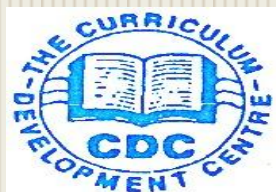




Republic of Zambia
MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND
EARLY EDUCATION

NATIONAL LITERACY FRAMEWORK



Prepared and Published By The Curriculum Development Centre
2013

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National Literacy Framework 2013

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Contents

Preface	<u>42</u>
Acknowledgements	Error! Bookmark not defined. 4
Acronyms	<u>74</u>
Introduction	<u>85</u>
Importance of Literacy	<u>85</u>
Why Focus on Early Grade Reading (EGR)?	<u>96</u>
Challenges to literacy instruction	<u>107</u>
Literacy Situation in Zambia	<u>118</u>
Strategy Toward a Language Policy	<u>129</u>
What Are the Goals of the Primary Literacy Programme?	<u>1310</u>
Teaching Early Grades Literacy and Language	<u>1411</u>
Approach to Teaching Early Grade Reading	<u>1512</u>
Reading Skills.....	<u>1512</u>
Phonemic Awareness	<u>1612</u>
Phonics	<u>1613</u>
Fluency	<u>1613</u>
Comprehension.....	<u>1613</u>
Vocabulary	<u>1613</u>
Writing.....	<u>1713</u>
Punctuation.....	<u>1714</u>
Oral Language Development.....	<u>1714</u>
Conclusion.....	Error! Bookmark not defined. 15
Scope and Sequence Chart	217
Illustration of Approach to Teaching Early Grade Reading.....	23
References	
Appendices	
Appendix IV: Weekly Schedule	24

Preface

The purpose of the *Zambian Education Literacy Guide* is to establish a set of guidelines for teaching and learning literacy in all *Zambian* schools. *Zambia* has had experience with traditional teacher directed methodologies as well as the more participatory *Primary Reading Programme*. The curriculum has moved away from the *Whole Language Approach* to one that synthesises reading instruction based on explicit lessons in key competence areas: synthetic phonics and daily instruction that offers learners opportunities to practice reading, writing, speaking and listening in the local language.

Instruction in the local language will give learners a strong foundation on which to build literacy and language skills in English later. The intention is to provide an effective additive bilingual programme where literacy skills acquired in local languages support the acquisition of literacy in English while at the same time sustaining and strengthening literacy in local languages.

This document is designed for all those involved in the development of literacy for early childhood education and primary schools in *Zambia*. Authors of early childhood education and lower primary school books will use this framework to develop materials in literacy courses. It is also, anticipated that teachers will share this approach to teaching literacy with parents and other community stakeholders. The road to reading begins early in life with parents as partners in education. Children develop early language skills from home and continue to build upon them as they enter school. The document gathers together the underlying foundation of literacy instruction from homes to classrooms; pre-school to Grade 7.

Literacy, we believe, requires an eclectic approach on the part of the teachers, where instruction builds a compendium of abilities where learners think creatively and critically. It requires teacher preparation based on a wide range of knowledge, skills and values. This process requires support at all levels of the *Zambian* society.

Chishimba Nkocha

Permanent Secretary - Education

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I also recognise the technical support of Dr. Joseph M. Mwansa, Lecturer in the School of Education at the University of Zambia, Dr. Lynn Evans, Reading Specialist of United States and Mr. Peter K. Kasaji, the Assistant Director – Curriculum Development and Educational Materials at the Curriculum Development Centre for providing leadership in the development process.

Lastly but not the least, I would like to thank all the Curriculum Development Specialists and teachers who participated in the development of this document.

C. N. M. Sakala (Mrs.)

Director - Standards and Curriculum

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Definition of Terms

Literacy:	The ability to read and write.
Numeracy:	The ability to read and manipulate numbers.
Pre-school:	The level in the school system before Grade One (3-6 yrs of age) but higher than Kindergarten; 0-2 years 11 months play school.
Early Grade Reading:	Skills to prepare learners for reading and writing at Grades 1-4.
National Assessment Survey:	A study on learning achievements at any Grade level of the school system.
Primary Reading Programme:	The national plan for improving literacy in Primary levels of the school system.
Phonemic Awareness:	Ability to attach letters of the alphabet to correct sounds.
Phonics:	A method of teaching reading based on relationships between letters and sounds by avoiding naming them.
Fluency:	Ability to read at an acceptable rate and intonation with good comprehension too.
Special Educational Needs:	Needs for learning required by each pace group to learn better in a school.
Special Education School:	A school or unit designed to help learners with different abilities to learn better and using suitable materials and methods.
Scope and Sequence Chart:	A grid of how deep and the order of difficulty, made to help authors of education materials design books according to the syllabuses.
Handwriting:	The manner and skill of how to write legibly by observing rules related to the process of writing.

Acronyms

CDC	Curriculum Development Centre
CPD	Continuous Professional Development
EFA	Education for All
EGR	Early Grade reading
EGRA	Early Grade Reading Assessment
MDG	Millinium Development Goals
NELP	National Early Literacy Panel
NLF	National Literacy Frameowk
PA	Phonemic Awareness
PLP	Primary Literacy Programme
SACMEQ	Southern African Consortium for Monitoring Education Quality
TESS	Teacher Education and Specialized Services
USAID	United States Agency for International Development

Introduction

The National Literacy Framework (NLF) has been developed in Zambia for the first time in order to provide a strategy for literacy instruction. The Framework has been developed to guide the education community towards a national approach for the development of literacy skills. Literacy is key to achieving success in school and beyond; therefore, quality literacy instruction in the early years is integral to retention and achievement in later grades¹.

The purpose of this framework is to put literacy on the national agenda. It aims to clarify curriculum expectations, promote reading and ensure that learners attain skills sufficient to enable them excel and compete on a regional and international levels.

The National Literacy Framework is based on the principles that:

1. Reading is a foundation skill for all learning
2. Learners learn literacy skills more easily and successfully through familiar languages
3. All learners, with appropriate support, can read and write
4. Every learner has the right to quality education
5. Intellectual ability is something expected of all learners. It is not a preserve of a few learners

Importance of Literacy

Literacy as defined by the Zambian National Curriculum is the ability to read and write so as to understand and communicate effectively. It is key to successful learning at school and is an element for active participation in social, economic, cultural and political life. It is a basic tool for achieving the United Nations' Education for All (EFA) campaign and Millennium Development Goals (MDGs) by 2015.²

Most importantly it provides benefits to the individual as well as society. People with higher degrees of literacy are more likely to complete their education and to obtain higher paying jobs. Increases in literacy lead to higher self-esteem and a willingness to participate in community activities. It is in the best interest of the individual and society to provide support to developing literacy³. We know that

MDG 2: Achieve Universal Primary Education

Target 2.A: Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

Target 3.A: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015

¹ Gove, A. & Cvelich, P. (2011). *Early Reading: Igniting Education for All. A report by the Early Grade Learning Community of Practice. Revised Edition.* Research Triangle Park, NC: Research Triangle Institute.

² http://www.undp.org.zm/joomla/attachments/052_compressed%201.pdf

³ National Institute for Literacy (2008): Scientific Synthesis of Early Literacy Development and implication for interventions, Report of the National Literacy Panel (NELP)

quality early learning is linked to positive school achievement and that these outcomes are associated with later adult productivity⁴. Research has linked reading with school success⁵.

Why Focus on Early Grade Reading (EGR)?

While access to schooling in low-income countries has increased dramatically following the EFA campaign and the establishment of the MDG goals, evidence indicates that student achievement is very low (World Bank, 2006). Results from Early Grade Reading Assessments (EGRA) in low-income countries show that presently, very few children can read at early grade level.

Reading is a foundational skill for learning across subject areas. Children who learn to read can then *read to learn* content subjects. They can become independent learners for life. However, if children are not successful in learning to read in the early grades, they fall further behind and are likely to drop out of school.

Unlike learning to speak a language, learning to read is not a naturally-developing skill; it requires an adaptation of the brain to be able to recognise letters and words (Wolf, 2007). Carefully planned instruction is necessary; reading must be taught as a subject in schools; and time on task is essential if learners are to develop the cognitive processes to become fluent readers.

Scholars in reading acquisition in multiple languages (Chiappe et al., 2002; Sprenger-Charolles, 2004); Adadzi, 2006; Linan-Thompson and Vaughn, 2007) have found that learning to decode print – that is, breaking apart or “sounding out” written words into letter sounds – can be done in almost any alphabetic language and requires five key skills, which have been endorsed by the US National Reading Panel (2000). These have been listed in the table below:

Skills	Descriptions
Phonemic awareness	Ability to “hear” sounds and manipulate them orally, e.g., put sounds together, break words apart into sounds, identify rhyming words, identify likenesses and differences in spoken words
Phonics	Ability to put written letters and their sounds together
Oral reading fluency	Ability to read orally with accuracy, speed and expression
Vocabulary	Ability to understand the meaning of words and use them orally and in writing
Comprehension	Ability to understand the meaning of what is read or heard

⁴ Strickland, D. & Riley-Ayers, Early Literacy: Policy and Practice in the Preschool Years, National Institute for Early Education Research (NIEER) at Rutgers University, April 2006.

⁵ Hart, B., & Risley, T.R. (1995), *Meaningful Differences in the Everyday Experience of Young American children*. Baltimore, MD: Paul H. Brookes Publishing Co.

These five reading skills form the basis of daily reading instruction in effective instructional programmes.

The emphasis on “early” in reading instruction is key; evidence indicates that if strong foundational reading skills are not acquired *early*, the gaps in reading ability and achievement grow larger over time. Stanovich (1986) called this the “Matthew Effect” in learning to read. This is a biblical concept over non achievers. Children who fall behind in learning to read typically become entangled in a cycle of failure. Low performing readers read less, and as a consequence, they do not gain vocabulary, background knowledge, and information about how reading material is structured. Children below a certain level of literacy competences by the end of Grade 1 are more likely to remain behind. If they cannot read, they are more likely to fall behind in all other subjects, repeat grades, or drop out. Therefore, it is important that children learn to read within the first few years of schooling; once they learn foundational skills, they can focus on more complex comprehension strategies and interactions with texts across subjects (Gove & Cvelich, 2011).

For many children in primary school, the language of instruction has traditionally been a different language from the one spoken in their homes. However, research shows that children learn best in their mother tongue, with a gradual transition to bilingual education. Moreover, research shows children’s ability to learn a second language (e.g., an international language) does not suffer by first learning to read in their mother tongue; literacy in one’s mother tongue develops the foundational cognitive and linguistic structures for learning additional languages more easily (Kosenen, 2005; UNESCO, 2011).

Challenges to literacy instruction

The teacher’s role in the delivery of quality and effective instruction in literacy is critical to the success of this literacy programme. It goes without saying therefore, that student teachers in colleges of education and universities need to be equipped with knowledge and skills necessary to teach literacy in early childhood education and lower primary schools. This preparation should be strengthened through school-based Continuous Professional Development (CPD)

The success of any literacy programme also depends on the availability of suitable reading materials to sustain and reinforce literacy skills. There is need to revamp libraries to make available reading materials. Schools should in addition endeavour to inculcate the culture of caring for and maintaining a wide variety of reading materials. Communities should also be called upon to help generate reading materials based on oral traditions.

One of the challenges and threats to literacy instruction is that contact time between teachers and learners is not sufficient. Time on task – the amount of time teachers and learners are engaged in learning – is reduced due to poor lesson planning and absenteeism. It is, therefore, important that much time in the early grades should be dedicated to literacy

instruction. Planning for extra-curricular activities that engage learners in reading practice is an additional solution to providing extra learning time.

The classroom environment in many schools provides limited opportunities to support literacy. In the classroom, the absence of desks, boards and storage space can hamper literacy development. School management teams are encouraged to develop initiatives that will provide the basic requirements important for teaching literacy.

The use of English as a medium of instruction in schools especially in the early years has been disadvantageous for the majority of learners. This has not only contributed to poor acquisition of literacy skills but also mediocre academic achievement. Reading instructions thrives of the learner's knowledge of a language's sound system, vocabulary and structure.

Literacy Situation in Zambia

Many findings support the opinion that Zambian children are not gaining basic literacy skills. The baseline study of the Zambian Primary Reading Programme conducted in 1999 noted that among grade 1-6 learners that were tested, the majority of children that attempted to read, read at two grades below grade level in English and three grades below grade level in their own Zambian language. The Grade 5 National Assessment Survey for 2006 and 2008 reflected learning achievements below 40% in both English and Zambian Languages (35.3% and 39.4% respectively) and this percentage has been stagnating since 1999. The Grade 5 National Assessment Survey and the EGRA survey, both from 2010 have shown poor reading and writing abilities among learners. The South African Consortium for Monitoring Education Quality (SACMEQ III) of 2010ⁱ noted that among Grade 6 learners that were tested in reading, only 27.4% were able to read at a basic competency level.ⁱⁱ This is clearly a wake up call for the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) to realize that drastic measures need to be put in place to create an environment necessary to increase learner achievement in literacy. This is what this Early Reading Programme (ERP) seeks to address. It proposes some strategies aimed at redressing weaknesses that have been identified in the existing systems. Chief among these have been:

- a) Inadequate pre-service training in literacy instruction
- b) A curriculum not sufficiently focused on literacy instruction
- c) Inadequate provision of in-service training in literacy teaching methodology
- d) Half-hearted attempts at developing primary language skills and literacy
- e) Lack of parental or community participation and support for literacy instruction
- f) Inadequate provision of appropriate reading materials
- g) The absence of a reading culture in the country which can be blamed on the use of English in early stages of education that impedes the development of fluency in reading. Failure to read fluently frustrates attempts at reading widely with enjoyment and hence the poor reading culture.

It is in light of the low achievement results that the Ministry of Education Science, Vocational Training and Early Education (MESVTEE) has taken steps to improve the situation. According to the National Policy on Education, “Educating Our Future,” (1996, p34) “A fundamental aim of the curriculum for lower and middle basic classes is to enable pupils to read and write clearly, correctly and confidently, in a Zambian language and in English and to acquire basic numeracy and problem solving skills. However learning to read and write in English should begin after learners have the acquired basic skills in the local language.”

Low literacy levels in primary schools can be solved by scaffolding learning through instruction in local languages. This, together with a well-defined literacy teaching programme will improve results. The rationale for teaching in a local language is rooted in scientific research which supports developing a learner’s language abilities – vocabulary, intrinsic knowledge of grammar rules, and use of his or her language, in order to develop reading and writing skills. The speed and ease at which a learner can do this in his own language far surpasses that at which a learner can in a foreign language. Additionally, learning to read hinges upon a child’s confidence to learn and understand. There are far more opportunities to do so in a familiar language. The composite knowledge and skills of how one reads are then available to learners to use when learning new languages.

While many factors affect education quality, the language of classroom instruction fundamentally impacts on a child’s ability to read and learn. “This is because learning in one’s first language is ‘essential for the initial teaching of reading.’ Children arrive on the first day of school with thousands of oral vocabulary words and tacit knowledge of the sound system of their mother tongue, but are unable to use and build upon these linguistic skills because they are instructed in a foreign language. Dismissing this prior knowledge, and trying to teach children to read in a language they are not accustomed to hearing or speaking, makes the teaching of reading difficult, especially in under-resourced schools in developing countries.”^{viii}

Strategy toward a Language Policy

To support early literacy and later, English literacy instruction, MESVTEE will introduce instruction in a familiar language so as to build learners’ arsenal for learning to read in other languages as well as learning content subjects. The following table depicts the proposed language of instruction strategy in Zambia;

Grade	Content Subjects and Literacy	Language of instruction
1	All learning areas	Local languages
2	All learning areas	Local Languages
	Content subjects and Literacy in ZL	Local Languages

	English Language and Oral Literacy	English Language
3	Content subjects and Literacy in ZL	Local Language
	English Language and Literacy	English Language
4	Content subjects and Literacy in ZL	Local Language
	English Language and Literacy	English language
5 - 7	Content subjects	English Language
	English	English Language
	Zambian Languages	Local Languages

What Are the Goals of the Early Literacy Programme?

Guided by the National Literacy framework, learners will be able to exhibit the following competencies by the end of their primary education:

Level	Competences
Pre	<ul style="list-style-type: none"> – Listen to stories which are told or read by teachers – Communicate in speech in different situations – Perform different oral activities (e.g. poems, songs, story telling, rhyming) – Utter complete words – Make complete sentences
Grade 1	<ul style="list-style-type: none"> – Show skills of reading initial sounds i.e. letters, syllables and word. – Demonstrate basic skills in reading and writing common words and simple sentences. – Segment words into syllables
Grade 2	<ul style="list-style-type: none"> – Demonstrate basic skills in reading and writing simple and compound sentences. – Show understanding of short written texts –
Grade 3	<ul style="list-style-type: none"> – Demonstrate basic skills in reading and writing short paragraphs – Write in script and cursive forms. – Write short stories/passages – Comprehend a short text –
Grade 4	<ul style="list-style-type: none"> – Describe various activities, objects, places, actions and simple processes – Read and comprehend short texts based on different cross cutting themes
Grade 5	<ul style="list-style-type: none"> – Demonstrate skills and knowledge to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing at this level.

Level	Competence
Grade 6	<ul style="list-style-type: none"> – Demonstrate basic skills and knowledge to: <ul style="list-style-type: none"> ○ Retell a read story ○ Punctuate simple sentences and short paragraphs ○ Demonstrate ability to read a variety of texts with comprehension.
Grade 7	<ul style="list-style-type: none"> – Demonstrate high level skills, knowledge and values in a <i>Zambian Language</i> to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing. – Demonstrate high level skills, knowledge and values by integrating life skills in academic and challenges in life.

Teaching Early Grades Literacy and Language

Based on this Framework, an approach to Early Grade Literacy in Grades 1-4 was designed. This approach incorporates the nine components of reading presented by the Framework as important to successful reading: 1) Pre-reading and pre-writing; 2) Sounds -- Phonemic Awareness; 3) Phonics; 4) Words; 5) Sentences; 6) Comprehension; 7) Writing; 8) Punctuation; and 9) Fluency. Taken together these components will build a learner’s ability to read, write, speak and listen – all of which are necessary for effective literacy development.

In the first term of the first year, teachers will concentrate on developing Pre-reading and pre-writing Skills. This means that teachers will dedicate their time to introducing learners to print concepts and functions. The objectives will be for learners to understand how print is written, directionality, role of illustrations, the concept of a word and that words are made up of sounds (phonemes). All these will be in the local language. Teacher will also be required to read clearly to the learners and teach them how to write. In terms 2 and 3 of year one, literacy instruction will transition to teaching letter sounds, sound blends and syllables in that order.

Teaching pre-reading skills and teaching sounds through both phonemic awareness and phonics should be taught daily as a foundation for building reading skills. A systematic synthetic phonics method will be used to teach learners letter sounds. These sounds will be introduced in a sequence based on frequently used sounds in each language; thus ensuring that they encounter first the most familiar sounds before meeting less familiar ones. Blending known letters to form syllables, syllables to form words and words to form sentences will form

the progression of literacy instruction. Literacy instruction will be based on providing opportunities for children to practice reading common words in sentences and increasing their oral reading fluency. Throughout this phase, teachers will continue to read to learners as learners acquire basic reading skills. After all the initial sounds in a particular language have been taught, phonemic awareness and phonics should be used for review and remediation as needed, until children can decode new words with ease. At this point, learners will acquire skills to combine vowel sounds and consonant sounds to form syllables; combine vowel sounds and syllables to form words and use the words to form sentences and read them.

Since the goal of the **Primary Literacy Programme** (PLP) for Zambia is for learners to be able to read simple sentences by the end of Grade 1, sounds will be taught systematically while ensuring that all learners acquire the knowledge before moving to the next lesson. (For the schedule of letter sounds frequencies, see Appendix 1.)

Approach to Teaching Early Grade Reading

The approach to teaching literacy follows internationally recognised methods that include teaching the component skills that are required for reading and writing. *In almost every alphabetical language in which print can be decoded into sounds, being able to read well requires a grasp of five basic skills... phonemic awareness, phonics, fluency, vocabulary and comprehension. (Jiminez and O'Shanahan Juan, 2008)* This points to the fact that literacy broadly encompasses a combination of abilities, which when integrated by the learner, make for an effectively literate individual.

Print Concepts/Functions

Learners have to understand what reading is and what its purposes are. Learners can develop awareness of reading processes and functions of print by listening to and observing their teachers reading aloud to them. Teachers must read all types of text, including books and short pieces of writing. Teachers must talk about what they read and draw learners in to what they are reading and by asking questions. This step precedes skill building and endures while building knowledge of component skills including;

Phonemic awareness

Phonics

Fluency

Comprehension

Vocabulary

Phonemic Awareness

Phonemic Awareness (PA) is the knowledge that words are made up of different sounds and that these sounds can be put together to make words. Therefore, we can call it “sound awareness”. Sound awareness is important to teach reading and writing. It is a listening skill. Teachers should recognise that phonemic awareness is a means rather than an end, important only in helping learners understand and use the alphabet to read and write⁶.

Phonics

Phonics is ability to associate sounds with letters and use these sounds to read words. Phonics instruction teaches learners the systematic relationship between the sounds (phonemes) and the letters and letter combinations (graphemes). In order to read, learners need to understand what letters and letter combinations represent each of those phonemes. Effective reading instruction teaches learners these sound-letters relationships explicitly through isolating individual letter sounds as well as within the context of decodable (e.g. largely made up of words that contain the sound-letter relationships learners have learned) or connected text.

In the new literacy instructional techniques, teachers will teach letter sounds. Referring to letter names will be eliminated so as not to confuse the sound of the letter name with the letter sound.

Fluency

Fluency is the effortless, automatic ability to read words in connected text. A fluent reader reads with expression and appropriate inflection. Fluent reading means a learner is reading text accurately and at a sufficient pace so that comprehension is not impeded. Learners should be taught explicitly to read fluently. Fluency instruction means attention to four elements: accuracy, rate, prosody, and meaning.

Comprehension

Comprehension is the ability to derive meaning from the words and the concepts they convey in written texts. However, explicit formal instruction in a variety of comprehension techniques has been shown to be highly effective at helping learners improve their reading comprehension. Comprehension begins for emergent readers when they are read to repeatedly. They learn the flow and structure of stories (beginning, middle and end) and the patterns of an unfolding plot.

Vocabulary

Vocabulary refers to a set of words a learner acquires. In order to develop vocabulary learners should understand (receptive) and use (expressive) words to acquire and convey meaning. Vocabulary knowledge is a key component of reading comprehension.

⁶ Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, National Reading Panel, Executive Summary, 2000

Writing

Writing is to make marks which represent letters, words or numbers on a surface. It is a key component of literacy instruction. Learners should be encouraged to write freely in the initial stages – drawing pictures, shapes and approximating spellings. Teachers should be trained to recognise that there are different stages of writing; emerging, pictorial, pre-communicative, semi-phonetic, phonetic, transitional, traditional, and encourage children to move gradually from one stage to the next.

Punctuation

As learners begin to use simple words and translate oral words into written words, they will develop the need to use punctuation. Punctuation follows a general progression, for example, margins, capital and small letters, full stop, question mark, comma, and exclamation mark.

Oral Language Development

Developing oral language vocabulary contributes significantly⁷ to literacy. Additionally, research shows that early vocabulary acquisition, or the number of words a child has in their working vocabulary greatly impacts reading success or difficulties⁸ and that this further impacts success in school. Since learners come from different language backgrounds, it is very important that teachers conduct oral language lessons in order to expand their learners' working vocabulary in familiar languages which are used for instruction.

Illustration of Approach to Teaching Early Grade Reading

Phonemic Awareness & Phonics

A solid approach to phonics instruction includes systematic and carefully sequenced instruction, coupled with sufficient practice to enable learners to read words with automaticity. When learners do come to an unfamiliar word, phonetically sounding it out is the most important strategy able readers use to decipher unfamiliar words and then store those words for future rapid retrieval. Effective phonics instruction leads to automatic word recognition and increasingly effortless decoding of a word. With repeated practice, learners will learn to use this strategy regularly, increase their retention of words, and develop reading fluency, which in turn, is a necessary step to reading with comprehension. The proposed approach to teaching phonemic awareness and phonics is as follows:

1. Teach the vowels first: /a/, /e/, /i/, /o/, /u/ Use a key picture for each (drawing).

⁷ Timothy Shanahan, Ph.D., and Christopher J. Lonigan, Ph.D., edit. Early Childhood Literacy: The National Early Literacy Panel and Beyond, available from Brookes Publishing Co., National Early Literacy Panel (NELP).

⁸ Hart, B., & Risley, T.R. (1995). Meaningful Differences in the Everyday Experience of Young American Children. Baltimore, MD: Paul H. Brookes Publishing Co.

2. Teach one frequently –used consonant at a time in conjunction with the vowels: [mM] ma
me mi mo mu
Phonemic awareness - Start with /ma/ /me / /mi/ /mo/ /mu/, then ask, “What is the sound you hear at the beginning of /ma/?”
Learners respond, “/m/.”
3. Blend sounds /a/, /e/, /i/, /o/, /u/ and syllables /ma/ /me / /mi/ /mo/ /mu/ to form words:
mama, uma, mu
4. Review all above but change order, eg, /mu/ /me/ /ma/ /mi/ /mo/ etc. using flash cards or the chalkboard. Write letters.
5. Repeat with another common consonant:
[k K] ka ke ki ko ku
Words: ku, koma, ake, ka (+more)
[t T] ta te ti to tu
tama, ikata, tata, teta, atate, moto, kuti (+more)

Teaching Literacy Content for Early Grades

SN	COMPONENT	KNOWLEDGE, SKILLS AND VALUES TO TEACH
1	Pre-reading	<ul style="list-style-type: none"> • Listening to stories • Participating in discussion • Talking about reading material • Identifying parts of a book, a text (article, story card) or a poem • Identifying reasons for reading • Direction - Left to right eye movement, top - down • Good reading habits for beginners • Visual discrimination • Read/interpret pictures, • Oral activities – story telling, song, rhyme, tongue twisters
2	Sounds	<p>Phonemic Awareness:</p> <ul style="list-style-type: none"> • segment words into syllables • Identify initial, middle and end sounds • Delete sounds (initial, middle and end) <p>Phonics:</p> <ul style="list-style-type: none"> • Identify letter sounds, • Identify sounds represented by a combination of letters (e.g. nd, nkw, nkhw) • Identify syllables, • Form syllables • Form words using phonemes and syllables • Blend letter sounds, • Combine syllables to form words, • Identify words differentiated by vowel length
3	Words	<ul style="list-style-type: none"> • Word formation using letters and syllables
4	Sentences	<ul style="list-style-type: none"> • Construct sentences of varying difficulty • Knowledge of word boundary
5	Comprehension	<ul style="list-style-type: none"> • Identify and express the main idea of a piece of writing • Locate details in a passage • Identify and recall in chronological order a series of events in a passage or story • Deduce the meaning of unfamiliar words • Draw inferences from written material • Describe the feelings, qualities and motives of a character in a story

6	Writing	<ul style="list-style-type: none"> • Ability to draw different shapes of letters • Ability to form letters • Ability to relate sounds and words to written conventions • Ability to spell words • Ability to write legibly (Handwriting) • Ability to manipulate fingers and hands (Fine motor skills) • Sitting posture when writing including holding a pencil • Ability to write freely or with guidance to communicate ideas
7	Punctuation	<ul style="list-style-type: none"> • Using proper layout -- indentations, spacing, stanza form for songs and poetry • Using capital letter properly : first word in a sentence and proper names • Ability to identify and use punctuation marks to express different thoughts and feelings in reading and writing.
8	Fluency	<ul style="list-style-type: none"> • Ability to read words in rapid succession • Ability to read a series of sounds in succession • Reading at a pace sufficient for comprehension • Reading with expression to convey meaning • Ability to read according to different texts
		<ul style="list-style-type: none"> •

Scope and Sequence Chart

The Zambia National Literacy Framework is a guiding document for literacy instruction. It lays out the educational outcomes for each stage of literacy acquisition, the expectations for those teaching reading skills and the expectations for those engaged in learning. A learner may enter at any level of literacy ability and should be accepted as having the needs established at that level. The teacher should take into consideration that grade and age play a limited role in instruction and that learners come to school with a set of abilities, not necessarily matched to their grade level.

COMPONENT	LITERACY SPECIFIC OUTCOMES				
	PRE-GRADE	GRADE 1	GRADE 2	GRADE 3	GRADE 4
PRE-READING	<ol style="list-style-type: none"> 1. Listens to different stories 2. Plays games to practice left to right eye movement and top-down 3. Interprets pictures 4. Carry out a variety of visual discrimination exercises involving letters, shapes and objects 5. Tell stories, sing, repeat rhymes 	<ol style="list-style-type: none"> 1. Listens to different stories 2. Plays games to practice left to right eye movement and top-down 3. Reads/interprets pictures 4. Carry out a variety of visual discrimination exercises involving letters, shapes and objects 5. Tell stories, sing, repeat rhymes 6. Good reading habits 			

COMPONENT	LITERACY SPECIFIC OUTCOMES				
	PRE-GRADE	GRADE 1	GRADE 2	GRADE 3	GRADE 4
SOUNDS	<u>Phonemic Awareness</u> 1. Identify initial and final sounds in words 2. Segment words into syllables 3. Rhyming activities	<u>Phonemic Awareness</u> 1. Identify different sounds in a particular language 2. Manipulate different sounds 3. Distinguish different sounds			
		<u>Phonics</u> 1. Combine letters to form syllables and words 2. Blend sounds represented by more than one letter	Blend sounds represented by more than one letter		

COMPONENT	LITERACY SPECIFIC OUTCOMES				
	PRE-GRADE	GRADE 1	GRADE 2	GRADE 3	GRADE 4
WORD	<ol style="list-style-type: none"> Utter complete words Use known words to communicate ideas 	<ol style="list-style-type: none"> Build words from syllables Use word boundaries to recognise words Use known words to communicate ideas Recognise simple words 	Expand vocabulary to about 100 words through classroom reading and talk	Expand vocabulary to about 200 words through intensive and extensive reading and discussions	Expand vocabulary to about 300 words through intensive and extensive reading and discussions

COMPONENT	LITERACY SPECIFIC OUTCOMES				
	PRE-GRADE	GRADE 1	GRADE 2	GRADE 3	GRADE 4
SENTENCES	Utter complete sentences	<ol style="list-style-type: none"> 1. Construct simple sentences using words 2. Construct complex sentences using words and phrases 	<ol style="list-style-type: none"> 1. Construct compound sentences 2. Construct complex sentences and phrases 	Use sentences to build paragraphs; introductory sentence, closing sentence, etc.	Perfect use of sentences to build paragraphs; introductory sentence, closing sentence, etc.

COMPONENT	LITERACY SPECIFIC OUTCOMES				
	PRE-GRADE	GRADE 1	GRADE 2	GRADE 3	GRADE 4
READING	Read pictures	<ul style="list-style-type: none"> • Read pictures • Read own writingTrack across a page while a reader (teacher) reads • Read short text containing familiar one and two syllable words with picture support • Ask questions about stories • Retell stories in own words 	<ul style="list-style-type: none"> • Read own writing • Decode text containing all sounds and blends contained in local language • Read stories with one and two syllable words • Read books with several short sentences (5-10) per page • Summarise stories using only key ideas 	<ul style="list-style-type: none"> • Read own writing fluently • Summarise longer stories of 10-50 pages • Read aloud • Read silently 	<ul style="list-style-type: none"> • Read aloud • Read silently • Think critically about characters and setting

COMPONENT	LITERACY SPECIFIC OUTCOMES				
	PRE-GRADE	GRADE 1	GRADE 2	GRADE 3	GRADE 4
COMPREHENSION	<ul style="list-style-type: none"> • Answer oral questions based on pictures • Answer oral questions based on texts read aloud by the teacher 	<ul style="list-style-type: none"> • Identify and express the main idea of a piece of writing • Locate details in a passage • Identify characters in a story • Identify the setting 	<ul style="list-style-type: none"> • Identify and recall in chronological order a series of events in a passage or story • Identify and express the main idea of a piece of writing • Locate details in a passage • Distinguish between fact and opinion 	<ul style="list-style-type: none"> • Deduce the meaning of unfamiliar words • Identify and express the main idea of a piece of writing • Locate details in a passage • Differentiate between fact and opinion 	<ul style="list-style-type: none"> • Draw inferences from written material • Describe the feelings, qualities and motives of a character in a story • Identify and express the main idea of a piece of writing • Locate details in a passage

COMPONENT	LITERACY SPECIFIC OUTCOMES				
	PRE-GRADE	GRADE 1	GRADE 2	GRADE 3	GRADE 4
HANDWRITING	<ol style="list-style-type: none"> 1. Demonstrate correct posture when drawing. 2. Hold pencil correctly. 3. Copy shapes and patterns. 4. Copy different shapes of letters. 	<ol style="list-style-type: none"> 1. Demonstrate correct posture when writing. 2. Hold pencil correctly. 3. Copy shapes and patterns correctly. 4. Copy different shapes of letters correctly. 	<ol style="list-style-type: none"> 1. Write words legibly in manuscript form. 2. Space words so as to differentiate one word from another 	<ol style="list-style-type: none"> 1. Write words legibly in manuscript form 2. Correct simple sentences 3. Separate the words in a text 4. Insert the missing words in a text 5. Write about themselves 	<ol style="list-style-type: none"> 1. Write words legibly in manuscript form and introduce cursive (d, h, l, m, n). 2. Finish a story or a simple letter 3. Unscramble some sentences 4. Correct a text

Reading Assessment Scheme Guidelines

The National Literacy Framework will measure learners’ achievement of the literacy outcomes through a series of formative and summative assessments. The feedback from the assessment will be used to improve instruction.

Performance Level Descriptors

In assessing learner achievements, teachers will use the Performance Level Descriptors (PLDs) which appear as specific outcomes in this document. In the Upper Primary, PLDs will be derived from the syllabus

Assessment Plan

Formative assessments will take place in four ways. Each assessment is designed to measure specific taught and learnt content for a given period of time. The four ways are:

- i. Daily informal assessments – These will consist of short spot checks on learner’s learning, through questioning, demonstrations, and observations during lessons. The assessments will be planned and the teacher will not generally make a record of the assessments.
- ii. Weekly semi-formal assessments – These will consist of a sample of key competences to be attained by the learners each week. They will be recorded by the teacher in a simple format but will not be included in the learner’s end-of-term record. The content of these assessments will cover all literacy aspects; phonemic awareness, phonics, decoding, listening and reading comprehension.

Weekly Formative Assessment Record

Were the learners able to:	All learners	Most learners	Some learners	No learner
Listen and identify the sound ‘b’ and ‘d’?				
Produce The sounds ‘b’ and ‘n’?				
Read the syllables ‘ba be bi bo bu; na, ne, ni, no nu’?				
Read words with ba be bi bob u and na ne ni no nu?				
Write words with syllables ba be bi bo bu and na ne ni no nu?				
Decode/make words with syllables ba be bi bo bu and na ne ni no nu?				
Answer listening and reading comprehension questions correctly?				
Dictate blends				

- iii. Week 5 Formal Assessments – They will be administered every five weeks.

ASSESSMENT TARGETS FOR THE WEEK 5 ASSESSMENTS (EXAMPLE FROM CHITONGA DISTRICT)

First 5 Weeks: 10 sounds and 10 syllables:

Names	Sounds										Syllables										Total	Level		
	a	e	i	o	u	n	k	i	m	?	na	nu	ki	ko	lu	le	ma	mi	ba	bo				
Mwape																								
Chewe																								
Zimba																								
Lishebo																								
Mukwiza																								
Mwansa																								
Chisha																								
Mutale																								

Second 5 Weeks: 9 sounds, 6 syllables and 5 words

Names	Sounds									Syllables						Words					Total	Level				
	w	y	t	s	z	d	c	g	p	we	tu	zo	di	ca	po	nana	lila	mebo	walo	tana						
Mwape																										
Chewe																										
Zimba																										
Lishebo																										
Mukwiza																										
Mwansa																										
Chisha																										
Mutale																										

In promoting the weekly semi-formal assessments, the following seven reading skills should be checked by the teachers on a sample of learners:

- Phonemic awareness: Ability to listen and identify letter sounds
- Phonics: Ability to produce the letter sounds
- Ability to read syllables, e.g., ba, be
- Ability to read simple words with syllables
- Ability to write simple words with syllables
- Ability to decode or make words with syllables
- Ability to answer listening and reading comprehension questions correctly

The assessment tasks will mainly focus on sounds, syllables, words, sound and syllable blends, word picture matches and rhymes.

Assessment tasks and recording tables will be improvised by the teacher to record the results of the assessments for each child in the class. After totaling the scores for each learner, the teacher will place them into the three Reading Groups based on performance as shown in the table:

Table Showing the Performance of Learners in Different Literacy Aspects

Colour	Status	Scores
Red Level	Low Performers	1 to 6
Yellow Level	Average performers	7 to 14
Green Level	Good performers	15 to 20

vi. End-of-Term Formal Assessments – These will consist of mini-EGRA-type assessments administered to all learners by their teachers. There will be 3 of the end-of-term assessments during the school year. The mini-EGRA-type assessment will consist of the following sub-tasks based on the learning outcomes such as: **Sounds, Words, Non-words, Listening comprehension - simple texts, Reading fluency – simple texts, Reading comprehension - simple texts.** For Grade 1 and 4 summative assessments, there will be standardised group assessment instruments which shall be used to assess the learners.

Use of the Data

The main purpose of the SBA scheme is to use data in order to identify problems when they are occurring so that instruction can be adjusted to improve learner success.

Implementation of School-Based Assessment

The MESVTEE in collaboration with other partners will develop detailed guidelines and procedures for school-based assessment that align with this brief note and the National Literacy Framework. These guidelines and procedures would follow the description of SBA laid out in this document, and would include specific guidance on the roles of head teachers in supporting literacy assessment activities, monitoring and supervision by zonal and district committees, alignment with the Rainbow Reading Ladder and the Red Level Tracker and record keeping for teachers.

Conclusion

It is hoped that the National Literacy Framework will be a useful tool and that it will be a basis for improving learner literacy and ultimately academic achievements of our learners.

'It is important to lay a solid foundation for literacy ... because the trajectory of a child's reading progress at the end of the first grade holds fairly steady during the course of primary school: A poor reader in first grade continues to be a poor reader in fourth grade: Just as a good reader in first grade continues to be a good reader in fourth grade – unless instruction is improved.' (Juel 1998)

We hope that this framework which is based on the best practices from the international reading community combined with a concerted multi level approach will ensure that progress will be made in our educational system

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Appendix I

GRADE 1 WEEKLY SCHEDULES OF WORK FOR THE SEVEN LANGUAGES

LUNDA	LUNDA Term 1 - Weekly Schedule				
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Pre-reading	Pre-reading	Pre-reading	Pre-reading	Pre-reading
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 w 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 z Z	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 v V	Revise letter sound v V	Revise work done v V	Assessment and Remediation	
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					
	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 ng NG, nw NW	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, SW	Assessment and Remediation	
Week 11	Introduce letter sound bw BW	Revise letter sound bw BW	Introduce letter sound zw ZW	Revise letter sound 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 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, nzw NZW
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 nsh NSH	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 Term 2 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Pre-reading	Pre-reading	Pre-reading	Pre-reading	Pre-reading
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 kh KH, m M
Week 5	Introduce letter sound l L	Revise letter sound l L	Revise, l L,	Assessment and Remediation	
Week 6	Introduce letter sound h H	Revise letter sound h H	Introduce letter sound w W	Revise letter sound w W	Revise h H, w 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 t T, th TH
Week 8	Introduce letter sound v V	Revise letter sound v V	Introduce letter sound y Y	Revise letter sound y Y	Revise work done v V, y 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 ny NY, s S
Week 10	Introduce letter sound ng NG	Revise letter sound ng NG	Revise work done ng NG	Assessment and Remediation	
Week 11	Introduce letter sound j J	Revise letter sound j J	Introduce letter sound nj NJ	Revise letter sound nj NJ	Revise work j J, nj 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 ch CH, mb MB
Week 13	End of Term Assessment (use EGRA tasks) 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 p P, ph PH
Week 2	Introduce letter sound z Z	Revise letter sound z Z	Introduce letter sound nd ND	Revise letter sound nd ND	Revise z Z, nd ND
Week 3	Introduce letter sound f F	Revise letter sound f F	Introduce letter sound sh SH	Revise letter sound sh SH	f F, sh SH
Week 4	Introduce letter sound fw FW	Revise letter sound fw FW	Introduce letter sound kw KW	Revise letter sound kw KW	fw FW, kw KW
Week 5	Introduce letter sound lw LW	Revise letter sound lw LW	Revise lw LW	Assessment and Remediation	
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, mw MW, nw 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 pw PW, sw 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 tw TW, vw 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 zw ZW, hw HW
Week 10	Introduce letter sound hy HY	Revise letter sound hy HY	Revise hy HY	Assessment and Remediation	
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 ly LY, my 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 py PY, vy VY
Week 13	End of Term Assessment 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 mbw MBW, ngw 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 phy PHY, mby 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 mpy MPY, ndw NDW
Week 4	Introduce letter sound phw PHW	Revise letter sound phw PHW	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 writing 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 phw PHW
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 writing 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 writing 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 writing 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 writing and guided writing	Revise work done

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 6	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	Revise work done
Week 7	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	Revise work done
Week 8	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	Revise work done

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 9	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	Revise work done
Week 10	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	Assessment and Remediation
Week 11	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	Revise work done

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 12	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent writing and guided writing</p>	Revise work done
Week 13	End of term assessment: 7 sounds				

Kiikaonde Term 1 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Pre-reading	Pre-reading	Pre-reading	Pre-reading	Pre-reading
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 l L, k K
Week 4	Introduce sound n N	Revise sound n N	Introduce sound b B	Revise sound b B	Revise n N b B
Week 5	Introduce sound s S	Revise sound s S	Revise s S	Assessment and Remediation	
Week 6	Introduce sound m M	Revise sound m M	Introduce sound t T	Revise sound t T	Revise work done m M, t T
Week 7	Introduce sound p P	Revise sound p P	Introduce sound w W	Revise sound w W	Revise work done p P, w W
Week 8	Introduce sound y Y	Revise sound y Y	Introduce sound h H	Revise sound h H	Revise work done y Y, h H
Week 9	Introduce sound j J	Revise sound j J	Introduce sound f F	Revise sound f F	Revise work done j J, f F
Week 10	Introduce sound d D	Revise sound d D	Revise d D	Assessment and Remediation	
Week 11	Introduce sound v V	Revise sound v V	Introduce sound ñ Ñ	Revise sound ñ Ñ	Revise work done v V, ñ Ñ
Week 12	Introduce sound lw LW	Revise sound lw LW	Introduce sound ly LY	Revise sound ly LY	Revise work done lw LW, ly LY
Week 13	End of Term Assessment 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 kw KW, ky KY
Week 2	Introduce sound ch CH	Revise sound ch CH	Introduce sound nd ND	Revise sound nd ND	Revise ch CH, nd ND
Week 3	Introduce sound ng NG	Revise sound ng NG	Introduce sound nj NJ	Revise sound nj NJ	Revise work done ng NG, nj NJ
Week 4	Introduce sound nk NK	Revise sound nk NK	Introduce sound ns NS	Revise sound ns NS	Revise nk NK, ns NS
Week 5	Introduce sound ny NY	Revise sound ny NY	Revise work done ny NY	Assessment and Remediation	
Week 6	Introduce sound nw NW	Revise sound nw NW	Introduce sound nz NZ	Revise sound nz NZ	Revise work done 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 bb BB bw BW
Week 8	Introduce sound by BY	Revise sound by BY	Introduce sound mb MB	Revise sound mb MB	Revise work done 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 mf MF, mm MM
Week 10	Introduce sound mv MV	Revise sound mv MV	mV MV	Assessment and Remediation	
Week 11	Introduce sound mw MW	Revise sound mw MW	Introduce sound mp MP	Revise sound mp MP	Revise mw MW, mp MP
Week 12	Introduce sound my MY	Revise sound my MY	Introduce sound tw TW	Revise sound tw TW	Revise my MY, tw TW
Week 13: End of Term Assessment- 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 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 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 fy Fy, vy VY
Week 4	Introduce sound vw VW	Revise sound vw VW	Introduce sound ñw ÑW	Revise sound ñw ÑW	Revise work done vw VW, ñw ÑW
Week 5	Introduce sound zh ZH	Revise sound zh ZH	Revise zh ZH	Assessment and Remediation	
Week 6	Introduce sound zw ZW	Revise sound zw ZW	Introduce sound nn NN	Revise sound nn NN	zw ZW, nn NN
Week 7	Introduce sound nch NCH	Revise sound nch NCH	Introduce sound ndw NDW	Revise sound ndw NDW	Revise 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 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 nkw NKW, nky NKY, mpw MPW
Week 10	Introduce sound nny NNY, nzw NZW	Revise sound nny NNY, nzw NZW	Revise nny NNY, nzw NZW	Assessment and Remediation	
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 nsh NSH, mby MBY, 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 ntw NTW, mpy MPY, nzh NZH, mvw MVW
Week 13	End of Term Assessment 28 sounds				

CHITONGA 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 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 nN, kK
Week 4	Introduce letter sound lL	Revise letter sound lL	Introduce letter sound mM	Revise letter sound mM	Revise work done 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 wW, yY
Week 7	Introduce letter sound tT	Revise letter sound tT	Introduce letter sound sS	Revise letter sound sS	Revise work done tT, sS
Week 8	Introduce letter sound zZ	Revise letter sound zZ	Introduce letter sound dD	Revise letter sound dD	Revise work done zZ, dD
Week 9	Introduce letter sound cC	Revise letter sound cC	Introduce letter sound gG	Revise letter sound gG	Revise work done 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 jJ, bB
Week 12	Introduce letter sound vV	Revise letter sound vV	Introduce letter sound fF	Revise letter sound fF	Revise work done vV, fF
Week 13	End of Term Assessment 23 sounds				

CHITONGA Term 2 - Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound kK	Revise letter sound kK	Introduce letter sound cC	Revise letter sound cC	Revise work done kK, cC
Week 2	Introduce letter sound hH	Revise letter sound hH	Introduce letter sound η	Revise letter sound η	Revise work done hH, η
Week 3	Introduce letter sound nh NH?	Revise letter sound nh NH?	Introduce letter sound nk NK	Revise letter sound nk NK	Revise work done nh NH?, nk NK?
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 nt NT	Revise letter sound nt NT	Revise work done nt NT	Assessment and Remediation	
Week 6	Introduce letter sound ns NS	Revise letter sound ns NS	Introduce letter sound nz NZ	Revise letter sound nz NZ	Revise work done ns NS, nz NZ
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 nd ND, nc NC
Week 8	Introduce letter sound ng NG	Revise letter sound ng NG	Introduce letter sound nj NJ	Revise letter sound nj NJ	Revise work done ng NG, nj NJ
Week 9	Introduce letter sound mb	Revise letter sound mb	Introduce letter sound mw	Revise letter sound mw	Revise work done mb MB, Mw MW
Week 10	Introduce letter sound my, MY	Revise letter sound my MY	Revise work done my MY	Assessment and Remediation	
Week 11	Introduce letter sound vw VW	Revise letter sound vw VW	Introduce letter sound by BY	Revise letter sound by BY	Revise work done vw VW, by BY
Week 12	Introduce letter sound vw VW	Revise letter sound vw VW	Introduce letter sound ty TY	Revise letter sound ty TY	Revise work done avw VW, ty TY
Week 13	End of Term Assessment 21 sounds				

CHITONGA Term 3 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound sw SW	Revise letter sound sw SW	Introduce letter sound sy SY	Revise letter sound sy SY	Revise work done sw SW, sy SY
Week 2	Introduce letter sound zw ZW	Revise letter sound zw ZW	Introduce letter sound zy ZY	Revise letter sound zy ZY	Revise work done zw ZW, zy ZY
Week 3	Introduce letter sound dw DW	Revise letter sound dw DW	Introduce letter sound dy DY	Revise letter sound dy DY	Revise work done dw DW, dy DY
Week 4	Introduce letter sound gw GW	Revise letter sound gw GW	Introduce letter sound pw PW	Revise letter sound pw PW	Revise work done gw GW, pw PW
Week 5	Introduce letter sound py PY	Revise letter sound py PY	Revise work done py PY	Assessment and Remediation	
Week 6	Introduce letter sound jw JW	Revise letter sound jw JW	Introduce letter sound vw VW	Revise letter sound vw VW	Revise work jw JW, vw VW
Week 7	Introduce letter sound fw FW	Revise letter sound fw FW	Introduce letter sound nkW NKW	Revise letter sound nkW NKW	Revise work fw FW, nkW NKW
Week 8	Introduce letter sound nyw	Revise letter sound nyw	Introduce letter sound ntw	Revise letter sound ntw	Revise work done nyw NYW, ntw NTW
Week 9	Introduce letter sound nsw NSW	Introduce letter sound nty NTY	Introduce letter sound nsy NSY	Revise letter sound nsw NSW, nty NTY, nsy NSY	Revise work done nsw NSW, nty NTY, nsy NSY
Week 10	Introduce letter sound nzw NZW	Introduce letter sound nzy NZY	Revise work done nzw NZW, nzy NZY	Assessment and Remediation	
Week 11	Introduce letter sound ndw NDW	Introduce letter sound ndy NDY	Introduce letter sound ngw NGW	Revise letter sound ndw NDW, ndy NDY, ngw NGW	Revise work done ndw NDW, ndy NDY, ngw NGW
Week 12	Introduce letter sound mbw MBW	Revise letter sound mby MBY	Introduce letter sound mvw MVW	Revise letter sound mvw MVW	Revise work done, mbw MBW, mby MBY, mvw MVW
Week 13	End of Term Assessment 25 sounds				

CINYANJA: 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 aA	Letter sound eE	Letter sound ii	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 kK, mM
Week 4	Introduce letter sound tT	Revise letter sound tT	Introduce letter sound bB	Revise letter sound bB	Revise work done, tT, bB
Week 5	Introduce letter sound nN	Revise letter sound nN	Revise work done nN	Assessment and Remediation	
Week 6	Introduce letter sound lL	Revise letter sound lL	Introduce letter sound pP	Revise letter sound pP	Revise work done lL, pP
Week 7	Introduce letter sound cC	Revise letter sound cC	Introduce letter sound wW	Revise letter sound wW	Revise work done cC, wW
Week 8	Introduce letter sound fF	Revise letter sound fF	Introduce letter sound dD	Revise letter sound dD	Revise work done fF, dD
Week 9	Introduce letter sound sS	Revise letter sound sS	Introduce letter sound gG	Revise letter sound gG	Revise work done sS, gG
Week 10	Introduce letter sound jJ	Revise letter sound jJ	Revise jJ	Assessment and Remediation	
Week 11	Introduce letter sound zZ	Revise letter sound zZ	Introduce letter sound vV	Revise letter sound vV	Revise work done zZ, vV
Week 12	Introduce letter sound yY	Revise letter sound yY	Introduce letter sound rR	Revise letter sound rR	Revise yY, rR
Week 13	End of Term Assessment 22 sounds				

CINYANJA Term 2 - Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound mw MW	Revise letter sound mw MW	Introduce letter sound mb MB	Revise letter sound mb MB	Revise mw MW, mb MB
Week 2	Introduce letter sound nd ND	Revise letter sound nd ND	Introduce letter sound kh KH	Revise letter sound kh KH	Revise nd ND, kh KH
Week 3	Introduce letter sound dz DZ	Revise letter sound dz DZ	Introduce letter sound ph PH	Revise letter sound ph PH	Revise dz DZ, ph PH
Week 4	Introduce letter sound ts TS	Revise letter sound ts TS	Introduce letter sound mt MT	Revise letter sound mt MT	Revise ts TS, mt MT
Week 5	Introduce letter sound kw KW	Revise letter sound kw KW	Revise kw KW	Assessment and Remediation	
Week 6	Introduce letter sound dw DW	Revise letter sound dw DW	Introduce letter sound mp MP	Revise letter sound mp MP	Revise work done dw DW, mp MP
Week 7	Introduce letter sound ny NY	Revise letter sound ny NY	Introduce letter sound mv MV	Revise letter sound mv MV	Revise work done ny NY, mv MV
Week 8	Introduce letter sound mk MK	Revise letter sound mk MK	Introduce letter sound nj NJ	Revise letter sound nj NJ	Revise work done mk MK, nj NJ
Week 9	Introduce letter sound ch CH	Revise letter sound ch CH	Introduce letter sound th TH	Revise letter sound th TH	Revise ch CH, th TH
Week 10	Introduce letter sound ng NG	Revise letter sound ng NG	ng NG	Assessment and Remediation	
Week 11	Introduce letter sound bw BW	Revise letter sound bw BW	Introduce letter sound ns NS	Revise letter sound ns NS	Revise bw BW, ns NS
Week 12	Introduce letter sound ml ML	Revise letter sound ml ML	Introduce letter sound dy DY	Revise letter sound dy DY	Revise ml ML, dy 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 GW	Revise letter sound gw GW	Introduce letter sound mf MF	Revise letter sound mf MF	gw GW, mf MF
Week 2	Introduce letter sound ms MS	Revise letter sound ms MS	Introduce letter sound oo OO	Revise letter sound oo OO	ms MS, oo OO
Week 3	Introduce letter sound ii II	Revise letter sound ii II	Introduce letter sound uu UU	Revise letter sound uu UU	Revise ii II, uu UU
Week 4	Introduce letter sound nkh NKH	Revise letter sound nkh NKH	Introduce letter sound mph MPH	Revise letter sound mph MPH	Revise work done nkh NKH, mph MPH
Week 5	Introduce letter sound nth NTH	Revise letter sound nth NTH	nth NTH	Assessment and Remediation	
Week 6	Introduce letter sound nch NCH	Revise letter sound nch NCH	Introduce letter sound ngw NGW	Revise letter sound ngw NGW	Revise work done nch NCH, ngw NGW
Week 7	Introduce letter sound mny MNY	Revise letter sound mny MNY	Introduce letter sound mts MTS	Revise letter sound mts MTS	Revise mny MNY, mts MTS
Week 8	Introduce letter sound mdz MDZ	Revise letter sound mdz MDZ	Introduce letter sound mkw MKW	Revise letter sound mkw MKW	Revise mdz MDZ, mkw MKW
Week 9	Introduce letter sound thy THY	Revise letter sound thy THY	Introduce letter sound phw PHW	Revise letter sound phw PHW	Revise thy THY, phw PHW
Week 10	Introduce letter sound mtsw MTSW	Revise letter sound mtsw MTSW	Revise mtsw MTSW	Assessment and Remediation	
Week 11	Introduce letter sound mphw MPHW	Revise letter sound mphw MPHW	Introduce letter sound nkhw NKHW	Revise letter sound nkhw NKHW	Revise mphw MPHW, nkhw NKHW

	Monday	Tuesday	Tuesday	Thursday	Friday
Week 12	Introduce letter sound mnkhw MNKHW	Revise letter sound mnkhw MNKHW	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 letter sound mnkhw MNKHW	Revise
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 lL	Assessment and Remediation	
Week 6	Introduce letter sound pP	Revise letter sound pP	Introduce letter sound cC	Revise letter sound cC	Revise work done pP cC
Week 7	Introduce letter sound tT	Revise letter sound tT	Introduce letter sound sS	Revise letter sound sS	Revise work done tT sS
Week 8	Introduce letter sound fF	Revise letter sound fF	Introduce letter sound wW	Revise letter sound wW	Revise work done fF wW
Week 9	Introduce letter sound yY	Revise letter sound yY	Introduce letter sound jJ	Revise letter sound jJ	Revise work done yY jJ
Week 10	Introduce letter sound η η	Revise letter sound η η	Revise work done η η	Assessment and Remediation	
Week 11	Introduce letter sound ch CH	Revise letter sound ch CH	Introduce letter sound sh SH	Revise letter sound sh SH	Revise work done ch CH, sh SH
Week 12	Introduce letter sound bw BW	Revise letter sound bw BW	Introduce letter sound mw MW	Revise letter sound mw MW	Revise work done bw BW, mw 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 KW	Revise letter sound kw KW	Introduce letter sound fw FW	Revise letter sound fw FW	Revise work done kw KW, fw FW
Week 2	Introduce letter sound mb MB	Revise letter sound mb MB	Introduce letter sound mf MF	Revise letter sound mf MF	Revise work done mb MB, mf MF
Week 3	Introduce letter sound nk NK	Revise letter sound nk NK	Introduce letter sound lw LW	Revise letter sound lw LW	Revise work done nk NK, lw LW
Week 4	Introduce letter sound mp MP	Revise letter sound mp MP	Introduce letter sound nt NT	Revise letter sound nt NT	Revise work done mp MP, nt NT
Week 5	Introduce letter sound nc NC	Revise letter sound nc NC	Revise work done NC	Assessment and Remediation	
Week 6	Introduce letter sound nd ND	Revise letter sound nd ND	Introduce letter sound tw TW	Revise letter sound tw TW	Revise work done nd ND, tw TW
Week 7	Introduce letter sound ns NS	Revise letter sound ns NS	Introduce letter sound nj NJ	Revise letter sound nj NJ	Revise work done ns NS, nj NJ
Week 8	Introduce letter sound ng NG	Revise letter sound ng NG	Introduce letter sound fy FY	Revise letter sound fy FY	Revise work done ng NG, fy FY
Week 9	Introduce letter sound pw PW	Revise letter sound pw PW	Introduce letter sound ny NY	Revise letter sound ny NY	Revise work done pw PW, ny NY
Week 10	Introduce letter sound mbw MBW	Revise letter sound mbw MBW	Revise work done MBW	Assessment and Remediation	
Week 11	Introduce letter sound nkw NKW	Revise letter sound nkw NKW	Introduce letter sound nsh NSH	Revise letter sound nsh NSH	Revise work done nkw NKW, nsh NSH
Week 12	Introduce letter sound mfw MFW	Revise letter sound mfw MFW	Introduce letter sound ndw NDW	Revise letter sound ndw NDW	Revise work done mfw MFW, ndw 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 NTW	Revise letter sound ntw NTW	Introduce letter sound mfy MFY	Revise letter sound mfy MFY	Revise work done ntw NTW, mfy MFY
Week 2	Introduce letter sound nsw NSW	Revise letter sound nsw NSW	Introduce letter sound mby MBY	Revise letter sound mby MBY	Revise work done nsw NSW, mby MBY
Week 3	Introduce letter sound mpw MPW	Revise letter sound mpw MPW	Introduce letter sound ndy NDY	Revise letter sound ndy NDY	Revise work done mpw MPW, ndy NDY
Week 4	Introduce letter sound ngw NGW	Revise letter sound ngw NGW	Revise nsw NSW, mby MBY	Revise nsw NSW, mby MBY	Revise work done ngw NGW, nsw NSW, mby 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 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 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

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 7	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent and guided writing</p>	Revise work done
Week 8	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent and guided writing</p>	Revise work done
Week 9	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent and guided writing</p>	Revise work done
Week 10	Introduce letter sound 63	Revise letter sound 63	Revise work done	Assessment and Remediation	

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 11	Introduce letter sound 64	Revise letter sound 65	Introduce letter sound 66	Revise letter sound 66	Revise work done
Week 12	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent and guided writing</p>	<p>Reading skills: continue to use sounds, blends and syllables through teacher directed and independent reading</p> <p>Writing skills: continue to use sounds, blends and syllables for independent and guided writing</p>	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	Pre-reading	Pre-reading	Pre-reading	Pre-reading
Week 2	Letter sound a A	Letter sound eE	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 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 b B, k K
Week 5	Introduce letter sound m M	Revise letter sound m M	Revise work done m M	Assessment and Remediation	
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 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 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 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 p P, f F
Week 10	Introduce letter sound ny NY	Revise letter sound ny NY	Revise work done ny NY	Assessment and Remediation	
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 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 sh SH, ng NG
Week 13	End of Term Assessment 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 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 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 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 nk NK, nt NT
Week 5	Introduce letter sound ns NS	Revise letter sound ns NS	Revise work done ns NS	Assessment and Remediation	
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 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 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 nj NJ, mb MB
Week 9	Introduce letter sound mpw MPW	Revise letter sound mpw MPW	Introduce letter sound lw LW	Revise letter sound lw LW	Revise work done mpw MPW, lw LW
Week 10	Introduce letter sound bw BW	Revise letter sound bw BW	Revise work done bw BW	Assessment and Remediation	
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 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 zw ZW, yw YW
Week 13	End of Term Assessment 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 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 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 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 by BY, ly LY
Week 5	Introduce letter sound my MY	Revise letter sound my MY	Revise work done my MY	Assessment and Remediation	
Week 6	Introduce letter sound py PY	Revise letter sound py PY	Introduce letter sound nkW NKW	Revise letter sound nkW NKW	Revise work done py PY, nkW NKW
Week 7	Introduce letter sound ntw NTW	Revise letter sound ntw NTW	Introduce letter sound nsw NSW	Revise letter sound nsw NSW	Revise work done ntw NTW, nsw NSW
Week 8	Introduce letter sound ndw NDW	Revise letter sound ndw NDW	Introduce letter sound ncw NCW	Revise letter sound ncw NCW	Revise work done ndw NDW, ncw NCW
Week 9	Introduce letter sound nzw NZW	Revise letter sound nzw NZW	Introduce letter sound mbw MBW	Revise letter sound mbw MBW	Revise work done nzw NZW, mbw MBW
Week 10	Introduce letter sound mby MBY	Revise letter sound mby MBY	Revise work done mby MBY	Assessment and Remediation	
Week 11	Introduce letter sound mpy MPY	Revise letter sound mpy MPY	<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>	<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 work done mpy MPY

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 12	<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>	<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>	<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>	<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 work done
Week 13	End of Term Assessment 19 sounds				

ⁱ http://www.sacmeq.org/downloads/sacmeqIII/WD01_SACMEQ_III_Results_Pupil_Achievement.pdf

ⁱⁱ SACMEQ uses eight levels of competency; Levels 1-3:Pre-reading, Emergent, Basic, which are below competent and Levels 4-8 Reading for Meaning, Interpretive, Inferential, Analytical and Critical, which state a level of competence.

ⁱⁱⁱ Early Reading: Igniting Education for All: A Report by the Early Grade Learning Community of Practice, RTI, 2010

Dutcher and Tucker, 1997. The use of First and Second Languages in Education: A review of Educational Experience. Prepared for the World Bank, Pacific Islands Discussion Paper Series.

Available at http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2000/02/24/000094946_99031910564840/Rendered/PDF/multi_page.pdf