



REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION

LISTEN



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LITERACY

READ



WRITE



LITERACY

Teacher's Guide **CATCH UP**

This teachers' guide is compiled for the Catch Up programme for teaching learners in grades 3 to 5 in Zambia who have not yet achieved the literacy skills required in their grade. The Ministry of Education acknowledges the contribution made by Pratham, Zambia Education Sector Support Technical Assistance (ZESSTA), VVOB, TaRL Africa, UNICEF, USAID, LEGO Foundation, and Hempel Foundation to these materials. In addition, the Ministry acknowledges the work done by teachers and teacher trainers involved in adapting this guide and additional materials.

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BACKGROUND

◆ **Background information: what is the Catch Up programme/Teaching at the Right Level (TaRL) methodology?**

The Ministry of Education has made great strides to improve access and equity among learners in primary schools. Efforts are now being put in place to ensure improvement in education quality by raising learners' performance to acceptable standards by the end of primary school.

This is being achieved by implementing the Zambia Education Curriculum Framework of 2013 through which learners will acquire functional literacy skills. National assessment results that are conducted once every two years for Grade 5 learners have shown that, at present, the majority of learners fail to break through to literacy. This is caused by many factors such as over-crowded classrooms that limit teachers' ability to attend to individual learners, especially those who are struggling to learn. The Catch Up programme has been designed so that teachers have the time to focus on these learners during remedial lessons. In line with the Zambia Education Curriculum Framework 2013, and the Revised School Curriculum, learners will learn to read, write, and become numerate in a familiar language through Catch Up activities.

TaRL teaching methods ensure that learners are actively engaged through creating a practical hands-on learning environment in schools, helping learners in grades 3 to 5 who are lagging behind to catch up in a given time. This programme will help them learn to read, write, and become numerate. The use of grouping helps all learners, including the gifted learners, as they all receive materials and instruction at their level.

Learning goals

Provinces should set learning goals at the start of the programme and monitor progress against these throughout the intervention.

◆ **The situation: why is the Catch Up programme being implemented?**

The Catch Up programme was adapted for the learners who are in grades 3, 4, and 5, who are not yet able to read, write, or solve simple mathematical problems. The Ministry of Education would like to acknowledge the materials on which this adaptation is based i.e. the manual compiled by Pratham in India, which has then been harmonized with the developed materials of the Technical Support Assistance Sector of Zambia Education. The Ministry recognizes that it is essential to help learners improve by conducting remedial work in ways that actively involve learners and help them enjoy their early grades i.e. 3–5 before they enter junior secondary.

◆ **Intentions: what will the Catch Up programme/TaRL methodology achieve?**

The Catch Up programme will assist the learners to grasp numeracy and literacy concepts and skills through practice and discussions. Learners are challenged to solve problems by using different methods and are encouraged to try again and again until they succeed. This helps them to understand and build strong foundational skills, build their confidence, and develop an interest in these key skills. Exposure to reading will also improve their fluency and understanding of the texts, helping build their basic competencies in literacy.

The Catch Up programme is based on learning through different hands-on activities and builds on learners' prior knowledge. The programme encourages learners to work individually and in groups to build associations between learners' experiences and their literacy development. Through interaction and sharing ideas, learners enjoy being with others. They also build deeper understanding and relationships. Once the learners have achieved the learning outcomes at each level, they should be promoted to the next level. There is a need to build in flexibility so that those who make progress can move on quickly. For example, once learners recognize letters, sounds, read syllables, words, and sentences, they should move to paragraph and story level. One should avoid holding learners back below their achievement levels.

◆ **The language and the teacher**

This teacher's guide is designed to help you, the teacher, to deliver Catch Up activities for all learners who are falling behind in literacy skills. The guide has been written in English and contains several examples also written in English. However, you will have to teach this course in the learners' familiar language to help them understand the material. This means that you will also need to translate all the examples given into the familiar language.

This guide will also be accompanied by an intensive teacher-training course that will cover all the main skills you will need to develop as a Catch Up teacher. This includes training on how to translate from English into the language you will teach. The course is based on a number of assumptions about the teacher. These assumptions include:

- You are a fluent speaker of the language of instruction (e.g. Cinyanja, Chitonga, Icibemba, Silozi, Kikaonde, Luvale, Lunda.)
- You have attended the training on how to conduct Catch Up activities.
- You are a professional teacher who is imaginative, creative, and well-motivated to help your learners learn through a variety of creative activities.

The three points above are essential criteria to teaching Catch Up. After understanding and trying out the lessons given in the guide and after attending the training, you will be able to generate a range of similar lessons and activities. These lessons and activities ensure that learners learn to read and write quickly through active engagement.

Approach

- 1) For the purposes of teaching and learning, learners are grouped according to their current learning level rather than by grade. This will make the learning relevant and meaningful for learners.
- 2) Regardless of age or grade, the starting point for instruction is to establish the current reading level of the learner, using a basic assessment tool administered orally on a one-on-one basis.
- 3) Set achievable goals that are clear and easily understood by learners, parents and instructors.
- 4) We use a three-group strategy. The Whole Group Approach (involving the whole class), Small Group Approach (smaller parts of the class), and the Individual Approach (self or supervised learning, particularly for reading, writing, and interpretation).
- 5) Combining a variety of activities is very effective for maximizing learning.

CATCH UP AND LEARNING THROUGH PLAY

Young learners often learn through play. When learners are provided with opportunities to play in their classes, they not only learn meaningfully but also become motivated and incentivized to learn. Learning through play also helps learners build confidence and develop other essential socio-emotional skills.

In most school classes, learners only listen while the teacher keeps talking. Learners sit in rows facing the teacher and the chalkboard. Play is usually absent in such classes. However, a Catch Up class is very different. The Catch Up teacher uses a variety of activities to engage the learners and encourages teacher-learner and learner-learner interactions. These activities are based on the learner's current level of understanding and flow from simple to complex or from known to unknown.

Through play and games, learners not only learn literacy and numeracy, but also develop essential social, emotional, and physical skills. Learning through play encourages participation, provides choice, generates involvement, and ensures the well-being of learners. The Catch Up teacher knows that play is not just for breaktime. It is an essential part of learning in school.

THE PLACEMENT TEST

Before beginning to work with a group of learners, the teacher must spend time with each learner to understand the learner's current level. The teacher and the learner sit together, and the learner is encouraged to read. The one-on-one interaction between the teacher and the individual learner is an essential first step. It helps each of them to get an initial sense of the other before embarking on the journey of learning and teaching. Examples of sample assessment tools are in appendix 1. You will need to use an assessment sample tool in the language of your learners. You, your trainers, or the Ministry may wish to change the content regularly. However, the principles for conducting the assessment remain the same.

The sample below is appended at the back of the Literacy TG, including samples in six other Zambian languages.

Literacy Assessment Tool (CINYANJA)

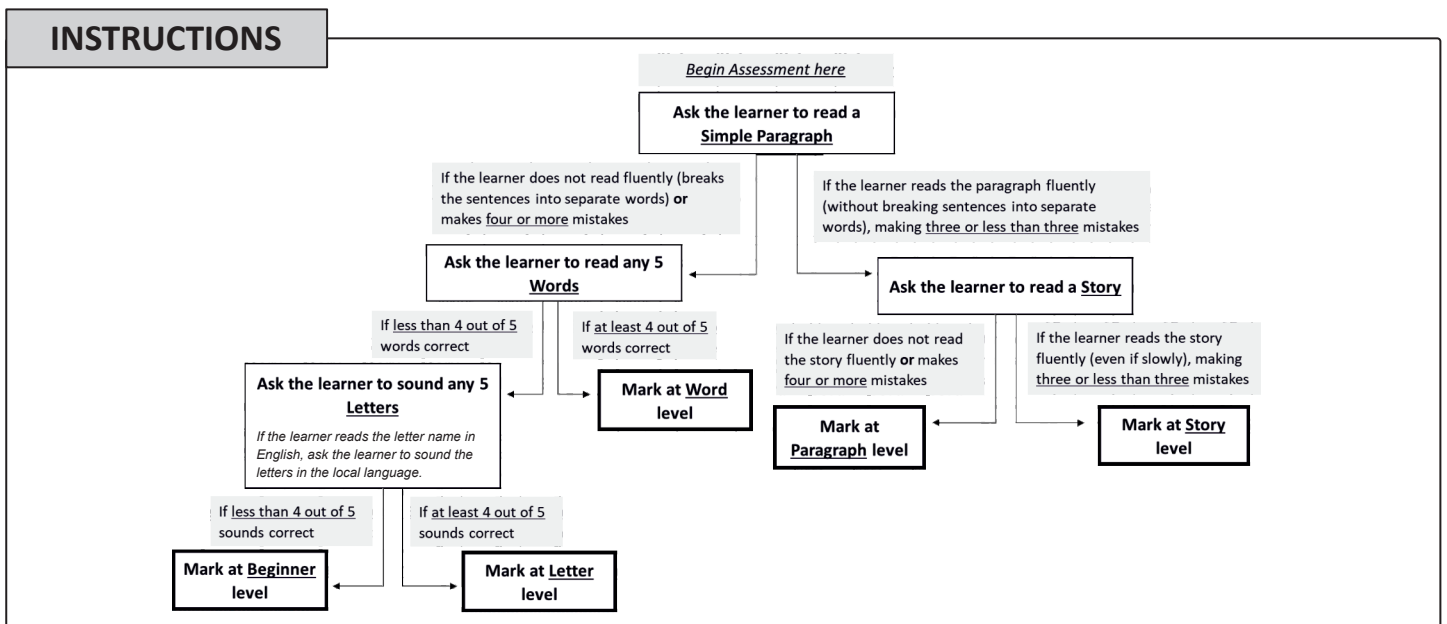
LETTER SOUNDS	WORDS		STORY
k	kuno	samba	
b	pita	buku	
m	caka	lomba	
s	nthano	tero	
c	SIMPLE PARAGRAPH		
n			
t			
p			
a			
z			

Dzulo kunali mvula.
Mvula imeneyi siinathe.
Atate sanapite kunchito.
Ine ndinali panyumba.
Mkulu wanga anali panyumba.
Tonse finali panyumba.

Pamudzi pa Kawalala m'boma la Katete kudera la kum'mawa kwa dziko la Zambia, panali mbalame imene inali kukhala pamwamba pa mtengo yochedwa Khwangwala. Mbalameyi inali yobvuta kwambiri.

Tsiku lina amake Chakumanda anaika mbeu zao pa licero. Koma mbeuzo zinadyedwa ndi mbalame ija yobvuta. Zina mbeu zinagwera pansu.

Amake Chakumanda anakwinyirira ndi zimene mbalame inacita. Ndipo anauza anyamata pamudzipo kuti akaphe mbalameyo.



THE PLACEMENT TEST

Points to remember:

- ✓ Before starting the reading assessment, make sure that the learner is at ease.
- ✓ Fold the assessment sheet in such a way that you show only that part of the assessment tool to the learner on which the learner is to be assessed.
- ✓ Each learner is to be assessed separately.
- ✓ Listen to each learner carefully and motivate him/her to read to the best of their ability.
- ✓ Give him/her sufficient time (i.e. five minutes for the whole assessment).
- ✓ Congratulate and thank each learner when they have finished the assessment.
- ✓ Give another chance to learners who get stuck while reading.

Chart of learners' literacy levels

Learners' literacy levels

School: Chiyobola Primary School

Language

Level	Baseline	Total	Midline	Total	Endline	Total
Story	Mabvuto, Misozi, Njovu, Banda	4				
Simple Paragraph	Mvula, Lungu, Mbuzi	3				
Word	Sakala, Vikhaza, Nkhata, Zulu, Mbewe	5				
Letter sound	Miyanda, Mweene, Chinyama, Hakwambwa, Muchindu	5				
Beginner	Muungo, Muloongo, Kankuli, Mweetwa, Maungila, Hamaamba	6				
Total Learners		23				

THE PLACEMENT TEST

How will the groups be formed? A summary:

- 1) Learners in Grades 3, 4, and 5 will be assessed on a one-on-one basis.
- 2) Irrespective of their grades, learners should be grouped in levels as follows:
 - **Beginner** and **letter sound** levels will be grouped together.
 - **Word** and **simple-paragraph** levels will be grouped together.
 - **Story-level** will be grouped together.
- 3) Some schools may not be able to bring all the learners in the three grades together due to the timing of their sessions. In addition, schools may not have an equal number of learners at each level. Schools need to plan and decide on how best they can make groups in such situations.

For example:

- a) There are 180 learners in the three grades put together. If 48% of the learners fall in the category of beginner and letter sound level, then the school will have 86 learners in the beginner and letter sound levels.
- b) If 35% of the learners are in the word and simple paragraph-level, that means 63 learners will be in word and simple paragraph-level.
- c) The remaining 31 learners will be the readers (story-level learners).

Note: It will be good to think about how the group will be formed for such a large number of learners with not more than 2 to 3 teachers.

- 4) Alternatively, there may be some very small groups, and the school may have to put most or even all levels in the same physical class and work through separate groups within the class.
- 5) For schools with multiple streams, teachers and mentors need to work together to plan the best times to hold Catch Up classes.

The above items 1–5 help you to develop strategies on how to :

- (i) Form groups.
- (ii) Assist individual learners to read and write.
- (iii) Guide the learners in the story-level to support non-readers in smaller groups.

In schools where grades are distributed in different sessions (morning/afternoon), the head teacher and class teachers will have to make suitable arrangements to try and have different learners across different grades available at the same time.

OBJECTIVES OF THE PROGRAMME - TEACHING AT THE RIGHT LEVEL

The teacher's role as facilitator

In this intervention, the teacher plays the role of a facilitator as follows:

- (i) Develops a positive learning environment where each learner will be responsible for learning.
- (ii) Creates an atmosphere in the class in which learners enjoy interacting and cooperation allows discussion among learners.
- (iii) Uses activities that build their confidence, curiosity, imagination, and motivation by engaging the learners in group activities in which they support each other.
- (iv) Models the activities to the whole class.
- (v) Guides the learners as they practice in small groups and as individuals.

The roles above are especially important to a teacher as they can help the teacher to perform effectively. The teacher will be able to instruct learners on what they will learn, how learning will take place, and create an environment for independent learning, creativity, and problem-solving.

Classroom process

Each day, the class should start with whole-class activities. Then learners should then be divided into smaller groups and will eventually work individually on activities prescribed in the Guide. Those who are not able to cope with activities in groups will need individual attention.

Whole-class activity

This strategy contributes to enhancing learners' ability to listen and speak with some writing practice. Informal Chat and Picture Reading are some of the examples of whole-class activities that help learners to think, open up, and express themselves. If conducted regularly, these activities build learners' confidence. (This can take about 7 to 10 minutes.)

Small group activity

Small groups allow all learners to participate in activities each time. Learners learn with the help of their peers. If the teacher has learners of different reading levels, he /she encourages those at a higher level to help those at a lower level. For example, story-level learners can help the readers at the simple-paragraph level to perform the more challenging activities. The smaller group activity will facilitate the following:

- I. Face-to-face interaction with learners
- II. Assignment of specific roles and duties to learners
- III. Grouping learners for different tasks
- IV. Positive interdependence of the learners
- V. Individual responsibility for completing one's own assigned tasks

Individual activity

To help each learner understand and be able to perform the activity, it is important to give learners individual tasks. Some learners find it difficult to cope with whole-class or group activities, and additional individual attention is needed in such cases.

CLASSROOM GROUPING STRATEGIES

You should use three approaches to teaching and learning in literacy: involving the whole class, involving a smaller part of the class with one leader, and encouraging self or supervised learning, particularly reading and writing.

WHOLE GROUP

Involves the teacher giving one set of instructions to the entire class.

Advantages:

- 1) Class: the teacher can reach out to learners in a limited time.
- 2) Comfort level of the group: since the whole class participates together, the shy learners feel more comfortable and relaxed.
- 3) Kinesthetic learning as learners can sing and dance together.

Keep in mind

- 1) Some learners do not participate at all.
- 2) Individual attention may be required by learners.

SMALL GROUP/PAIR WORK

When using this strategy, the class is divided into small groups and the teacher assigns activities to each group. The size of the groups will depend on class size. Group members work together to complete the task successfully.

Examples of small group activities: games, activities like crosswords, puzzles, and riddles.

Advantages:

- 1) Challenging: the small group teaching-learning process gives learners the opportunity to be challenged.
- 2) Comfort zone: shy learners get the chance to participate actively as they feel more comfortable.
- 3) Skills building: learners get the opportunity to emerge as leaders.
- 4) Learners help each other in completing the tasks and this develops their social skills like patience, tolerance, and collaboration.

Keep in mind :

- 1) Learners with leadership qualities can overshadow other learners in their group.
- 2) Teachers may find it difficult to manage as they have to move between groups.

CLASSROOM GROUPING STRATEGIES

INDIVIDUAL

Individual practice is essential, especially in the Catch Up programme. It cannot be replaced by whole class or small group work. The objectives to be achieved cannot be measured without individual learning.

Advantages:

- 1) Learners learn the basic skills of reading and writing at their own pace.
- 2) Learners learn from basic to advanced.

Keep in mind:

- 1) It may be difficult for the teacher to give individual attention to everyone.

COMBINING ACTIVITIES TO MAXIMISE LEARNING

Combining a variety of activities is very effective for learning. Some of these activities are similar for all groups while other activities are tailored to the level of a specific group. Moving from teaching by grade to teaching according to the level of the learner is an important element of the Catch Up programme based on the Teaching at the Right Level model. It is well-known that learners learn in many ways. Hence, activities need to be designed to actively engage and stimulate different kinds of learning.

Learners normally listen, read, and write in the same lesson. In a literacy period, some basic activities are carried out. These include reading aloud, phonetic games, vocabulary exercises, and writing. There are some activities that are common to all the levels such as informal discussion and mind map activities. However, phonetic activities and word games vary according to the level of the group, what they can do comfortably and what is challenging. Mind map activities are used across levels to develop vocabulary and to help learners think thematically around concepts. Finally, learners should write every day. Initially, this includes copying but as they progress the focus should be on their thoughts and their expression with confidence.

COMMON ACTIVITIES – ALL LEVELS

1. INFORMAL CHAT

Outcomes of this activity:

- Enhance learners' listening and speaking skills.
- Promote learners' thoughts and self-expression.
- Enhance teacher-learner and learner-learner interpersonal relationships.

Process:

Teacher will:

- greet the learners and talk about something that will draw their attention. For example, something that happened to the teacher on the way to school or something that happened to them during the weekend is relevant. They can even talk about an event such as a wedding, market, or festival.
- Speak with proper intonation, diction, and voice modulation.

2. STORYTELLING

Outcomes of this activity:

- Enhance learners' listening and speaking skills.
- Promote learners' thoughts and self-expression.
- Enhance teacher-learner and learner-learner interpersonal relationships.

Process:

Teacher will:

- Narrate a fictitious story from a book or magazines.
- Speak with proper intonation, diction, and voice modulation.
- Speak in complete sentences.
- After finishing, the teacher asks learners.
- For storytelling, the teacher will ask:
 - ✓ How was the story?
 - ✓ How did I tell the story? (Discuss clarity of voice, full sentences, etc.)
 - ✓ Who will tell a story like me?
- Then the teacher asks learners to share similar stories.

3. PICTURE READING

Outcomes of this activity:

- Ability to observe, think, imagine, and express thoughts with confidence.

Process:

Teacher will:

- Display a picture card, conversation poster, or calendar.
- Mention one item that he or she sees on the picture as an example to learners.
- Ask learners to say something they see in the picture. They should not repeat something that has already been said.
- Ask other learners to say a full sentence based on what is happening in the picture. Once a few learners have mentioned some items, move to the next step. The step can also be done on subsequent days.
- Ask a few learners to tell a short story based on the picture.
- Alternatively, use the picture card or conversation poster to start a discussion on something shown that the learners can relate to, e.g., local markets, sports, festivals (suitable for simple-paragraph and story-level).
- Use the picture to tell a story and ask learners to do the same as another alternative. It is not necessary to do all these steps in one day.

COMMON ACTIVITIES – ALL LEVELS

4. COPYING (COPY WRITING)

Outcomes of this activity:

- Enhanced understanding of spelling rules.
- Improved understanding of grammar rules in sentence structure.
- Improved handwriting.

Process:**Teacher will:**

- Say one, two, or three simple sentences depending on the level of learners.
- Write the simple sentences on the chalkboard whilst saying them.
- Read the sentences one by one whilst pointing at each word.
- Ask learners one at a time to read the sentences while pointing at the words.
- Ask the learners to write sentences in their exercise books.
- Pay attention to handwriting, spelling, and punctuation marks.
- Ask learners to check each other's exercise books and underline any mistakes. (This can be done in 5 minutes.)
- Check handwriting, spelling, and punctuation marks.
- Get feedback from one or two participants. How did their partner perform?

5. DICTATION

Outcomes of this activity:

- To improve handwriting.
- To correct spelling and understand spelling rules.
- To understand punctuation marks and their significance in sentence structure.
- To understand grammar rules.

Process:

- The teacher asks learners to listen carefully and write words/ sentences/a paragraph in their notebooks, reminding them to pay attention, write nicely with no spelling mistakes and with punctuation marks.
- The teacher reads words/sentences/a paragraph with proper intonation, diction and voice modulation.
- The teacher reads each word/sentence twice as a word/a sentence without decoding it.
- Once learners complete writing the words/sentences/a paragraph, the teacher asks them to exchange notebooks with their neighbors.
- Subsequently, the teacher writes words/sentences/a paragraph on the board.
- The teacher asks learners to check the handwriting, spelling, and punctuation marks.
- The teacher asks for feedback. How did their partner do?
- Those learners who have few or no mistakes and those who found more mistakes are announced as the stars of the activity.

COMMON ACTIVITIES – ALL LEVELS

6. MIND MAP

Outcomes of this activity:

- Build listening, speaking, reading, and writing skills.
- Help learners think about a word and create related words.
- Expand vocabulary.
- Improve sentence construction leading to independent writing.

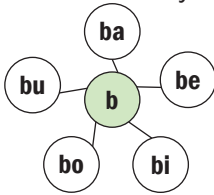
Process:

Teacher will:

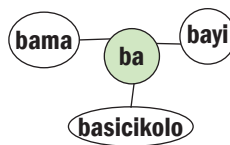
- Ask learners to say one sound/syllable/word that comes to their mind.
- Write all the sounds/syllables/words on the chalkboard and then ask which sound/syllable/word they like most from all the given sounds/syllables/words.
- Erase other sounds/syllables/words and only retain the one selected by the learners. Then the teacher circles the sound/syllable/word and asks learners to mention one word associated with the sound/syllable/word that is circled.
- Ask each learner to say one word associated with the sound/syllable/word.
- Encourage learners to write on the chalkboard.
- Explain that learners can create sentences from each word when dealing with story level learners.

Mind map Example -Beginner and Letter sound level :

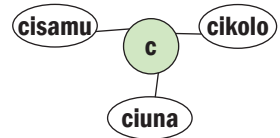
1 Start this activity with a letter sound and make syllables



2 The second lesson build on the syllables with words with the same beginning syllable.



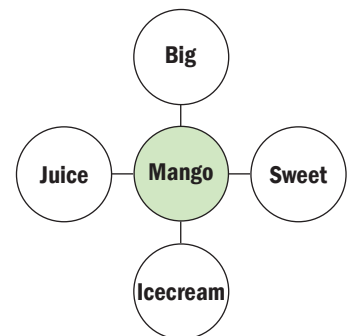
3 Subsequent lessons you can use a letter sound and go straight to words.



NOTE: This is a Mind map done using the Chitonga language. Teachers should do the mind map in their local language.

Mind map Example -Simple Paragraph and Story Level :

- 1) Write a topic from a word group such as fruit or transportation.
- 2) Encourage learners to say words they know associated with the topic.
- 3) Write all the words that learners say on the board (even if some are not closely associated).
- 4) If learners are struggling, you can help them by giving examples.
- 5) Write each word on the board and say the word as you write it.
- 6) Now go through each word again slowly, putting your pointer below the word and reading it, and ask learners to repeat after you.
- 7) Ask learners to copy all the words from the mind map into their exercise books. While they are copying, walk around the class and make sure they are doing the exercise.
- 8) Once learners are familiar with the mind map process, then make sentences connected to the subject word.
- 9) Make a simple paragraph using the first word and other words that have been formed.
- 10) Let learners read the simple paragraph to the whole class.



NOTE: This is a Mind map done using the English language. Teachers should do the mind map in their local language.

COMMON ACTIVITIES – ALL LEVELS

Note: Activity for learners to always practice spelling of words.

- 1) To test learners' understanding of the word, play a short game.
- 2) Tell learners words that they will understand easily.
- 3) Go through the words by asking learners to say a word in the mind map once more or give them exercises to write the words as you say them.
- 4) Erase out the first letter of the word from the board. Ask learners, "What letter is required to complete this word?" Then, tell them to complete the word.
- 5) Give dictation for any 5 words written on the board.
- 6) Ask learners to make sentences using some of the sentence building blocks that they learned like "Ndikonda," "Ndifuna," and "I have..." with the words from the mind map. For example, "Ndikonda zipatso."
- 7) Speak in complete sentences.
- 8) After concluding, ask learners to share their own experience.

7. SIMPLE PARAGRAPH READING

Outcomes of this activity:

- Enhance fluency through correct reading and pronunciation.

Process:

Teacher will:

- Select one simple paragraph from the booklet and ask learners to turn to the page, making sure that all the learners are on the same page.
- Give the following instructions.
- "I am going to read this paragraph. Listen to me carefully and look at the words I am reading."
- Read the text in a clear voice with proper diction, intonation, voice modulation, and pronunciation while pointing at each word in the text.
- Make sure that every learner points a finger at each word being read aloud.
- Ask, "How did I read?" This follows the discussion on model reading and then ask, "Is there anyone who can read as I did?"
- Next, point at one learner to read while making sure that others follow by pointing a finger at every word being read.
- Have a discussion on your own reading ability and that of all the learners who read.

Keep the following points while doing this activity with Beginner and Letter level learners:

- 1) Do not engage learners in reading in the initial lessons as these are non-readers, but you need to model reading to them every day and as they get used to reading you may start reading with them one or two sentences.
- 2) Engage learners in reading after a sentence or two. Let learners practice reading whilst correcting them.
- 3) The aim is to reinforce fluency, so learners are supposed to read different texts every day.

Learners give their opinion:

- Make sure all the learners' attention is drawn towards – why the reading aloud activity is undertaken: why a discussion is held on reading style: why proper intonation, pronunciation, and diction are commented on.
- After the paragraph is read around four to five times, non-readers too will try to read the text. Do not discourage them even if it is just memorized.

Important Points

- The practice of pointing fingers at each word helps learners to carefully observe the word and how it is written as well as how it is pronounced.
- Every learner should have a simple paragraph booklet, either from supplementary materials or from materials that have been developed with you, which contains a simple paragraph on each page.
- Hand and eye coordination is being established while reading the text. Learners practice paying attention while the reading activity is in progress. They know what 'model reading' is and start to imitate good reading habits. Non-readers should also start to feel more confident.
- Simple paragraph reading and informal chat activity must be conducted on a daily basis. Remaining activities can be conducted on alternate days.
- Learners can discuss how the story was read. This process can be repeated after all learners have tried reading with their own groups.
- Please be aware – not all learners participate. Do not force those who are not willing to speak, but make sure that they pay attention to the process and activity. Slowly but steadily they will also start participating in this activity.
- Mind Map: Conduct a mind map activity orally and let beginner, letter, and word level learners also participate. Beginner and letter level learners will not be able to write words, but they will think and say words. Encourage their friends to say words too.
- Learners at simple paragraph level soon learn to read fluently. Beginner and letter level learners understand the nuance of decoding, by merely looking at words and trying to read as they memorise in the initial stage.

BEGINNER AND LETTER SOUND LEVEL ACTIVITIES

1. SYLLABIC CHART READING

Outcomes of this activity:

- To familiarize learners at beginner and letter level with the pattern of letters, the sounds, and all the syllables.
- To build the knowledge to create, read, and write words with the help of syllable activities.

Process:

- The facilitator tells learners that he/she will read the syllable chart, putting finger under each letter/syllable.
- The facilitator reads the chart with clear diction, voice modulation and pronunciation - SLOWLY.
- The facilitator sounds the vowels first and then sounds out all the consonants.
- The facilitator tells learners not repeat after him/her and asks learners to listen and observe the activity carefully.
- The facilitator reads the chart horizontally, vertically, pointing at each sound in a zigzag way and/or by hopping on different letters, vowels and syllables.
- The facilitator asks learners to practice in small groups and then individually.

Note:

- This activity can take around 15 minutes in the initial phase.
- learners can work in groups and adopt the process quickly.
- Group practice is important for beginner and letter levels learners.
- Do not discourage learners incase of wrong pronunciation.

BEGINNER AND LETTER SOUND LEVEL ACTIVITIES

2.1 STRINGS OF SYLLABLES

Outcome of this activity:

- Learn phonemic sound of each syllable with its letter correlation.
- Learn to create words based on syllables.
- Learn spelling rules automatically instead of memorizing.
- Learn to write words.
- Learn to create simple sentences.

Process:

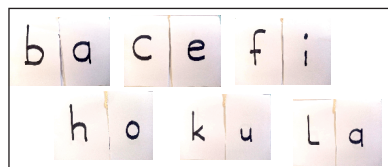
- Teacher to read the text and let learners elicit a two or three syllable word.
- Teacher writes the words on the chalkboard.
- Teacher to break each word so that learners see how many syllables are in that word.
- Teacher introduces the vowels on top of the word, the vowels can be in short and long sounds depending on the language.
- Later, teacher to make strings of syllables from the word.
- Teacher to form a word as an example.
- Learners to make words in groups and through individual work.

Note: This activity can only be introduced after learners have learned the syllables from the syllabic chart reading, and can then be used as an alternative activity to Syllabic Chart Reading.

2.2 SYLLABLE DIARY

- Teacher to explain how the syllable diary is made with vowels on the left and consonants on the right of the diary.
- When the diary is flipped, a learner can see a syllable being formed, after which further flipping makes a series of syllables like on the syllabic chart.

Sample images - Syllable diary



Note: This activity is an alternative to the syllabic chart reading, as such it can be alternated with either Syllabic chart reading, Strings of syllables or Syllable diary.

- Please DO NOT USE ALL 3 activities in one lesson as they are all focusing on Phonemic awareness and Phonics skills.
- Learners quickly grasp the process.
- They learn to construct spellings.
- They understand that they need not depend on memorization.
- A group activity encourages them to participate fully.
- Competition among groups triggers interest in creating more and more words.
- Being congratulated and praised makes them happy, proud, and confident.
- It is important to ensure that all learners participate during the group activities.
- Sometimes learners may create words which has no meaning. Do not discourage them. They are learning the sound of syllables.
- Struggling learners also learn to spell meaningful words.
- A small card with a picture of a star or similar is sufficient as a reward to the winning group.

BEGINNER AND LETTER SOUND LEVEL ACTIVITIES

3. BASKET GAME

Outcomes of this activity:

- Enhance recall and recognition of letter sounds and syllables.

Process:**Teacher will:**

- Prepare a basket containing letter sounds or syllables to be taught in that lesson.
- Get all learners to stand or sit in a circle. Introduce a song to the learners.
- Explain the instructions:
 - The basket will be passed around the circle while the familiar song is being sung.
 - When the song ends, the learner holding the basket will pick a card from the basket and say the syllable or sound.
 - The learner will then say one word that has that sound/syllable. That word can be written on the chalkboard. Later, learners can be asked to identify syllables that make that word with the help of the syllabic chart.
 - The song is sung, and the basket is passed around.
- Repeat this several times so that several learners can pick out sounds or syllables.

4. FLIPPING THE FLASH CARD

Outcomes of this activity:

- Enhance recall and recognition of letter sounds and syllables.

Process:**Teacher will:**

- Choose 5-6 sounds and syllables flash cards to introduce to the learners.
- Show the flash card to the learners and put the flash card upside down (face down) on the table/floor.
- Not say the sound/syllable.
- Repeat using all flash cards, which are put on the table/floor face down in a random manner i.e. in a way that makes it more challenging for the learners to remember where each card is.
- Then point at a sound/syllable on the syllabic chart.
- Choose a learner to find the flash card that corresponds to the sound/syllable on the syllabic chart.
 - Ask the learner to pick up a flash card and show it to the teacher and to the class. Ask the learner, "Is this correct?"
 - If the flash card is not the correct one, the teacher further asks,
 - "What sound/syllable are we looking for? What sound/syllable is this?"
 - Then the incorrect flash card is put back in the position it was picked from. The learner has up to three attempts to pick the right card.
 - Once the correct flash card is chosen, the learner matches it with the one the teacher pointed at and puts it back in the same position. Then, the teacher points to another sound/syllable on the syllabic chart and chooses another learner to find that flash card.

BEGINNER AND LETTER SOUND LEVEL ACTIVITIES

5. WORD AND SENTENCE BUILDING WITH FLASHCARDS

Outcomes of this activity:

- Strengthen skills of word and sentence formation from sounds and syllables.

Process:

Teacher will:

- Divide learners into two or more groups. Each group is given a set of similar flash cards.
- Give each group 5-10 minutes to make and write as many words as they can from the flash cards. This can be a competition to engage learners. (Flash cards can be reused.)
- Then choose a learner from each group to read the words that their group has made. Ask the group how many words they made.
- Engage learners to identify meaningful and meaningless words.
- Give each group some additional words. The groups then make sentences using the new flash cards and the words they have already made.
- Ask a learner from each group to read the sentences that they have made. The class is asked if the sentences make sense.

6. RHYMING WORDS TO PRACTICE VOWELS

Outcomes of this activity:

- Helping learners understand the sound of each vowel.

Process:

- The teacher writes one word e.g. "T Toro."
- Then he/she writes another letter e.g. "J...", and asks learners which word would come over here by pointing at the dotted line.
- Learners are supposed to say "J Joro," but it is not necessary that learners may say the same word.
- If they don't say it, teacher goes back to the first letter and a word. They will read it again by putting his/her finger under each unit.
- Until learners tell the right rhyming word, the teacher keeps repeating reading the first letter and a word until learners sense what the teacher is asking.
- At some point a couple of learners or a learner gets an idea of what word needs to be formed and they say, "J Joro."
- This particular word introduces the vowel "o" with its actual pronunciation.
- It also helps learners to know and understand how the vowel is written.
- Later, the teacher writes the letters on the chalkboard and asks learners to complete the list.
- This activity continues with different consonants and vowels.

7. WORD-BUILDING GAME WITH ENDING AND BEGINNING SYLLABLE

Outcomes of this activity:

- Developed skill of identifying starting and ending syllables in words.
- Improved formation of words that start with specific sounds.

Process:

Teacher will:

- Divide the class into two.
- Ask the first group for a word, and have it written on the chalkboard.
- Ask the second group for a word that begins with the ending syllable of the first word. Repeat the process.
- This can be a competition. The group that makes the fewest mistakes in creating words would be the winner.

Important points to consider when conducting level-based activities:

- Conduct not more than two activities in any lesson. Repeat different activities using different words, letter sounds, and paragraphs on different days.
- Paragraph reading: the teacher should monitor the process and, if possible, sit with groups of learners to guide them.
- Syllable chart reading: the teacher should concentrate on his/her own pronunciation. Wrong pronunciation may result in learners' repeating and memorizing the same wrong sounds. To avoid memorization, the teacher should ensure that the chart is read using different patterns.
- Letter games: the teacher should encourage those who do not contribute to participate more fully in these activities.

WORD AND SIMPLE PARAGRAPH ACTIVITIES

By practicing reading, learners develop the ability to read fluently and are soon ready to move on to the story level. Paragraph-level learners develop the ability to read stories fluently through consistent reading practice.

1. STORY MAKING – ‘GO AHEAD’

Outcomes of this activity:

- Improved construction of sentences in a logical order to tell a story.

Process:

Teacher will:

- Give a sentence and write it on the chalkboard.
- Ask learners to give sentences logically connected to the first sentence to make a story.
- Write the sentences on the chalkboard as they are given by the learners.
- Read the complete story to the class and then discuss it.
- Explain the procedure of coming up with a logical story.
- Divide learners into groups and ask them to appoint one leader in each group.
- Ask the group leader to say a sentence and write it down.
- Ask each group member to add a sentence in turn, which should be written down by the group leader.
- When everyone has added their sentence, the group leader will read out the story to the whole class.
- The class will reflect on each story. For example, does it make sense? Does it have a good sequence? Are there characters in the story?
- Based on the reflections, the groups should rewrite their stories and read them to the class

Important points

- Ensure that all the sentences are in a similar context and have logical connections to make a story.
- The story should have a proper ending.
- Tenses and punctuation marks should be used properly.
- The sequence of events should be connected to make the plot clear.
- If the story does not seem to have an end, then ask the group to form a proper ending.

2. CORRECT THE INCORRECT

Outcomes of this activity:

- Help learners understand errors in sentences.
- Build learners' ability to understand grammar rules.

Process:

- The teacher says a simple sentence that is grammatically correct.
- However, the teacher writes the sentence on the board with some grammatical mistakes.
- The teacher reads the sentence which is written incorrectly on the board.

STORY LEVEL: LESSON-BASED ACTIVITIES

- If learners say it is wrong or there is a mistake in the written sentence, then the teacher asks a learner to point out the mistake/s and to write the correct version of the sentence.
- The activity is repeated several times with some other incorrect sentences.
- The teacher divides learners into small groups and gives a set of incorrect sentences on the board that can be given to groups to correct.

Note: The teacher can prepare a list of incorrect sentences with mistakes in gender, singular-plural, tenses, structure, etc., to use the same for different sessions.

STEP 1: Discussion on title

- Write the title of the story and discuss it with the learners. Let the learners imagine what is given in the story based on the title.

STEP 2: Reading by the teacher

- Give story cards or story books to the learners.
- Instruct the learners that no one should read, but listen first.
- Demonstrate the reading of the story with a clear voice, proper diction, punctuation, and correct pronunciation of each word.
- Learners listen and point at the words as the teacher reads the story.

STEP 3: Reading by the learners

- Taking turns, the learners read the text - at least 2-3 sentences each
- Ask the learners if the content matches their imagination about the text based on the title of the story.
- Remind the learners of the content of the story by asking them to:
 - Remember the keywords in the text. (The teacher writes them on the chalkboard.)
 - Rearrange the words as per sequence in the story.
 - Retell the story in their own words using the keywords written on the chalkboard. The teacher then explains to the learners that the narration is what is called the summary.

STEP 4: Group activities-competition

- The teacher divides the class into groups and asks each group to prepare quiz questions based on one of the activities below:
 - ◆ **Activity 1.** Facts from the story e.g., filling in the blanks or completing the sentence.
 - ◆ **Activity 2.** Meaning of difficult words in the text.
 - ◆ **Activity 3.** Words with opposite meanings.
 - ◆ **Activity 4.** Words with the same meanings.

STEP 5: Further discussion on the text

- Ask learners some questions to think critically and analytically.
 - ✓ What is the story about?
 - ✓ Why do you think this story was written?
 - ✓ What is your own experience in relation to this story?
 - ✓ Is there anything more that you would like to share about this story?

STEP 6: Writing

- Learners are expected to write a summary of the text in their own words, or answer comprehension questions based on the story.
- In the first lesson, if time does not allow, the lesson may end at summary.
- The lesson may be split into two days if that is appropriate.
- The first day could stop after one or two group activities.

LESSON-BASED ACTIVITIES

- If the lesson is split into two days, the same flow of activities should be followed. This is because the activities are sequenced to allow the learners to understand the text more deeply.
- Teachers can use alternative activities with stories or come up with new ones if these activities achieve appropriate outcomes.
- As shown in the guiding frame in the annex, teachers of story level learners should use the above procedure for two or three days and then use alternative activities such as mind map or other common activities to keep the learners engaged and creative.

Further reference for teachers

One essential reference is the list of letter sounds in your learners' familiar language. A comprehensive list which has been scoped and sequenced can be found in the Primary Literacy Programme (PLP) Teacher's Guide for grade one. A similar list can be found in the National Literacy Framework. All teachers should make sure they can access this list. The list of relevant letter sounds includes clusters. You may find other materials to use with your class. A particularly good source for stories, rhymes, songs, and other activities are the Primary Reading Programme (PRP), Oral English Courses (pathways 1 & 2). Additionally, New Breakthrough to Literacy Course has both the learners' books and suitable materials in your familiar language. There are Read on Course books and teachers' guides for grades 3 to 7 under the PRP as well.

ANNEX: LESSON PROCEDURE

HOW TO PREPARE A LESSON PLAN - LITERACY

- Define the learning goals for your level wise groups.

Goals	Beginner + letter Group	Word + Paragraph Group	Story Group	Remark
Weekly / Bi Weekly/Monthly				

- Decide the list of activities and expected outcomes for the end of each week or two weeks.
- Divide each lesson into three parts: Common activities, reading of the day and level specific.
- Follow each activity with the process of demonstration in the whole class, practice in small groups, and individual practice
- Divide the class according to the activities to be conducted during group work
- Ensure availability of enough material depending on the classroom size
- Prepare the lesson plan based on Literacy grouping:
 - Beginner and Letter
 - Word and Simple Paragraph
 - Story level
- Avoid holding learners back below their achievement levels.
- Ensure that each learner gets a chance to participate and practice activities. If need be, make changes to the plan according to the needs of the class.

Sample plan: Beginner + Letter Level

- 1) Spend more time to build phonemic awareness and phonics alongside listening, speaking and observation skills. Here is a sample plan:

TIME	ACTIVITIES	SKILLS
5 - 10 minutes	Choose any one out of the three common activities <ul style="list-style-type: none"> • Informal chat • Story telling • Picture reading 	<ul style="list-style-type: none"> • Listening • Speaking • Observation
10 - 15 minutes	Conduct reading every day <ul style="list-style-type: none"> • Simple Paragraph Reading 	<ul style="list-style-type: none"> • Listening • Pronunciation • Speed • Accuracy • Fluency
15 - 20 minutes	Conduct Syllabic Chart Reading every day <ul style="list-style-type: none"> • Syllabic Chart Reading 	<ul style="list-style-type: none"> • Phonemic awareness and phonics • Syllable formation
10 - 15 minutes	Choose one out of: <ul style="list-style-type: none"> • Flipping the flash card game • Basket game. 	<ul style="list-style-type: none"> • Letter sounds pronunciation • Read syllables
15 - 20 minutes	<ul style="list-style-type: none"> • Conduct mind map activity • Word building game with ending and beginning syllable activity • Word and Sentence building activity • Rhyming words activity 	<ul style="list-style-type: none"> • Recall letter sounds and syllables

ANNEX: LESSON PROCEDURE

Sample plan: Word + Simple Paragraph Level

- 2) Spend more time to build Fluency and Reading alongside listening, speaking and observation skills. Here is a sample plan:

TIME	ACTIVITIES	SKILLS
10 - 15 minutes	Choose any one out of the three common activities <ul style="list-style-type: none"> • Informal chat • Story telling • Picture reading 	<ul style="list-style-type: none"> • Listening • Speaking • Observation
10 - 15 minutes	Conduct reading every day <ul style="list-style-type: none"> • Simple Paragraph Reading 	<ul style="list-style-type: none"> • Listening • Pronunciation • Speed • Accuracy • Fluency
15 - 30 minutes	Choose one out of: <ul style="list-style-type: none"> • Correct the incorrect • Story making and go ahead • Mind map 	<ul style="list-style-type: none"> • Spellings • Punctuation and grammar • Speaking, Fluency and Sentence construction
5 - 10 minutes	Choose one out of; <ul style="list-style-type: none"> • Dictation • Copying (Copy writing) 	<ul style="list-style-type: none"> • Listening • Spellings • Handwriting ad punctuation • critical thinking and Sentence construction.

ANNEX: GUIDING FRAME FOR TEACHERS OF BEGINNER AND LETTER-SOUND LEVEL LEARNERS

ACTIVITY	COMPETENCIES	DURATION	FREQUENCY	RESOURCES
Informal Talk/Chat	Tell own real-life story	5 minutes	Alternating days with Story Telling and Picture Reading	Teacher/learner
Story Telling	Tell imaginative story	5 minutes	Alternating days with Informal Talk/Chat and picture reading	Teacher/learner
Picture Reading	Say words and sentences based on a picture	5 minutes	Alternating days with Informal Talk/Chat and Story Telling	Conversation posters/calendars/picture cards
Syllable Chart Reading	Sound the vowels and consonants	5 minutes	Daily	Big Syllabic Chart & Individual Syllabic Cards
Basket Game	Read the syllables	5 minutes	Alternating days with Flipping the Flash Card or other similar activity	Syllable, Consonant & Vowel Cards
Flipping the Flashcard	Read the syllables. Make words	5 minutes	Alternating days with the Basket Game or other similar activity	Syllable, Consonant & Vowel Cards
Mind Map	Recall sounds and syllables	20 minutes	Alternating	Syllabic Chart, Chalk Board
Rhyming Words	Make words starting with a specific letter sounds to identify the vowel.	5 minutes	Alternating days with Word and Sentence Building and Word Game or similar activities	Teacher/learner
Word building game with ending and beginning syllable activity	Make words using the ending and beginning syllables.	10 minutes	Alternating days with Word building Game or Rhyming words, Mind map or similar activities	Teacher / learner
Word and Sentence building activity	Make words with given syllables make sentences using the given words.	20 minutes	Alternating days with Word building Game or Rhyming words, Mind map and similar activities	Teacher / Learner

Note : The competencies stated are not exhaustive.

ANNEX: GUIDING FRAME FOR TEACHERS OF WORD AND SIMPLE PARAGRAPH LEVEL LEARNERS

ACTIVITY	COMPETENCIES	DURATION	FREQUENCY	RESOURCES
Informal talk/Chat	Tell your own real-life story	5 minutes	Alternating days with story-telling and picture reading	Teacher/learner
Story Telling	Tell imaginative story	5 - minutes	Alternating days with Informal talk/Chat and picture reading	Teacher/learner
Picture Reading	Say words and sentences based on a picture	10 minutes	Alternating days with informal talk/chat and storytelling	Story-telling conversation posters/calendars/ picture cards
Simple Paragraph Reading	Reading, listening, fluency; speed, accuracy punctuation & pronunciation	15-20 minutes	Daily	Story booklets/story cards/learners' books/past papers
Correct the Incorrect	Sentence construction, spellings, punctuation & grammar	15-20 minutes	Alternate with go-ahead, Mind Map, or other activities	Flip chart, sentence card, chalkboard
Story Making - Go Ahead	Sentence construction, critical thinking, listening, speaking & fluency	15 - 20 minutes	Alternate with Correct the incorrect, Mind Map, or other activities	Conversation poster, magazine, textbooks
Dictation	Listening & spellings	15 - 20 minutes	Alternate	
Copy Writing	Writing, punctuation, handwriting & capitalization	15 - 20 minutes	Alternate	Textbooks, chart, chalkboard
Mind Map	Sentence constructions & critical thinking	15 - 20 minutes	Alternate	Chalkboard & chart

- After few days of continuous practice, learners get used to the activities and know the instructions.
- The duration of each activity reduces as less time is needed to explain the process.
- More and more learners will move to story-level as they get better at reading.
- Once this happens, the teachers of story-level should use the remaining term time for lessons that use the “lesson-based activities,” and other story-level activities.

Note that the competencies stated are not exhaustive.

ANNEX: GUIDING FRAME FOR TEACHERS OF STORY LEVEL LEARNERS

ACTIVITY	COMPETENCIES	DURATION	FREQUENCY	RESOURCES
Informal talk/Chat	Tell own real-life story	10 minutes	Alternating days with story-telling and picture reading	Teacher/learner
Story-telling	Tell imaginative story	10 minutes	Alternating days with informal talk/chat and picture reading	Teacher/learner
Picture Reading	Say words and sentences based on a picture	10 minutes	Alternating days with informal talk/chat and storytelling	Conversation posters/calendars/picture Cards
Mind Map	Writing and reading skills, logical, critical thinking	15-45 minutes (write a story or essay from a given theme)	Once per week	Chalkboard, flip charts and exercise books
Copying	Writing skills	10 - 15 min (paragraph copying)	Once per week	Books and pens
Dictation	Listening, writing, and reading skills	10 - 15 min (paragraph dictation)	Once per week	Books and pens
Lesson-based activity	Learners will be able to express themselves confidently. Writing and reading skills, logical, critical thinking	45- 50 minutes	3-4 times per week	Stories

Note : The competencies stated are not exhaustive.

ANNEX: SAMPLE LITERACY ASSESSMENT TOOLS

Literacy Assessment Tool (CHITONGA)

LETTER SOUNDS	WORDS	STORY
c	bbeeke	<p>Mazila wakali musankwa wakali aamyaka illi kkumi. Buumi bwa Mazila bwakali kukatazaya nkaambo taakali kulemeka bantu boonse. Musankwa ooyu taakazyi kuti muntu ncinzi. Cillike ncakazyi nkulemeka biyo bazyali bakwe.</p> <p>Mazila wakatalika kubba akutukila bantu. Akaambo kaako, bumwi buzuba wakabba mali. Mukubula coolwe, wakajatwa akwaangwa. Kwiina bakamwiimunina pe. Aboobo, wakapenga kapati.</p> <p>Nakaazwa muntolongo, Mazila wakatalika kupona kabotu abantu nkaambo wakaiya ciyyo.</p>
k	maleele	
a	jalula	
n	sondoka	
s	boombe	
t	bulo	
u	kayuni	
p	ɲombe	
j		
h		
	SIMPLE PARAGRAPH	
	Nsolo ncisobano cisobanwa abana.	
	Cisobano eeci cilijisi ziyyo mulincico.	
	Cilayiisya kubala, kusanganya akugwisya.	
	Aboobo ndaciyanda cisobano eeci.	

Literacy Assessment Tool (ICIBEMBA)

LETTER SOUNDS	WORDS	STORY
p	icimbala	<p>Ba Lombe baliba bwino saana. Bekala mu mushi mwa Nkula. Abantu abengi balibatemwa saana. Mumweshi wa Cikungulu-pepo ba Lombe balilwele saana. Bapwile imilungu ibili mu kulwala. Abantu abengi baaleisa mu kubapempula.</p> <p>Elyo abantu baleisa mukubapepula, balebaletelako ifykulya ifyalekana – lekana. Bambi baleleta amacungwa, inkonde elyo na mango.</p> <p>Ba Lombe basukile bapola. Elyo bapolele ba Lombe balitashishe ingashi. Abantu bonse mu mushi balitemenwe nganshi.</p>
u	landa	
n	amataba	
w	ubunga	
f	umutwe	
s	seka	
y	imbushi	
i	pupuka	
b		
t		
	SIMPLE PARAGRAPH	
	Bamaayo na bataata balimi basuma.	
	Balikwata ibala kunuma ya ɲanda.	
	Mwibala mwaba umusaalu, tomato na mataba.	
	Ifilimwa nga fyapya balafishitisha.	

Literacy Assessment Tool (SILOZI)

LETTER SOUNDS	WORDS	STORY
p	sihwana	<p>Bo Sepiso neeli basali ba pilu yende. Batu babañata nebabalata ka likezo zabona. Nebana ni sishemo ku mutu kaufela mi nebaseha ni banana ni babahulu.</p> <p>Mwanaa bona hanyala, sicaba nesitusize hahulu. Babañwi nebatisize likomu za kubulaela fa mukiti, babañwi nebatisize mase akuapehisa maheu, mane babañwi nebaizolwalela likota zafa mukiti.</p> <p>Batu nebatile kwa mukiti ka buñata. Mukiti neuzamaile hande luli.</p>
l	puli	
n	buka	
w	taha	
t	likota	
h	booko	
y	zinzi	
ɪ	noha	
b		
z		
	SIMPLE PARAGRAPH	
	Boma ni bondate ki balimi babatuna.	
	Simu yabona iinzi kwa mandamino.	
	kuna ni miloho yamifutafuta.	
	Miloho yeo haibuzwize lwailekisanga.	

ANNEX: SAMPLE LITERACY ASSESSMENT TOOLS

Literacy Assessment Tool (LUALE)

LETTER SOUNDS	WORDS	STORY
n	mwana	<p>Mukuma apwile mukweze wamuchima wamwaza chikuma. Apwile nakutwama muli nduna Masumba mungalila ya Kawanda mulifuchi Iya mwangana Sikufele.</p> <p>Vathu vavavulu vamusakile chikuma mukweze kana. Oloze mukakweji wa Shikamunene aputukile kuviza. Omu mwahichile vyalumingo vivali mukweze mukuma afwile.</p> <p>Vathu vavavulu vejile kuchipeji chenya na kumulila momo apwile muthu wamuchima wamwaza chikuma. Vamulilile nachinyengo chikuma. Phundu vene Mukuma vamusakile kuli vathu vavavulu.</p>
t	putula	
z	hala	
i	peho	
o	kasumbi	
L	sopo	<p>SIMPLE PARAGRAPH</p> <p>Likumbi limwe tunyama valikungulwile bosena.</p> <p>Vasakile kusakula mwangana wavo.</p> <p>Valihulishile, ngana ngwavo "Iya mwapwa mwangana wetu?".</p> <p>Vosena valikumbulwile ngwavo, "Ndumba".</p>
s	kawa	
m	zuvo	
h		
j		

Literacy Assessment Tool (LUNDA)

LETTER SOUNDS	WORDS	STORY
k	nswaha	<p>Chimovu wadiñi muntu weyala wamuwahi muchima nankashi chikupu. Wadiñi nakushakama hamukala wa Kabuya mun'anda ya mwantha Chibwika ku Mwinilunga.</p> <p>Antu amavulu adiñi amukeña nankashi Chimovu. Chashikili mukakwezhi wa Kapupulu, Chimovu watachikili kukata nankashi. Chimwahitili nyilungu yiyedi Chimovu wafwili.</p> <p>Hachipenzhi chindi hapompeli antu amavulu nankashi chikupu. Amudilili nawa nakuneña kwakweni. Chalala, Chimovu adiñi amukeña kudi antu amavulu nankashi mumpata ya mwatha Chibwika.</p>
b	wonũ	
n	mukanda	
f	wuñã	
s	nyifondu	
c	inoka	<p>SIMPLE PARAGRAPH</p> <p>Maama nataata hiyandimi alumbuluka.</p> <p>Itempa dawu dekala kunyima yetala.</p> <p>Mwitempa mwenimu mwekala tomati, kanyenzi niwakaka.</p> <p>Neyi tunañuli dehi mbutu</p>
h	mpembi	
u	tuuka	
m		
p		

Literacy Assessment Tool (KIKAOONDE)

LETTER SOUNDS	WORDS	STORY
P	kibaaya	<p>Yolamu wajinga Nsongwalume wamuchima wawama biingi. Waikalanga mumuzhi wa ba Kafwebu munkambi ya Kasempa.</p> <p>Bantu baavula bamutemenwe biingi. Muñondo wa Mankumbi-nkumbi, Yolamu waile ku Nakonde nakupota bipe byanji byabusulu.</p> <p>Wapotele mupunga, ntamba ya kizungu ne manyankumuna.</p> <p>Byo abwelele kumuzhi, Yolamu waabenye manyankumuna kubaantu bonse mumuzhi waba Kafwebu.</p> <p>Nanchi, baantu basangalele kya kine-kine kabiji baimbile nyimbo ne kuzha kyakine-kine bufuku bonse.</p>
L	buuku	
n	bungi	
w	muloolo	
d	mbuzhi	
h	tumbuka	<p>SIMPLE PARAGRAPH</p> <p>Ba maama ne ba taata banjimi.</p> <p>Mashamba aabo aji kubukonde bwanzubo.</p> <p>Mumashamba, muji tomato ne kanyenze.</p> <p>Inge bijimwa byapya twibipotesha.</p>
y		
i		
b		
v		



CONCRETE

Learning through Play activities provide learners with the opportunity to actively engage with, manipulate and transform materials. Through hands-on experience, learners are absorbed in the activity.



CAPTIVATING

Learning through Play attracts and holds learners' interest. It gives learners choices—big or small—about the learning content or the processes.




CONNECTED

Learning through Play relates to something already known by learners. It builds upon their existing knowledge, their needs, and their interests. Learning through Play activities therefore connects or links with the inner world and/or social environment of learners.

7 CHARACTERISTICS OF LEARNING THROUGH PLAY

7CS FRAMEWORK



CHALLENGING

In the pursuit of solving problems, Learning through Play appeals to learners' creativity and imagination. Rather than being provided with solutions, learners are challenged to discover for themselves, to try and fail, try again, and make connections, whether alone or in a group, pushing their limits.



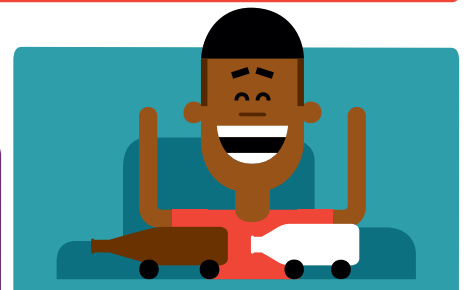
COLLABORATIVE

Learning through Play does not occur in isolation. Instead, learners interact, exchange, and collaborate with peers and/or knowledgeable others, including the teacher. Through collaboration, they learn from each other and build relationships.



CREATIVE

Learning through Play provides learners with the opportunity to develop new and imaginative ideas and gain the freedom to express themselves in a variety of ways, voicing and/or processing their feelings and emotions.



CHEERFUL

Joy is at the heart of play, both enjoying a task for its own sake and the momentary thrill of surprise, insight, or success after overcoming challenges.

Impact of Learning Through Play on Fields of Development

Connection to benefits identified by the LEGO Foundation	Domain	Sub-domain	Specific Benefits
Cognitive Skills	Cognitive Development	<ul style="list-style-type: none"> • Logical and Analytical Thinking • Cognitive Processes • Numeracy • Language & Literacy 	<ul style="list-style-type: none"> • Reasoning • Abstract thinking
Social Skills	Social-emotional Development	<ul style="list-style-type: none"> • Emotional development • Social development • Moral development 	<ul style="list-style-type: none"> • Self-concept • Self-regulation • Self-awareness and expression • Socio-emotional wellbeing • Interpersonal skills • Social competence • Values
Emotional Skills			
Physical Skills	Physical Development	<ul style="list-style-type: none"> • Motor development • Visual-motor integration skills 	<ul style="list-style-type: none"> • Physical wellbeing • Gross motor development • Fine motor development • Eye-hand coordination
Creative Skills	Learning to learn	<ul style="list-style-type: none"> • Inquiry • Observation • Exploration 	<ul style="list-style-type: none"> • Exploration and experimentation • Curiosity and interest • Persistence • Imitation and emulation • Creativity

Note: The extension of these quotes is from the proponents of the following authorities.

- 1) According to Zambia’s Early Learning Development Standards (ELDS), numeracy is a sub-domain of meta-learning.
- 2) According to the ELDS, language and literacy is a separate domain instead of a sub-domain of cognitive development.
- 3) In the ELDS, values are part of the domain’s “moral and spiritual development.”

Recommended for use in Zambian schools by the Curriculum Development Centre



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