**Ready Steady Read Write Programme Year Planner for Partner Organisations 2019 **

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| **Term 1** | |
| 1. **Select the children** | * Once the Grade One teachers have done baseline assessments (first 3 weeks of school), ask them to help you to select children. Remember to check the selection criteria in the Co-ordinator’s guide (pg 19) and show the Teacher handout ( pg 11) to the teachers. |
| 1. **Recruit new tutors** | * Hold an information session for potential tutors. Take some tutor kits and show the ‘Intro to ELP’ on the DVD. |
| 1. **Assessment week starts 4 Feb**   ***Beginning Grade 1 Assessment*** | * Select one or two tutors who you have trained on the assessment to assist with the assessments and make sure to follow the instructions in the latest (2017) Early Literacy Assessment Kit manual. * Once you have scored the assessments, fill in the scores on the Assessment Summary Sheet (preferably on Excel). Rank the scores from the strongest to weakest according to Letter Knowledge score. * Email the Excel summary sheet to [isabella@wordworks.org.za](mailto:isabella@wordworks.org.za) by 28 Feb * Paste each child’s answer sheet at the back of their book, so the tutors can refer to the assessment. |
| 1. **Complete the register** | * Print out the first term register. * Pair the children according to their assessment results. Share strong and weak children among tutors. * Fill in on the register, the names of the tutors and the children each tutor will be taking for the term. |
| 1. **Teaching focus** | * Focus on teaching letters the children don’t know yet (check their assessment answer sheets). * **Reading**: Use pink level readers only. * **Writing**: Help children make their own sentences. Encourage them to try to write the beginning sounds of words in their sentence. Tutors might need to write some words for the children. * **Games**: letter games such as *Letter Snake, Stepping Stones, Pirate Game, Matching and Dice games with letter-sound cards, Letter Bingo; listening to sounds in words; letter boxes; letter formation activities.* |
| 1. **Tutor training** | * Potential tutors should observe a few lessons before they are trained. * Use the training DVD and training notes provided by Wordworks to plan your training session. * Arrange a venue and time for your tutor training |
| 1. **Reflection and Planning Meeting** | * Date : 12 March * All Literacy Programme Managers from partner organisations to attend. * Details regarding time and venue to be confirmed |

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| **2019 Year Planner -**  **Term 2** | |
| 1. **Complete the register** | * Fill in a new register for the term. Tutors will continue with the same children for this term. |
| 1. **Teaching focus** | * Keep focusing on letters children don’t yet know. * **Reading**: Continue with pink level readers until children are confident enough to move onto green level readers. Use sequence stories instead of a book for some of the lessons. * **Writing**: Children should be writing more of a sentence on their own and trying to spell CVC words. * **Games**: start playing CVC word games such as: *Snail Game, CVC Snake, H/F Pink words, Matching and Dice with CVC cards, CVC Bingo, CVC memory game*. The ‘Say-it-and-move-it’ game using CVC picture cards is a very important game to help children blend sounds to make words. |
| 1. **Assessment Week starts 27 May**   ***Mid Grade 1 Assessment*** | * Follow the instructions in the Early Literacy Assessment Kit manual. * Some children will continue with the programme for the year, but other children may be discharged. * Fill in the assessment scores on the same Assessment Summary Sheet used at the beginning of Grade 1. * Email the Excel Assessment Summary sheet to [isabella@wordworks.org.za](mailto:isabella@wordworks.org.za) by 14 June * Paste each child’s assessment at the back of their book. * Together with the Grade One teacher select new children for the programme if there are spaces. |
| 1. **Tutor Training** | * Potential tutors should observe a few lessons before they are trained. * Use the training DVD and training notes provided by Wordworks to plan your training session. * Arrange a venue and time for your tutor training |
| 1. **Top - up Co-ordinator Training** | * 15 &16 May. Venue to be confirmed |
| 1. **Mid-year report** | * We will send you a google form to complete. |
| 1. **Cluster meetings** | * Arrange term cluster meetings for all tutors. Outlines and content will be provided by Wordworks |
| 1. **Reflection and Planning Meeting** | * Only for new partners (trained in Feb 2019) * Date : 16 April * All Literacy Programme Managers to attend. * Details regarding time and venue to be confirmed |

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| **2019 Year Planner - Term 3** | |
| 1. **Complete register** | * Fill in a new register for the term. Add the names of any new children. |
| 1. **Mid Grade 1 Assessment *(only for new children joining the programme mid-year)*** | * Assess any new children that will be joining the programme (use the Mid Grade One assessment). * Paste each child’s answer sheet at the back of their book, so the tutors can refer to the assessment. * Add new children’s names and scores to the assessment summary sheet that you used for Beginning Grade One assessment (the new children will not have scores for the Beginning of Grade One). |
| 1. **Teaching focus** | * **Reading**: Continue with the green level readers and the sequence stories. * **Writing**: Encourage the children to write more independently but still provide support and assistance. Try to get them to attempt to write more than one sentence and encourage invented spelling. * **Games**: CVC games such as *CVC Bingo and Memory games*, *CVC Snail and CVC Snake games* and green level high frequency word games like *Caterpillar and H/F Bingo*; If children are confident reading CVC words then start with *Blend Bingo*, *Lily Pad* and *Train* blend games. |
| 1. **Tutor training** | * Potential tutors should observe a few lessons before they are trained. * Use the training DVD and training notes provided by Wordworks to plan your training session. * Arrange a venue and time for your tutor training |
| 1. **Reflection and Planning Meeting** | * Date : 10 September * All Literacy Programme Managers from partner organisations to attend. * Details regarding time and venue to be confirmed |

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| **2019 Year Planner - Term 4** | |
| 1. **Complete the register** | * Fill in a new register for the term. Tutors will continue with the same children for this term. |
| 1. **Teaching focus** | * **Reading:** If children can read most of the words and are confident reading green level readers then move onto blue readers and harder sequence stories. * **Writing:** Encourage children to try and write more than one sentence to form a little story. Ask them to use words like *so that*, *because* or *and* to make their sentence longer. To encourage them to write a story, ask them to use sentence starters like: After that…, Then…, Suddenly…. * **Games:** Play games with the green and blue level high frequency words like *Caterpillar and H/F Bingo*; blends games like *Blend Bingo* and the *Train* and *Lily Pad blend games* and multi-syllabic word games like the *River* and *Bike games.* Use the *Say-it-and-move-it* game board with blend words. |
| 1. **Assessment Week starts 11 Nov**   ***End Grade One Assessment*** | * Follow the instructions in the Early Literacy Assessment Kit manual. * Fill in the assessment scores on the same Assessment Summary Sheet used in the middle of Grade One. * Fax/email the summary sheet to Wordworks by 29 November |
| 1. **Wordworks end of year report** | * Complete the Google form which we will send to you. |
| 1. **Recommitment Form** | * The Recommitment form for 2020 will be sent to your organisation |

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