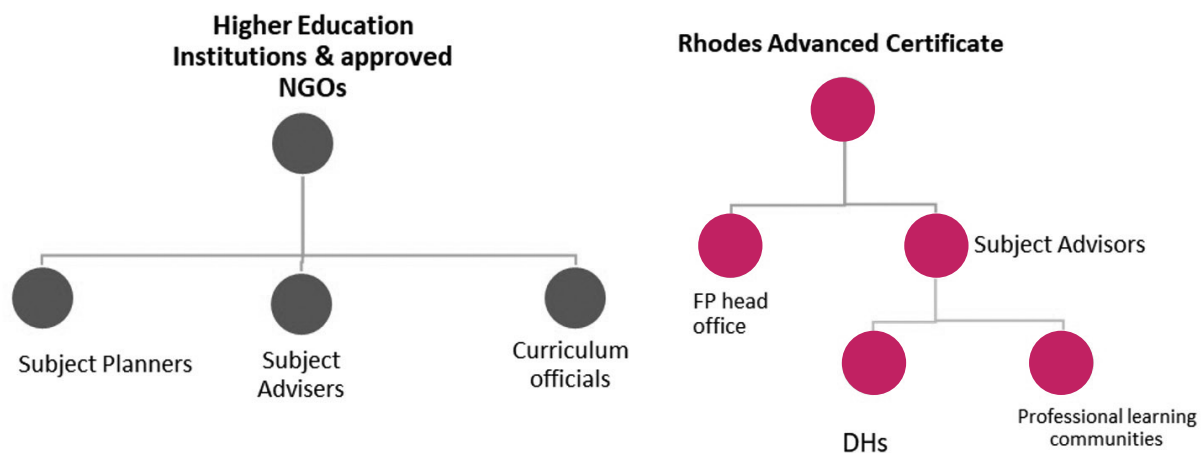
In 2020 the ECDOE will recruit Foundation Phase Heads of Department as **roving Subject Advisers**. They will be replaced in their schools by Acting Heads of Department, who in turn will be replaced by novice teachers.

- **Small schools:** In 2019 there are 4 300 schools offering Foundation Phase. 1 600 of these schools have fewer than 60 learners in the Foundation Phase and have multi-grade Foundation Phase classes. The teachers in schools with over 60 learners will receive on-site and on-line training by Subject Advisers. Each Subject Adviser will be responsible for approximately 20 schools. This means a total of 100 Foundation Phase Subject Advisers. The teachers in schools with under 60 learners in the Foundation Phase will receive multi-grade support through on-line training courses including videos of teaching reading.

### The Training Model

1. **Higher Education Institutions and NGOs** will train all Subject Planners at Head Office; curriculum officials at Head Office and District Offices; and all Subject Advisers.

2. **All Foundation Phase Head Office Officials and Subject Advisers** will enroll on the Advanced Certificate in Teaching Foundation Phase Literacy at Rhodes University in the years 2020 to 2023.
3. **Subject Advisers** will train DHs. The training will be both face to face at Provincial Teacher Development Institutes and through on-line courses. DHs will receive 50 hours of training in each of the years 2020 to 2023.
4. **Departmental Heads** will train teachers at their schools and through Professional Learning Communities (PLCs) with the support of Subject Advisers.
5. **All Foundation Phase teachers and Language teachers in the Intermediate Phase** will receive 20 hours of training in teaching reading in Home Language and EFAL in each of the years 2020 to 2023.
6. Training of **Circuit Managers** will take place from 2020 to 2023 with a focus on their role in monitoring and reporting on schools' reading programmes. The training will be on-line, as well as in modules added to other training planned for Circuit Managers.



**All Foundation and Intermediate Phase language teachers will receive:**

**1. Training on the use of Vula Bula and other readers**

**2. Videos and guidelines on use of readers**

**3. Tips on teaching reading**

**4. 20 hours of training on teaching reading per year**

<sup>1</sup> Senior Phase language teachers and FET Phase teachers will also receive additional reading materials appropriate to their phases and training to support learners who are struggling to read for meaning

# STRAND 03 LTSM for Reading

*All Foundation Phase and Intermediate Phase teachers will receive the essential LTSM for teaching reading, including: (1) Vula Bula and other reader anthologies for each learner in their class, (2) DBE Workbooks for each learner, (3) a classroom Resource Pack, and (4) a basic classroom library.*

The ECDOE will provide reading material to all Grades in every school in the province from 2020 to 2023.

This will require ensuring that material currently provided to schools is optimally used and that the R500 million annual LTSM budget is reviewed and re-directed.

There will be two anthologies provided to learners. The first is a Vula Bula anthology that was provided in 2019 to Foundation Phase classes. The second anthology will be a collection of non-fiction texts and will be provided to all Foundation Phase classes from 2021.



**Resources:** All ECDOE Foundation and Intermediate Phase classes<sup>1</sup> will receive:

1. Vula Bula and other anthologies (FP: 2019-2023; IP: 2021-2023)

2. Eight Workbooks for every learner (2019 - 2023)

3. A Resource Pack: Alphabet Frieze, Phonics Frieze, word flashcards, posters, handwriting charts, and big books (2021 – 2023)

4. A basic classroom library (2021 – 2023)

<sup>2</sup> Senior Phase language teachers (HL and FAL) and all FET Phase teachers will receive graded reader anthologies and graded reading cards for their classes to ensure that there is a continued focus on reading.

# STRAND 04 Assessment of Reading

*All Foundation Phase teachers will receive training on how to conduct and implement EGRA and administer the Standardised Reading Assessment (SRA) for every learner in the Foundation Phase.*

Over the past five years, the ECDOE has trained Foundation Phase teachers on the EGRA tool, and trained Grade 4 to 12 teachers on setting informal and formal assessment tasks, as well as participated in the PIRLS and SACMEQ studies.

From 2020 through to 2023 the ECDOE will continue to implement / participate in:

- **Universal EGRA:** Expand and strengthen the implementation of the Universal EGRA in Grades 1 to 3 in all the official languages offered as LoLT in the school.
- **Standardised Reading Assessment (SRA):** Administer the SRA for every learner in the Foundation Phase. This Tool will be administered as a baseline assessment of reading of every Foundation Phase learner in February of each school year.
- **EGRASS:** Implement the EGRA Sample Study (EGRASS) in 100 schools at the end of Grade 3 in isiXhosa, Afrikaans and Sesotho (FP LoLT) and EFAL. This will be a provincially-representative sample implemented every second year, beginning in 2021. These EGRAs will be externally administered by ECDOE or a service provider. No individual teacher or school will be identified in any reporting. This survey will provide an independently verified indicator of how reading outcomes are changing in the province every two years.
- **PIRLS and SACMEQ:** ECDOE will continue to participate in the PIRLS and SACMEQ studies.
- **Monitoring Reading:** Encourage SGBs and SMTs at every school to monitor assessment of reading for meaning and the implementation of the curriculum.

During the period 2020 to 2023, all Foundation Phase teachers, as well as Intermediate Phase, Senior Phase and FET language teachers will receive:

## 1. A Standardised Reading Assessment Tool

## 2. Videos on the administration of the Standardised Reading Assessment Tool and on the implementation and use of EGRA.

## 3. Examples of formal and informal assessment of reading

# STRAND

# 05 Advocacy of Reading

*Ensuring all children learn to read for meaning will require a sustained focus on reading for many years. This requires communication and advocacy from all stakeholders, including government, unions, funders, and religious organisations.*

**Communication:** Communicating the Reading Plan is essential to its success. This will include creating sharable print and digital content explaining what the Reading Plan is, what it aims to achieve, and what each member of society can do about it. This will be done through flyers, circulars, PowerPoint presentations, videos, SMS and WhatsApp, and face-to-face meetings.

The ECDOE will develop and implement a communication and advocacy strategy on reading which includes:

**Society:** Set up meetings with communities, businesses, professional bodies and publishers and encourage them to support the ECDOE's reading for meaning campaign.

**Local newspaper and radio:** Incentivize reading for meaning by partnering with local newspapers and community radio stations to promote reading in the Foundation Phase specifically.

**Reading Champions:** Engage with provincial and national media (newspapers, radio, TV) to identify Reading Champions to promote reading in the province.

**Awards and festivals:** Incentivize reading for meaning across curriculum by promoting the awarding of scrolls of honour for high performing readers, giving recognition at assembly, running reading competitions and issuing awards, conducting spelling bees and initiating a series of festivals to celebrate the reading competencies of learners

**DBE Campaigns:** Support and promote all DBE reading campaigns including Read to Lead Drop Everything and Read (DEAR) and the National Reading Coalition.

**Homes and communities:** Encourage all schools to mobilise parents to support reading at home by providing readers and library books to encourage reading at home and peer reading mentor programmes.

**Civil Society:** Include on the ECDOE website a list of organisations with resources that schools can use to teach reading (NaliBali, WordWorks, NECT, Funda Wande, Biblionef etc.), and conducting provincial and national reading fairs in partnership with the President, the Minister and other stakeholders (e.g. UNICEF).

**Reading across the curriculum:** Implement an ECDOE campaign to promote reading across the entire school and in all subjects.



2019

2023

Reading Plan

Recruiting Subject Advisors

FP head office and Subject Advisors enroll in ACE at Rhodes university

Training Circuit Managers, Department Heads, and Teachers

Distribution of Reading LTSM, and Assessment, Monitoring and Reporting Tools



**“Early reading is the basic foundation** that determines a child’s educational progress, through school, through higher education and into the work place. All other interventions – from the work being done to improve the quality of basic education to the provision of free higher education for the poor, from our investment in TVET colleges to the expansion of workplace learning – will not produce the results we need unless we first ensure that children can read.”

**– President Cyril Ramaphosa**  
(State of the Nation 2019).

