

GUIDELINES FOR THE READING CLUBS COMPETITION

A project to develop
the reading habit in learners

2018



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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PREFACE



The Department of Basic Education (DBE) initiated a Spelling Bee and Reading Clubs Programme in 2013, but took it to scale in 2014. This initiative followed the recommendations of the Diagnostic report of the first Annual National Assessment (ANA) which indicated poor performance by our learners in English, the language of instruction of most learners. Subsequent assessments such as the Progress in International Reading Literacy Study (PIRLS 2016) also confirm that more still needs to be done to develop a culture of reading among learners. The programme was embraced by provinces. However, the creation of reading clubs had a slow start and still requires to be promoted.

Reading clubs are meant to develop a habit of reading in young children in a fun and entertaining way. A reading club is “a place where people who love stories and books meet regularly to read, tell stories and talk about what they are reading with children of all ages. Sometimes they also do other fun activities related to stories and books. And often there is time for club members to write too...because reading and writing go

together.”¹Participation in reading clubs can be used as a building block for practising reading with comprehension necessary for future academic success.

Therefore the DBE, would like to keep the campaign to promote reading for pleasure alive by supporting the launch of reading clubs and the reading festivals, even at district level. A reading clubs competition which this guideline document is about, will be a vehicle through which the DBE will not only motivate club members, but also the volunteers and teachers who will be leading them. They will be playing a very critical role for the sustenance of reading clubs.

DBE’s Read to Lead campaign of which the creation of reading clubs are a part, works with social partners to ensure that they support by making reading materials accessible to all learners. Some of these partners have already rolled out libraries in schools and made available free stories online for easy access by all. However, provinces are requested to budget for the activities of reading clubs for the entire competition season and beyond.

To conclude, the DBE will promote the reading clubs competition with a view to encouraging not only schools, but also the school community to participate in the learning process of their children from an early age. This will be in line with Outcome 25 of the Action Plan to 2019 ²which seeks to make schools a vehicle for promoting access to a range of public services among learners in cultural activities.

A handwritten signature in black ink, appearing to be 'HM Mweli', written over a horizontal line.

MR HM MWELI
DIRECTOR-GENERAL
DATE:

¹ Nal’ibali, Story Power: A Guide to reading clubs, p 3

² Republic of South Africa: 2015. Action Plan to 2019, Towards the Realisation of Schooling 2030.

1. BACKGROUND

According to the Annual National Assessment (ANA) results of 2011³ and subsequent ANA reports it was confirmed that learners are scoring poorly in English First Additional Language. Over the years, participation by the Department of Basic Education (DBE) in the international reading assessments such as the Progress in International Reading Literacy Study (PIRLS 2016) indicates that our learners score poorly with reading for understanding in some African languages. Naturally, this leads to poor performance in other subjects as well, including Mathematics in later years.

Amongst other factors responsible for this state of affairs cited by PIRLS are the lack of quality reading resources in African languages and poor quality teacher training programmes. However, learners are exposed to a variety of different reading mediums at home. The task of parents and other adults is to ensure that they are encouraged to read informally whether for information, communication or entertainment. Young children in particular will need to be read to by caring mentors in order for them to enjoy stories as they may have difficulty reading themselves at first.

Developing the reading habit, through reading for pleasure, is a key factor towards being a fully literate person, proficient in reading and writing. It maximises the potential for a life-long learning. If learners have not developed the reading habit by teen years this in itself is a challenge.

A case for reading for pleasure

Reading for pleasure does offer additional benefits to learners. Research suggests that reading for pleasure correlates strongly with academic achievement. In the research report, titled *To Read or Not To Read, a Question of National Consequence*⁴, the following findings (Don Ball: 14) are cited:

- Voluntary readers are better readers and writers than non-readers;
- Children and teenagers who read for pleasure on a daily or weekly basis score better on reading tests than infrequent readers; and
- Frequent readers also score better on writing tests than non-readers or infrequent readers.

Concluding his article on *Pleasure Reading*, the renowned linguist and researcher, Stephen Krashen maintains that: *Self-selected recreational reading may not, by itself, be enough to guarantee students' reaching the highest levels of competence in another language. But there is no question that it is effective, that time spent in free reading is more efficient in terms of language development than a similar amount of similar amount of time spent in traditional instruction.*" He further states: *The studies and observations reviewed here ...support the hypothesis that the most efficient way of developing competence in a language is also the most pleasant. For language acquisition, at least, the path of pleasure is the best path.*"

This view naturally calls for participation in the learning process by parents, care-givers, teachers, reading volunteers, in fact, the whole community by encouraging the establishment and sustenance of reading clubs in schools and linked communities.

3 Republic of South Africa: Department of Basic Education 2011. A Guideline for the interpretation and use of Annual National Assessment (ANA) results and the Report on the Qualitative analysis of ANA 2011 results

4 <http://www.nea.gov/research/toread.pdf> Accessed 2013/08/14

2. INTRODUCTION

The aim of this guideline document is to assist teachers and volunteers to champion the campaign of encouraging learners to read for pleasure through establishing reading clubs. For the campaign to be successful, the participation of the following stakeholders will be very important: school management teams, school governing bodies, subject advisers, teacher-librarians, teachers, community-based organisations active in promoting reading and literacy and other volunteers and individual parents. Parents or siblings of learners who have a passion for reading can choose a story to read to them. Reading club activities can include discussing the story, acting it out, anticipating what will happen, discussing new words, drawing connections to the reader's life, and writing about aspects of the story, guidelines on establishing reading clubs in schools, **Annexure A**.

Through their membership of reading clubs, learners will be able to participate in the Reading Clubs Competition (RCC) which will, hopefully, incentivise reading for pleasure or recreational reading. It is advised that schools and the immediate community establish reading clubs in order to provide a sustainable framework within which readers can feel welcome and comfortable. It is expected that participating reading clubs will be enrolled with the project through their schools by filling in the attached entry form in order to qualify for participation in the competition. The clubs should keep a record of activities with a view to doing well in the competition, **Annexure B**. Community based reading clubs can approach the neighbouring Primary schools to endorse both their entry and the volunteer contract forms respectively, to enter the RCC, **Annexures C and D**.

3. OBJECTIVES:

- To develop the reading habit amongst learners;
- To encourage reading for pleasure;
- To develop a culture of reading in a school (life-long reading⁵);
- To mobilise social partners to support the project.

4. THE RULES AND COMPETITION DETAILS

4.1. Categories

The competition has 2 categories since the success of a reading club depends on the effort and expertise of the reading champion or volunteer:

- (a) Functional reading clubs: The club meets the minimum criteria for existence.
- (b) Best performing reading clubs: The club not only exceeds the minimum criteria for existence, but is also meeting goals of a reading club.

Reading champions or volunteers should decide at the outset which category they would like to register for participation and indicate it on the entry form, **Annexure D**.

All learners in primary schools and Grade R, including learners with special educational needs⁶, are encouraged to join reading clubs and the clubs will be eligible to be entered into the competition.

⁵ <http://www.noodletools.com/debbie/consult/articles/litclub.html> Accessed 2013/08/14

⁶ Republic of South Africa: 2001. Education White Paper 6 Building an inclusive education and training system.

4.2 Registration

All reading clubs must complete and submit the registration form, which can also be accessed from www.education.gov.za to register for participation in the competition if they meet the following eligibility requirements.

- (a) School Reading Club: This reading club comprises of learners from a Primary school and is led by a teacher or a volunteer endorsed by the Principal by stamping and signing the registration form.
- (b) Linked Community Reading Club: The reading club is based in the community such as a community library but has learners from a neighbouring Primary School (independent schools may also enter) as members. It is led by a volunteer who is endorsed by that school, **Annexure D**.
- (c) The DBE reserves the right to disqualify, prior to, during, or after the competition, any reading club which does not comply with the endorsement requirement by the Primary School and or any form of misrepresentation during the competition. Such reading clubs forfeit any prizes, rank and/or other benefits accorded to them as a result of not complying.

4.3 Recommendation

- (a) It is recommended that where practicable, learners with special educational needs should be encouraged to be part of reading clubs. All requests for accommodation of learners with special needs and involving medical conditions; sight, hearing, speech or movement should be directed in writing to the DBE on or before the closing date of the competition each year.
- (d) Home Education learners should also be encouraged to be part of the reading clubs.

The contact details of the provincial coordinators of the RCC are also posted on the DBE website, www.education.gov.za.

4.4 Literary activities

The following activities, but not exclusively, can be done in a reading club:

- Storytelling, dramatization, games, talking about stories/story discussions, singing and poetry;
- Making a poster (which must not be larger than A3 size); book making,
- Writing a summary of books they read (according to one's capability); story writing, retelling an original story turning the story read into a different genre (into radio news bulletin, newspaper article or play script, etc.)
- Literary Quiz; and
- Spelling Bees (competitions) with words extracted from stories read.

4.5 Books to be read

The books to be read, but not exclusively, may consist of the following:

- Story books not prescribed for the learner in the current year and must not have been prescribed (or read previously by the learner);
- Possibly this will include picture books/storybooks, graphic novels, contemporary novels and classics, according to the learners' level of reading ability and interest.

4.6 Adjudication and prizes

Panel of Adjudicators

- **School level:** A language teacher or reading volunteer (champion) will be the main adjudicator in terms of deciding which Reading Club is the most functional or best performing. The assumption is that there can be more than one reading club in a school or that there are other community reading clubs next to the school also contesting; and
- **Circuit/cluster, district, provincial level:** A panel of no less than three experts shall adjudicate at these levels, i.e. invited volunteer experts who attended a workshop on this guideline document may assist with adjudication. Such a panel may include subject advisors and other knowledgeable officials of the DBE and or its partners in reading promotion.

Adjudication Procedure

- There will be no adjudication at national level as provinces will forward the names of the top three winning clubs to be invited for an Award Ceremony/Reading festival. There will be a timely confirmation.

General adjudication criteria relevant to the category of Functional reading clubs:

The panel shall look out for the following in their assessment of the most functional (1st, 2nd and 3rd) reading club or as stipulated on the score sheet, **Annexure B**.

- (a) A reading club must have registered in February (or as confirmed by the Management plan) of the current year;
- (b) A record of reports of reading club activities from February to August of the current year of participation;
- (c) Verification of the records of achievements made in the monthly reports;
- (d) A reading club should have kept track of its reading club achievement chart; and
- (e) Proof of attempts to recruit members.

General adjudication criteria relevant to the category of the Best performing reading club

The best performing reading club (first, second and third prizes) will meet the following adjudication criteria or as represented on the score sheet, **Annexure B**:

- (a) Children can choose books or any reading material they want to read on their own or with friends;
- (b) The children have Story Power Boxes (Mobile libraries);
- (c) Reading for enjoyment activities are embedded in the reading club activities (Writing for purpose, storytelling, arts, rhymes, drama, songs and games);
- (d) Reading club members have buddies/Mpintshi that they read with outside the club; and
- (e) The reading club has a collection of books written and made by club members.

Prizes:

Three prizes will be awarded: first, second and third, according to each club's level of performance as adjudicated.

Partners and sponsors will pledge upfront and agree on prizes for the winners; but may not award prize money as an incentive.

The standard prize awarded will include a dictionary, a certificate and an educational excursion, funds permitting.

4.7 How many winning reading clubs will be invited to the Award ceremony/Reading festival?

It is suggested that the names of winning reading clubs per province be invited to the occasion on a date to be identified during the course of the literary calendar. The number of learners in each club may not exceed 9 for logistical reasons. Invited clubs have a chaperone/chaperones.

4.8 Implementation model

The RCC will be implemented following the following levels: school, circuit or cluster, district, provincial and funds permitting, national. The model is best illustrated in **Annexure D**. As mentioned in paragraph 4.2 in this document, the community reading clubs endorsed by the neighbouring schools should be accommodated.

5 CONCLUSION

Research has shown that reading for pleasure or recreational reading holds many benefits for the learners involved. It is anticipated that learners will enter the RCC competition in every school and community where reading clubs exist with the help of their reading volunteers, endorsed by the school principals. Reading club members are mainly learners who enjoy reading or can be persuaded to love reading by a reading volunteer or a teacher. Hopefully, participation in such functional or best performing reading clubs will lead to reading for pleasure becoming a habit and that learners will not only appreciate the value of books for purposes of information and acquiring knowledge, but will find that reading enhances their lives in many ways. The RCC competition will also be a source of inspiration for reading volunteers and teachers to work even harder in motivating the learners to belong to reading clubs.

GLOSSARY

A **reading club** in a school means a group of learners who are registered club members for the purpose of enjoying stories and other literary activities as led by a reading volunteer/champion from inside or outside endorsed by the school principal, see also preface.

Types of Reading Clubs:

1. **School Reading Club:** A club initiated and coordinated by the reading champion (a teacher or a volunteer) in a school for learners which conduct all its literary activities at the school, usually after hours in a secured place.
2. **Linked Community Reading Club:** A club based in the community (such as at the community library) but formally linked to a school with the sole purpose of encouraging learners to enjoy reading by recruiting them to become active members. The entry form and the contract with the volunteer will be endorsed by a neighbouring school principal.

REFERENCES

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7. Nal'ibali, Story Power: A Guide to reading clubs, 2017 p 3.
8. South Africa: Department of Basic Education 2011. A Guideline for the interpretation and use of Annual National Assessment (ANA) results and the Report on the Qualitative analysis of ANA 2011 results.
9. South Africa: 2012 National Guidelines for School Library and Information Services page 48.
10. Republic of South Africa: 2001. Education White Paper 6 Building and inclusive education and training system.

ANNEXURE A: ESTABLISHING READING CLUBS IN SCHOOLS

Extra-Mural Activity	Reading Clubs
Area of development	Academic support
Description	<p>A reading club in a school means a group of learners who are registered club members for the purpose of enjoying stories and other fun literary activities as led by a reading champion or coach, usually a teacher or volunteer from inside or outside endorsed by the school principal.</p> <p>This is also referred to in the National Guidelines for School Libraries and Information Services.</p>
Objectives	Reading for pleasure while at the same time helping to improve the literacy level of learners.
<p>Guidelines</p> <p><i>Target group:</i> All grades, but especially Primary Schools</p> <p><i>Tips on starting a reading club:</i> Ideally, each school should have a school library run by an appropriately qualified person and which is accessible during school hours and after school. The reading club should be part of the school library programme; however, each school can still have a reading club as an interim strategy to encourage reading for pleasure. Reading should be an integral part of the school activities as this ensures literacy skills, the independent acquisition of knowledge and thus discerning users of information which, in turn, ensures life-long learning. If adequate books are available, a school should provide at least one period once a week to allow learners to meet for reading club activities.</p> <p>Once the coordinators of all clubs at school have been consulted and bought into the idea of forming reading clubs, the following steps could be followed:</p> <ul style="list-style-type: none"> • Get together a core group. This will be the backbone of the club; • Set a regular meeting time; • Reading clubs could meet at regular intervals over and above the period allocated on the school timetable; • Advertise your reading club; • Hand-made advertisement posters can be posted on the schools' notice board; • Establish ground rules or guiding principles; • The rules could include time management, rotating leadership, etc; • Meet according to agreed schedule; • If meetings do not happen, the clubs will be greatly weakened; • Keep meeting and inviting other learners; • Adult volunteers/stakeholders could be invited to give motivational talks to learners as well, especially established writers and supportive parents; • Keep learners busy and entertained with other activities like games, drama, arts, book making, and debates; and • Register the club with the Department of Basic Education (DBE), supported by its partners; see registration form in Annexure C. 	

Reading club principles:

Here are some reading club guiding principles suggested by Nalibali to be put into practice in reading clubs. These principles can be used as the basis for planning all reading club activities and festivals as we build and develop literacy spaces.

You are invited to create reading club spaces:

- That are non-discriminatory and inclusive, and that encourage a sense of community
- That are nurturing
- Where children's voices are acknowledged, and celebrated
- That encourage children to think critically
- Where everyone is encouraged to use the language/s they want to use
- That focus on reading for enjoyment and growing children's love for reading
- Where children can engage with books, stories and each other, and with interested adults
- Where children have access to reading material in their home language/s and English
- That focus on meaning making and constructing knowledge
- Where children experience the power of stories in different ways
- That encourage children to be creative
- That offer stimulating activities
- Where everyone works collaboratively
- That invite parents to be involved in the club and their children'

*Advantages for being in the Reading Club*⁷

Most learners, who are not interested enough to join sport and cultural groups, could find a home in the reading clubs; in other words, Reading Clubs are also social clubs;

Dedicated club members have an opportunity to be up to date with new publications; and

Furthermore, members can also choose which books to read so that their level of interest is sustained.

Sources of stories:

The following sources can be explored (download and print for the learners):

African Story Books; www.nalibali.mobi.org, www.nalibali.org; www.bookdash.org/see/books/;

<http://www.africanstorybook.org/>; and so forth.

⁷ <http://bestsellers.about.com/od/bookclubresources/ht/startbookclub/htm> [accessed 09/03/2012]

ANNEXURE B: ADJUDICATION FORM (SCORE SHEET) FOR READING CLUBS COMPETITION



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READING CLUBS COMPETITION: ADJUDICATION SCORE SHEET

Type of Reading Club (mark with a cross):	(a) School Reading Club	[]
	(b) Linked Community Reading Club (supported by a School)	[]
Category in the competition (mark with a cross):	(a) Functional Reading Club	[]
	(b) Best performing Reading Club	[]

ADJUDICATION CRITERIA	EXPLANATORY NOTES (What evidence is available and what is missing, based on the Portfolio of Evidence (file) submitted)	LEVEL OF FUNCTIONALITY
(a) BASIC FUNCTIONALITY		1-10 (Allocate score where, for example, 10 is the most compliant, 5 average and 1 the least)
FUNCTIONAL READING CLUB		
General Adjudication criteria		
1. A record of reports of Reading Club activities from February to August of the current year of participation	What activities kept members busy throughout (7 monthly reports, or as agreed)?	
2. Verification of the records of achievements made in the monthly reports	Where any of the goals realised (proof of claims made, e.g. photographic documentation)?	
3. Proof of attempts to recruit members	Is the Reading Club growing qualitatively or quantitatively (e.g. Proof of messages on notice board, alternative marketing, retention of existing members, etc.?)	
4. A Reading Club should have kept track of its achievement chart	See attached, e.g. the reading club has ticked boxes on the reading chart and can explain their achievements	
5. A Reading Club must have registered in February of the current year	e.g. Copy of legitimate registration form (with school stamp)	
TOTAL		Over [] /50
(b) COMPETENCY LEVEL		
BEST PERFORMING READING CLUB	EXPLANATORY NOTES (What evidence is available and what is missing, based on the Portfolio of Evidence (file) submitted)	LEVEL OF COMPETENCE

Specific Adjudication criteria		1-10 (Allocate score where, for example, 10 is the most compliant, 5 average and 1 the least)
1. Club has a collection of books as resources including those in home language (corner libraries, mobile libraries, etc.). Members have authored their own books	Copies of such books/actual books/photos/etc.	
2. Club members have buddies/ Mpintshi/friends that have adopted the Reading Club. The buddies also read to/with them outside the club	Contact numbers/details of buddies/photos with club members are available	
3. Reading for enjoyment activities are embedded in the reading club activities (Writing for purpose , storytelling, arts, rhymes, drama, songs and games)	Dvds, video clips with permission from parent/guardian to take images	
4. Club members have been exposed to other learning opportunities and experiences	Documentary proof of visits to Community libraries, camps, old-age homes, etc.	
5. Children can choose books or any reading material they want to read on their own or with friends	A stamped (or verified) list of books showing diversity of stories, according to reading ages of the club members.	
TOTAL	Over [/50]	

COMMENTS BY ADJUDICATOR (How can the club improve?)

SIGNATURE OF THE ADJUDICATOR

DATE

NAME IN FULL

PLACE

ANNEXURE C: REGISTRATION FORM



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READING CLUBS REGISTRATION FORM

[This form must be completed and submitted to the District/ Provincial coordinator. Reading Clubs can be formed in public, independent, special and registered home education. They can also be formed in the community and be linked to schools. The form can also be used to enter a Reading Clubs Competition.]

Locating the reading club											
Name of the Province:											
Name of the District:											
Name of School or site where the reading club is located											
Telephone number of the School/site	()										
Fax number of the School/site	()										
Emis number of the School											
Postal Address of the school/site	_____ _____ _____										
											Code
Name of the nearest town											
Residential/ Physical Address of the school/site	_____ _____ _____										
											Code if any
Name of the Principal											
Cell-/Contact No. of the Principal											
E-Mail of the Principal											
Particulars of reading club											
Name of the reading club											
Name of the Reading Champion/Coach (Volunteer) in full and contact details?	_____ (ID no: _____)						Telephone	Email			
	Alternate contact: _____ (ID no: _____)										
Social media that are accessible to the club											
Grades in the reading club?											
The average age of learners											
Number of boys											

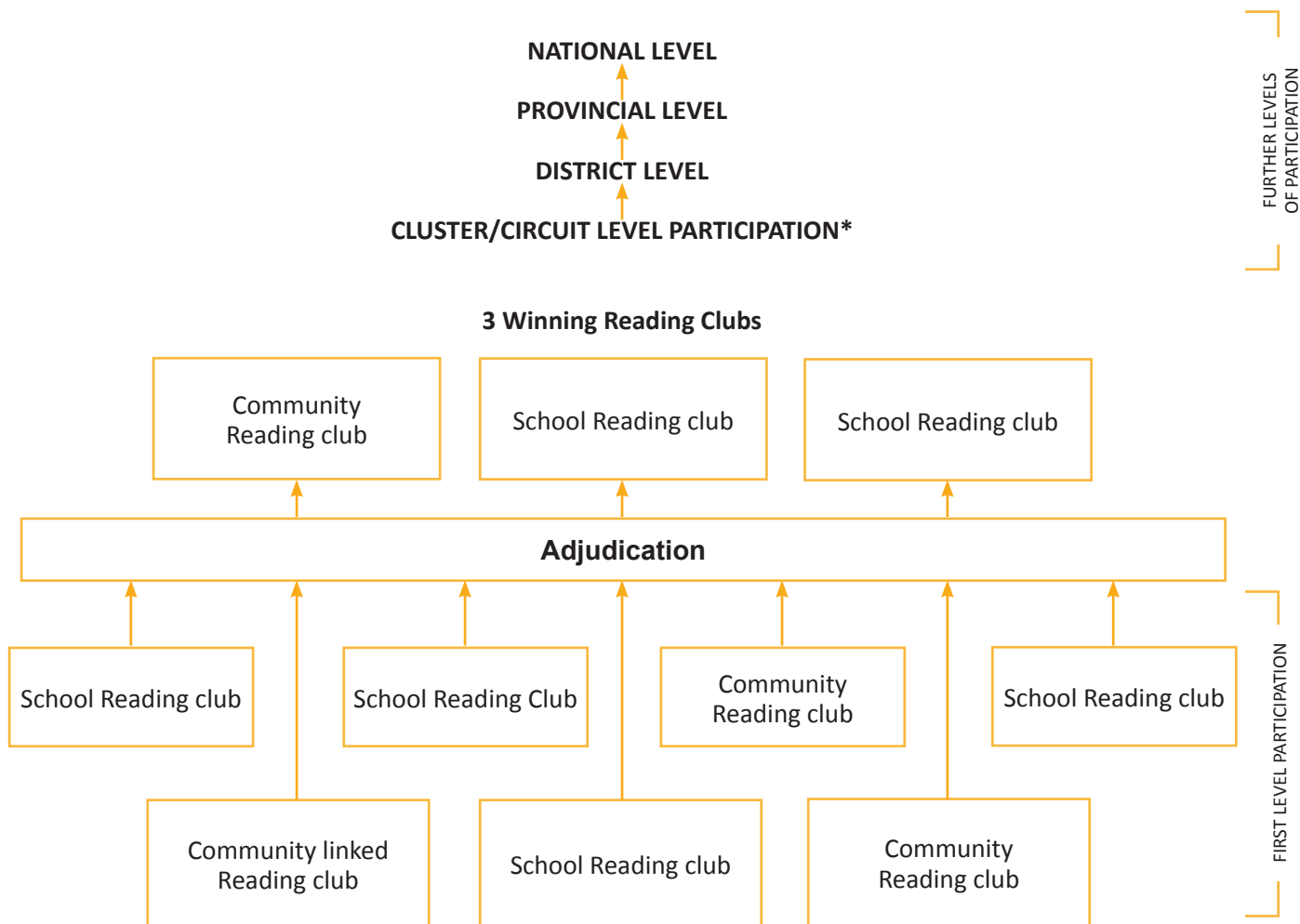
Number of girls			
Languages in which books are read?			
Languages frequently used for communication in the club			
How many learners are in the club on regular basis?			
External support (Fill if the Reading Club is supported by another organisation)			
Organisation supporting the reading club, e.g. Nal'ibali Trust	<u>Contact details:</u>		
	Focused area of support (what support is given): _____		
	Address: _____		
	Email: _____		
	Telephone:	()	<input type="text"/>
Reading Club registration date with the organisation			
Profile of the regular reader of the reading club: Please mark with a tick in the relevant box.	(a) Teacher (b) Parent/care giver (c) NGO practitioner (d) Older child/ (e) Other: _____		
Frequency of meetings: When does the reading club meet?	(a) Before school (b) During school (c) After school (d) Other: (e.g. Saturday)_____		
How often does reading club meet?	(e) 5 times a week or more (f) 2-3 times a week (g) Once a week (h) Every 2 weeks (i) Once a month (j) Other: (e.g. school holidays)_____		
Parental permission			
Has written permission been obtained from each parent for the learner to take part in the reading club and to take photographs and use them for educational purposes? Tick relevant box.	Yes	No	

Signature of the Principal: _____

Date : _____

SCHOOL STAMP

ANNEXURE E: IMPLEMENTATION MODEL FOR THE BEST PERFORMING READING CLUBS COMPETITION



***Model replicated at District, Provincial and National Levels**

ANNEXURE F: READING CLUB ACHIEVEMENT STORY BOARD (COURTESY OF NAL'IBALI TRUST, UNPUBLISHED SOURCE, 2017)

	Initiative (I)	Reading for enjoyment (R)	Interactive role modelling (II)	Environment for literacy (E)
Bronze Reading Club (Start-up)	<ul style="list-style-type: none"> -M&E tools are submitted monthly -Minimum of 25% reading club members are library members -Reading clubs participate in literacy events in the school -Club creates print and language rich environments in the club and in the school where possible. 	<ul style="list-style-type: none"> -Children can choose books or any reading material they want to read on their own or with friends. -Reading for enjoyment activities are embedded in the reading club activities (Writing for purpose, storytelling, arts, rhymes, drama, songs and games) 	<ul style="list-style-type: none"> -Volunteers/adults/older children read for and with younger children -Reading Aloud and oral storytelling takes place by an adult/volunteer or older member -Parents and caregivers visit the reading club sessions. 	<ul style="list-style-type: none"> -Variety of storybooks and other reading materials are always displayed in all reading club sessions -There are more than 20 storybooks -The children are encouraged to have conversations and interrogate stories and text - Children keep their own word books (documentation of new and interesting words)
Silver Reading Club (Developed RC)	<ul style="list-style-type: none"> -M&E tools are submitted monthly. -Minimum of 50% members of the reading club are library members. -Reading club hosts literacy events in the school -Club creates print and language rich environments in the club and in the school where possible. 	<ul style="list-style-type: none"> -Children can choose books or any reading material they want to read on their own or with friends. The children have Story Power Boxes (Mobile libraries) -Reading for enjoyment activities are embedded in the reading club activities (Writing for purpose, storytelling, rhymes, arts, drama, songs and games) 	<ul style="list-style-type: none"> -Volunteers/adults/older children read for and with younger children -Reading Aloud and oral storytelling takes place by an adult/volunteer or older member 	<ul style="list-style-type: none"> -Variety of story books and other reading material are always displayed in all reading club sessions - The children are encouraged to have conversations and interrogate stories and text -There are more than 30 storybooks - Children keep their own word books (documentation of new and interesting words)
Gold Reading Club (Has launched sister clubs)	<ul style="list-style-type: none"> -M&E tools are submitted monthly. -Minimum of 75% of reading club members are library members. -Reading club hosts literacy events in the school. -The reading club is on the school plan for reading promotion. -There is an information poster about the club on the school notice board. -The club has at least assisted one classroom to put up a reading corner. -Reading club publishes a newsletter once a term -Club creates print and language rich environments in the club and in the school where possible. 	<ul style="list-style-type: none"> -Children can choose books or any reading material they want to read on their own or with friends. -The children have Story Power Boxes (Mobile libraries) -Reading for enjoyment activities are embedded in the reading club activities (Writing for purpose, storytelling, arts, rhymes, drama, songs and games) -Reading club members have buddies/ Mpintshi that they read with outside the club -Club has a collection of books written and made by club members. 	<ul style="list-style-type: none"> -Volunteers/adults/older children read for and with younger children -Reading Aloud and oral storytelling takes place by an adult/volunteer or older member. Parents keep a storytelling/reading log. Parent meetings are hosted -Older club members copy down younger children stories -Club participates in interactive writing activities with other clubs 	<ul style="list-style-type: none"> -Variety of story books and other reading material are always displayed in all reading club sessions -Children handmade posters are displayed -There are story props The children are encouraged to have conversations and interrogate stories and text -There are more than 50 books -The children have an opportunity to listen to audio stories -Children keep their own word books (documentation of words)



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