USAID/Uganda School Health and Reading Program Report 2015
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List of Acronyms

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<td>USAID/Uganda School Health and Reading Program</td>
<td>SHRP</td>
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<td>Uganda Ministry of Education, Sports, Technology and Science</td>
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<td>World Education, Inc.</td>
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<td>Africa Development Corps</td>
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<td>Volunteer Services Organization</td>
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<td>Mother tongue</td>
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<td>Local language</td>
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<td>Quality Assurance Committee</td>
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Executive Summary

This report covers the program implementation during October 1, 2014 through September 30, 2015. Throughout this year, SIL LEAD provided technical assistance to RTI in achieving **Result 1 - Improved Early Grade Reading and Transition to English.** In support of this result, SIL LEAD led the development of instructional materials in all of the 12 USAID/Uganda School Health and Reading Program (SHRP) languages, designed the methodology for the transition from local language (LL) to English in P4, provided technical support for the Training of Master Trainers (ToMT), Training of Trainers (ToT) and district-level Teacher Training (TT) workshops as well as continued to support the process of orthography development for each of the Cluster 2 (C2) and Cluster 3 (C3) languages and Ateso.
The major focus of SIL LEAD’s work in Year 3 was developing the remaining titles that were scheduled for printing and distribution in Year 4. During the first quarter, SIL LEAD supported RTI in the production of the 21 LL titles developed in Year 2:

- Primary 1 materials for the Cluster 1, Cluster 2 and Cluster 3 languages
- Primary 2 materials for the Cluster 1 and Cluster 2 languages
- Primary 3 materials for the Cluster 1 languages

By the end of Year 3, SIL LEAD had also facilitated the development of:

- Primary 4 materials for the Cluster 1, Cluster 2 and Cluster 3 languages
- Primary 3 materials for the Cluster 2 and Cluster 3 languages
- Primary 2 materials for the Cluster 3 languages

SIL LEAD supported the training workshops facilitated in Quarter 1 (Q1). SIL LEAD provided technical assistance to the language experts and orthography coaches as they prepared for the workshops and provided onsite support throughout the ToMT and ToT through facilitating several sessions and being available to the trainers as a technical resource during the ToT workshops.

Several key language development activities were also implemented in Year 3. SIL LEAD finalized 8 Quick Reference Guides for the C2 and C3 languages in Q1. Following the validation of revisions to the Ateso and NgaKarimajong Orthography Guides by the Local Language Boards (LLB’s), SIL LEAD provided technical assistance to the LLBs and panelists as they implemented the revisions and updated the guides. The Quick Reference Guides served as summaries of the validated Orthography Guides and were included in the back matter of the Teachers’ Guides for Primary 2 and 3 (P2-3).

One of the greatest achievements of Year 4 was the development of the P4 materials from start to finish for C1. The development of the P4 methodology and initial analysis of the previous materials was conducted in Q1. The C1P4 materials were developed in Q2, edited, finalized and delivered to RTI in Q3. Throughout this process, SIL LEAD led the design of the framework for the transition from mother tongue (MT) to English and supported all stakeholders in developing materials that aligned to the transitional methodology and NCDC curriculum.
Program Overview

The USAID/Uganda School Health and Reading Program (SHRP) is funded by USAID and implemented by RTI International. SIL LEAD serves as one of the primary partners to RTI alongside World Education, Inc. (WEI), the Center for Social Research (CSR), Africa Development Corps (ADC), Perkins International Book Bank (IBB), Books for Africa and Volunteer Services Organization (VSO).

The 5-year program, which began in 2012, has two main goals: to improve literacy outcomes for children in the early grades and to realize “improved knowledge and health-seeking behaviors among adolescents regarding human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS)” (RTI Year 3 Annual Report, Page 7).

The program is implemented through the Uganda Ministry of Education, Sports, Technology and Science (MoESTS) and uses the existing service structures in place to capitalize on what the MoESTS is already doing in these areas and ensure sustainability for long-term growth and improvement even beyond SHRP.

SIL LEAD Objectives and Results

With the objective of “Increased Literacy and Health Seeking Behavior”, the SHRP program has two key results through which to achieve its objective:

Result 1 - Improved Early Grade Reading and Transition to English
Result 2 - Improved HIV/AIDS Knowledge, Attitudes, and Practices

SIL LEAD’s work on the SHRP program is to provide focused support to the achievement of Result 1. Under Result 1 there are 5 intermediate results (IR’s):

IR 1.1: National Policies to Support Literacy Developed
IR 1.2: Materials Developed to Support Early Grade Reading
IR 1.3: Classroom Teaching of Reading Improved
IR 1.4: Advocacy and Support for Reading Increased
IR 1.5: Reading Programs and Policies Informed

In Year 3, SIL LEAD provided technical assistance under IR 1.1, IR 1.2 and IR 1.3.
Result 1: Improved Early Grade Reading and Transition to English

IR 1.1 National policies to support reading developed

In the initial Year 3 work plan, SIL LEAD was not formally scheduled to participate in any of the IR 1.1 activities. However, the work that SIL LEAD has contributed in Year 3 related to ongoing orthography issues seems to fit best under IR 1.1. This section describes SIL LEAD’s work on orthography issues in Year 3.

SIL LEAD has provided ongoing technical support to SHRP on issues of orthography and language development. Standardizing the spelling and writing conventions for the SHRP languages is important because it will be easier for children who speak the language to learn to read when they can rely on a consistent pattern for writing and spelling. As important as it is for learners to have materials that follow a consistent orthography, it is equally important for the language community from which those learners come from to feel fully invested and supportive of the orthography decisions made on their behalf.
To this end, SIL LEAD has worked to develop capacity among all SHRP stakeholders to understand the importance of the process of language development and to value this process as highly as the results that it produces. Integral to this process are the LLBs that were put in place for each of the SHRP languages. Leveraging the local knowledge and central decision-making structures available to these community-driven LLBs is part of what has made SHRP successful thus far and what will make SHRP sustainable in the future.

SIL LEAD fully supports this model and has sought to refer panelists and other stakeholders back to the orthography guides that were approved by the LLBs when questions arise related to spelling conventions in the materials. A common occurrence during the materials development workshops is for panelists from various language groups to have questions about how to spell a word or write a sound in their mother tongue. Typically, these questions are answered by the orthography guides - but in some cases, the answers found there have raised more questions. These questions were anticipated to be more common for the C2 and C3 languages, as these languages had the strongest need for further development than the other Clusters. In Year 2, SHRP also included Ateso in this group of languages with the greatest need for development.

In Q1, SIL LEAD provided technical assistance to select members of the Ateso and NgaKarimajong language panels to revise the orthography guides. The revised Ateso Orthography Guide was validated by the LLB in Soroti, Uganda on September 10 - 13, 2014. On September 29, 2014 the NgaKarimajong LLB met to review and revise an issue related to the number of vowels to be used in student books and teachers’ guides and other printed materials.

SIL LEAD provided Richard Nzogi, a Linguist from SIL Uganda-Tanzania Branch with extensive experience working in Ugandan language development, to support the writers and editors as they implemented the Ateso and NgaKarimajong orthography guides with the revisions. Working through the LLB structures that SHRP defined, these changes were made with support of the community members and are evidence of a successful model for language development on future issues.

RTI facilitated an orthography training workshop in November 2014 whereby 20 language coaches and selected LLB members were given the opportunity to reflect on the use of their revised orthographies and plan for the upcoming training workshops. The participants practiced writing using the revised orthography and practiced reading passages in their own languages using the revised orthography rules. SIL LEAD provided administrative support staff to attend this workshop but was unable to provide technical experts because the nature of the event and the specific technical learning outcomes were vague.
In addition to these specific orthography-related tasks, SIL LEAD consultants and facilitators provided expertise and guidance to the panelists throughout the materials development workshops held in January - September 2015. During these workshops, panelists spent nearly 300 hours writing in their language - using the spelling conventions stipulated in the orthography guides. This practice of following the orthography guides was challenging for some panels as questions arose about certain spelling issues that remained unclear, even with the description in the orthography guides. When issues of spelling came up during the workshops, SIL LEAD encouraged the panelists to follow the orthography guide and report on the issues where strong disagreement existed.

SIL LEAD noted that orthography questions came up often for the NgaKarimajong and Leb Acoli panels. During the C2P3 editing workshop held in April 27 - June 5, 2015, the Leb Acoli panelists compiled a report on their orthography with comments and additions about the spelling conventions. SIL LEAD shared this report with RTI on September 29, 2015 and recommended that RTI follow up officially with the LLB to discuss these issues.

During the C3P2 editing workshop held on August 31 - September 25, 2015, the NgaKarimajong panelists raised questions about the marking of silent vowels in their orthography. SIL LEAD prepared a brief report on the issue and encouraged RTI to follow up with the language board in an official capacity.

In Q2, SIL LEAD was notified that the Leblango, Runyankore-Rukiga and Luganda (all C1 languages) language groups wanted to make several changes to their existing orthographies and to document these revised orthographies more formally. These changes were made under RTI’s oversight and supervision in Q2.

SIL LEAD received the revised orthography documents in August 2015 and was asked by RTI to finalize the guides through formatting them appropriately after reviewing the linguistic issues described therein. SIL LEAD consulted with SIL Uganda Tanzania Branch’s (UTB) linguist, Richard Nzogi, to get solicit his technical perspective on the changes. On October 6, 2015 SIL LEAD shared several concerns about the changes and the process used to make them. Because neither SIL LEAD nor UTB was involved in the process of making these changes, and therefore did not have the full context necessary to evaluate the decisions made, neither organization could comfortably provide expert advice or opinions on the quality of the changes. SIL LEAD anticipates that additional budget, planning and research would be necessary for executing a full linguistic review of the changes and orthography issues documented in the revised guides.
IR 1.2 Materials developed to support early grade reading

Under Result 1, SIL LEAD is responsible for the development of instructional materials in all 12 local languages. Year 3 had an aggressive schedule for materials development with annual goals of developing 48 individual titles, 24 of which were scheduled for assembly and production in Q4.

Throughout the SHRP program, materials development has been organized according to a Cluster approach, which groups the 12 SHRP languages into 3 clusters according to their orthographic readiness for early grade reading materials.

Grouping languages with similar orthographic needs into the same Cluster was strategic for SIL LEAD. We anticipated that workshops with the C1 or C2 languages required less linguistic preparation than with C3. Likewise, SIL LEAD anticipated that the C3 panelists would have a more difficult time of following the orthography principles since many of the rules and spelling conventions would be newer and ‘untested’.

Getting Creative

Creative writing is hard. The SHRP materials development process was especially difficult because it tested the panelists’ creativity through requiring them to rapidly develop 33 engaging texts per level within only 4-5 weeks. Each text had to:

• incorporate cross-cutting issues such as gender and HIV/AIDS protection,
• represent a variety of religious affiliations,
• show characters with special needs participating in society,
• align to the Thematic Curriculum, and
• highlight key terms for the week.

SIL LEAD facilitators helped the panelists keep track of the specifications for each story and encouraged everyone to get creative!
In Year 3, SIL LEAD facilitated the development of 48 individual local language titles for instruction in mother tongue literacy, including Pupils Books and Teachers’ Guides for C1P4, C2P3, C2P4, C3P2, C3P3 and C3P4 as shown below:

While the goal of each materials development workshop is to produce the titles for the program, a secondary (but none-the-less important) goal is for the panelists who participate in the workshop to internalize the methodology for teaching reading in their language. All SHRP panelists are experienced educators and thus bring their own experiences and opinions of how children learn to read to each workshop. SIL LEAD values these experiences and when unhelpful ideas about reading have been identified, facilitators have initiated healthy conversations to address the issues and help realign the panelists’ thinking with more contemporary knowledge and practices about teaching reading.

This facilitation method creates space for questions and encourages discussion across languages. SIL LEAD facilitators encourage panelists to work together to resolve issues when certain decisions affect the entire group across all languages in a particular grade.

Where further training needs were identified among the writing panels in Year 3, SIL LEAD provided follow up training and support to the language teams. This training covered the areas of literacy instruction, writing texts for specific purposes, curriculum design and community-based literature development. SIL LEAD is hopeful that the lessons learned during the materials development and editing workshops will continue to serve the panelists as they return to their communities and continue to influence those in the field of education and literacy.
Primary 2 Materials for the Cluster 3 Languages

The C3P2 materials were the first set of materials to be developed in Year 3. The SIL LEAD facilitation team arrived a week before the workshop to participate in orientation and to prepare together as a group for the workshop. This orientation week took place during January 26 - 30, 2015 and included specific orientation to the P2 methods and content as well as the P2 Bloom templates. The Program Manager led this orientation alongside a Bilingual Education Specialist who had played a key role in the development of the P2 methodology in year 1.

SIL LEAD provided 3 international consultants and 1 in-country consultant to support this workshop. A total of 31 panelists participated in this workshop (13 females and 18 males). During this workshop, SIL LEAD tested the use of several strategic resources to help ensure that the materials were aligned to the Thematic Curriculum and met the specifications for each element of the books.

One of the uniquely challenging exercises that the panelists had to complete for the P2 materials was developing the grammar scope and sequence and corresponding Pupil Book activities. The panelists were guided to create word structure exercises and sentence structure exercises for students after developing a language-specific scope and sequence for the grammar topics that the P2 books would teach on and assess. Although challenging, this exercise was useful for the
C3 teams because it helped to build awareness of the unique grammatical patterns and issues that exist in the writers’ local language.

Through explicit instruction on language patterns at both the word- and sentence-level, learners will have tools for easily recognizing common morphemes and sentence structures that occur in their language. This will make reading easier and more efficient as learners apply their knowledge of word-parts for helping them to read new words or longer passages. The C3P2 workshop began on February 2, 2015 and ended on February 27, 2015.

The C3P2 materials were edited and finalized during August 31 - September 25, 2015. The same Bilingual Education Specialist who had supported the panelists in the development of their materials returned to Kampala to support the editing process. SIL LEAD requested 2 panelists from the Lugwere, Lhukonzo and Lusoga panels and 4 panelists from the NgaKarimajong panel to edit the materials. The additional 2 panelists from NgaKarimajong were included because SIL LEAD noted that the NgaKarimajong writing panel had a more challenging time of completing the writing assignments for P2 than the other panels did. The extra panelists helped to make the editing workshop successful and SIL LEAD is pleased to report that all editing teams finished their tasks on time as scheduled.
Managing the file sharing, daily backup and version control issues of a workshop is nearly as difficult as ensuring that the materials meet the pedagogical requirements. SIL LEAD brought on a Production Assistant in Year 3 to manage the data produced during each workshop.

Over 1000 illustrations were developed and used in the Pupil Book templates in Year 3.

Daily backups of the materials during each workshop produced nearly 160 versions of each Bloom title.

Over 10,000 pages of local language content were developed in Year 3.

During the joint workshops, SIL LEAD’s Production Assistant facilitated the work of 8 typists simultaneously.

Without strong version control and file management practices, the panelists’ work developing materials in their own languages would not be successful. In Year 3, SIL LEAD put into place certain processes related to file sharing and version control in order to guard the work of the panelists and make each workshop as efficient and effective as possible.
On March 16, 2015 SIL LEAD opened the C1P4 materials development workshop. This was the first workshop in which P4 materials were drafted and extensive planning was carried out prior to the workshop to ensure its success.

The design of the methodology for P4 began in 2014 when SIL LEAD conducted an analysis of the learning outcomes for the P1 - P3 materials. By looking at what students would be able to do by the end of P3 and considering what they would need to do at the start of P5, SIL LEAD designed a scope and sequence for P4 that bridged the gaps between the levels as sufficiently as possible.

Unique to the development of the P4 methodology was the need for the design of the materials to support the transition from LL to English. In P4, Ugandan learners have fewer classes in their LL and make the transition to learning many of their subjects through the medium of English. The P4 methodology was designed to make this transition successful through:

- incorporating as much overlap between the LL materials and the English language materials as possible so that students would first learn a new concept, vocabulary term or skill in their mother tongue before learning the same concept, vocabulary term or skill in English,
- providing a rich mother-tongue experience for learners in the LL textbooks by teaching a variety of text types, comprehension strategies, grammatical structures, practice activities and assessment activities that became progressively more demanding throughout the school year, and
- building repetition and progression into the sequence of the skills, strategies and concepts that the learners would need to master.

The P4 materials were also designed differently than the P1 - P3 materials based on lessons learned through the teacher training and field testing of the previous materials. In P4, the materials:

- use a linear layout so teachers can read the instructions from top to bottom,
- use simple and repetitive instructions in the pupils’ book texts that explain how to complete the activities so that learners take responsibility for their learning and are better prepared to take greater responsibility for their own learning in the later grades,
- have How to Teach and Weekly Lesson Support sections that can stand independent of the other so that teachers will not need to flip back and forth between different pages while teaching.
Lastly, the design of the P4 materials also included a restructuring of the materials development process. For the P4 materials development, SIL LEAD created a set of *Topic Writers Guides* in English that specified the outcomes and skills to be taught in a particular lesson and sample instructions for the Pupils’ Book and Teachers’ Guide that the panelists could *adapt* to fit their language-specific needs.

Using the Topic Writers Guides, SIL LEAD was able to tightly control the scope and sequence of the materials while also empowering the panelists to exercise their local language expertise to create the best possible lessons in their mother tongue. An example of an excerpt from the Topic Writers Guides is provided in Annex B.

This process was reviewed by NCDC on January 19, 2015 when SIL LEAD consultants met with NCDC and RTI to discuss the design of the materials. SIL LEAD was pleased to see that the methodology and competences for P4 were well-received and that positive feedback was received regarding the resources and tools intended for use during the materials development workshop (i.e. writers’ guides). Additionally, NCDC shared valuable feedback related to the writing and assessment elements of P4 that SIL LEAD incorporated into the materials development process.

During the 4-week P4 materials development workshop in March 16 - April 10, 2015, Dr. Agatha van Ginkel, SIL LEAD’s Senior Multilingual Education Specialist facilitated this workshop alongside 2 Bilingual Literacy and Education Specialists. Dr. van Ginkel was instrumental in the design of the P4 methodology and had participated in the meeting with NCDC on January 19. The C1 teams faced some initial challenges at the start of the workshop because the method of developing the materials was different than what they had previously used for the C2 - C3 languages. However, eventually all panelists felt comfortable with the new process of adapting examples of good lessons in English to create good lessons in their LL.

Shortly after being developed, the C1P4 materials were edited during April 20 - May 15, 2015. SIL LEAD’s technical facilitation team for this workshop included 1 Senior Multilingual Education Specialist, 1 Literacy Specialist and 1 Production Assistant.
One of the key decisions made by the panelists during this editing workshop was to only use the LL in the Pupils’ Books. At the outset of the Primary 4 materials development, SIL LEAD had designed the Bloom templates and workshop schedule around the assumption that English would be used in a limited number of places in the learners’ materials such as the headers, footers and composition tools. This was discussed with the panelists who ultimately decided as a group that only the LL should be used in the Pupil Books.

Because the content that was previously expected to be in English had to be translated for each language, this decision initially caused some delays. However, the final copy of the Teachers’ Guides and Pupils’ Books were delivered to RTI for layout, assembly and production on May 18, 2015.

Revisions of the Primary 1 - Primary 3 Materials for the GPE Scale-up

Because of the push to finalize and deliver the Year 2 materials in Q1, the implementation of the P1 - P3 revisions was delayed until Q2. On March 5, 2015 a comparative review of the P1 materials was conducted jointly by SIL LEAD consultants with Dr. Robinah Kyeyune, RTI Literacy Advisor, and Kerry Bradshaw, a VSO Volunteer. During this review, the team identified inconsistencies between the cluster-specific materials and determined which of these inconsistencies should take precedence during the revision process. Crucially, inconsistencies or errors that would be detrimental to student learning and/or the acceptance and use of the materials among language communities were prioritized.

Another meeting was held on March 9, 2015 where SIL LEAD and VSO consultants conducted a similar review and comparative analysis of the C1P2 and C2P2 materials. The group identified areas for improvement and synthesis between the materials and discussed how to manage and implement these changes prior to June 2015. In some cases, it was decided that certain inconsistencies were too inconsequential to revise given the limited time and human resources available.

On March 10, SIL LEAD met with Dr. Robinah Kyeyune to discuss how to implement the changes suggested for the P2 materials given the constraints mentioned previously and the availability of local language panelists. Revising the P3 materials was briefly discussed with input from Dr. Diana Weber, the SIL LEAD Bilingual Education Specialist who had helped to develop the P3 methodology and design. It was decided that no layout changes would be made to the P3 materials.

After completing their review, The Quality Assurance Committee (QAC) released a report to RTI on April 21, 2015 with additional feedback and an aggressive
Deadline of May 18 for the final revised materials to be delivered to NCDC. In several cases, the QAC reports revealed a lack of understanding among the review members of the foundational methodology. SIL LEAD advised RTI on the process of implementing any potential changes, providing information on which changes might have a negative impact on the overall implementation of the methodology.

Staffing and time constraints were considered at this point in terms of the rapid response needed from SHRP to implement the changes while simultaneously facilitating multiple materials development workshops. It was decided that the RTI Literacy Advisor would work with 1 SIL LEAD consultant to correct any typos and punctuation mistakes in the previously developed Teachers’ Guides and Pupils’ Books. The handwriting illustrations would also be revised so that the images found in the learners’ materials matched the Andika font used.

Primary 3 Materials Development for the Cluster 2 and Cluster 3 Languages

On April 27 - June 5, 2015 SIL LEAD facilitated a 6-week P3 materials development workshop for the C2 and C3 teams. SIL LEAD’s technical facilitation team was comprised of 1 Language and Education Specialist, 2 Literacy and Education Specialists, 1 Bilingual Education Specialist, 1 Productions Assistant and 1 Senior Multilingual Education Specialist. The team guided nearly 60 panelists to draft and develop the content for their P3 materials. Francis Odwong, SIL LEAD’s Productions Assistant managed the 8 typists simultaneously.

SIL LEAD prioritized the C2P3 materials editing because these materials were scheduled for printing and distribution in 2016. Therefore, an editing workshop was held during August 10 - September 4, 2015. This 4-week workshop was facilitated by SIL LEAD’s Bilingual Education Specialist, Prossy Nannyombi, and by SIL LEAD’s Production Assistant, Francis Odwong. At this workshop, the C2 teams reviewed the texts, exercises, illustrations, grammar scope and sequence documents, technical glossaries and oral literature stories that would become part of the final assembled materials.

The editing of the C2P3 materials was completed on time and the final LL content was delivered to RTI for layout, assembly and production on September 21, 2015.
Primary 4 Materials Development for the Cluster 2 and Cluster 3 languages

The joint P4 materials development workshop for the C2 and C3 languages was facilitated during July 6 - July 31, 2015. Throughout the workshop, panelists received training and language-specific support on how to identify various text types as well as draft and edit texts written for a variety of purposes.

In addition to the training received on writing different text types, panelists were also trained on how to design language-specific exercises and assessment items for testing literacy skills. SIL LEAD facilitators supported each team in developing graphs, charts and tables to be included alongside the texts in the Pupils’ Books. These diagrams will help learners to learn to use text and information displayed in different ways - thus preparing them for the upper grades where they will be required to carry out similar tasks in English for classes such as math and science.

During the final week of the workshop, SIL LEAD offered an additional training session on Community-Based Literature Development for interested participants. The training session aimed to help participants understand how to use their writing skills within their local communities. It is estimated that the training session was attended by approximately 55 panelists.

These materials will be edited in Year 4 in preparation for printing in 2016.

IR 1.3 Classroom teaching of reading improved

On December 8 - 12, 2014 SIL LEAD supported RTI in facilitating the training sessions for the ToMT workshop. The 5-day workshop was held at Shimoni CPTC and drew 148 participants from various PTCs, the TIET, DES, NCDC and the 12 local language groups. SIL LEAD facilitated training sessions on the use of the P1 - P3 materials for the C1 groups, the P1 - P2 materials for the C2 groups and the P1 materials for the C3 groups. Attendees were also instructed on improved support supervision practices.

During this workshop, groups of 2 - 3 editors from each of the 12 language groups provided language-specific orientation for their teams on the basic principles of their orthography. After the Master Trainers preparatory workshop, the Master Trainers conducted the ToT workshop on December 15 - 19, 2014 for CCT’s by training trainers on the use of the P1 and P2 materials for the C1 and C2 languages. SIL LEAD supported the Master Trainers in this task by answering questions related to language and literacy and providing insight into the various elements of the P1 and P2 materials.
Finance and Administration

Realignment of work plan

One of the key administrative issues initiated in Year 3 was the re-alignment of SIL LEAD’s Year 3 work plan in Q2. At the outset of Year 3, SIL LEAD’s work plan was structured as shown in the table below:

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This schedule was originally designed to ensure that all remaining titles to be developed would be completed by the end of Year 3. However, it also raised concerns about whether or not the materials to be printed and distributed in Year 4 would be finished on time, given the challenges that SHRP faced in Year 2 with the assembly and production process and the heavy editing focus in Q4.

Because of these concerns, SIL LEAD revised its work plan to prioritize the editing of the titles that would go to print in Year 4 so that we could ensure that these materials would be delivered to the printer on time and be ready for the 2016 distribution cycle. These materials were:

- Primary 2 materials for the Cluster 3 languages (C3P2),
- Primary 3 materials for the Cluster 2 languages (C2P3), and
- Primary 4 materials for the Cluster 1 languages (C1P4).
Taking into consideration a number of other factors such as overlapping activities, the availability of the most qualified facilitators and the time necessary to produce the materials for the 2016 print cycle, the schedule was revised as shown in the table below:

<table>
<thead>
<tr>
<th></th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
<th>JUL</th>
<th>AUG</th>
<th>SEPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>C3P2 Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1P4 Development</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>C1P4 Editing</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>C2P3 Development, and C3P3 Development</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2P4 Development, and C3P4 Development</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>C2P3 Editing</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>C3P2 Editing</td>
<td></td>
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</tr>
</tbody>
</table>

The schedule revision allowed SIL LEAD to finalize the C1P4 materials ahead of schedule and then spend the final quarter of the year focusing on the editing of the materials that would be printed in 2016.

SIL LEAD submitted a revised schedule proposal for the workshops in February 2015 and worked with the RTI Literacy Advisor to adjust the dates. No budget increase was requested per this work plan revision and all activities were completed without the need for additional funds in Year 3.

Costshare

In Year 3, SIL LEAD was budgeted to double the amount of costshare contributed in previous years. Several SIL LEAD consultants contributed a significant amount of donated labor to the program. A total of just over 181 days of staff and consultant labor were donated to the project, valuing over $60,000. Additionally, SIL LEAD donated 8 Bloom licenses to the SHRP program. Valued at $500 each, the total Bloom license costshare contribution was $4,000.

The chart below compares the budgeted Year 3 costshare contribution from SIL LEAD with the actual Year 3 costshare contribution. The numbers are based on actual costshare for October 2014 thru August 2015 and estimated contributions for September 2015.
SIL LEAD will make up the remaining $10,996 in costshare in Year 4 through donated labor and consulting services.

**Task Order Increases**

In Year 3, SIL LEAD’s Task Order Funding amount was increased 4 times through Modifications 3 - 6 to its Subaward 2-330-0213399-51327L with RTI International:

- Modification Number 3: increased the funded amount by $101,778.00
- Modification Number 4 increased the funded amount by $601,464.00
- Modification Number 5 increased the funded amount by $237,813.67
- Modification Number 6 increased the funded amount by $103,995.30
Pipeline report for Year 3

The pipeline report below shows SIL LEAD’s actual expenses for each month of the project in Year 3 and the Total USAID Approved Budget for Years 1 - 3. The amounts listed for September 2015 represent an estimate of the expenditures for the month plus any accruals. The final column shows the variance between the total approved project budget for all implementation years, through October 2015, and the actual expenses plus estimated expenses and accruals for Year 3.

<table>
<thead>
<tr>
<th>LINE ITEMS</th>
<th>ACTUALS + ESTIMATED EXPENSES + ACCRUALS September 2014 - October 2015</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL USAID APPROVED BUDGET</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct-2014</td>
<td>$827,893</td>
<td>$13,328</td>
<td>$5,588</td>
<td>$13,197</td>
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<tr>
<td>Nov-2014</td>
<td>$8,588</td>
<td>$15,229</td>
<td>$31,552</td>
<td>$74,127</td>
</tr>
<tr>
<td>Dec-2014</td>
<td>$25,096</td>
<td>$48,646</td>
<td>$51,598</td>
<td>$21,898</td>
</tr>
<tr>
<td>Jan-2015</td>
<td>$17,095</td>
<td>$37,209</td>
<td>$17,095</td>
<td>$355,742</td>
</tr>
<tr>
<td>Feb-2015</td>
<td>$9,052</td>
<td>$15,942</td>
<td>$45,166</td>
<td>$34,006</td>
</tr>
<tr>
<td>Mar-2015</td>
<td>$9,639</td>
<td>$33,206</td>
<td>$7,056</td>
<td>$17,637</td>
</tr>
<tr>
<td>Apr-2015</td>
<td>$36,054</td>
<td>$7,056</td>
<td>$17,637</td>
<td>$9,052</td>
</tr>
<tr>
<td>May-2015</td>
<td>$17,637</td>
<td>$9,052</td>
<td>$15,942</td>
<td>$45,166</td>
</tr>
<tr>
<td>Jun-2015</td>
<td>$38,054</td>
<td>$7,056</td>
<td>$17,637</td>
<td>$9,052</td>
</tr>
<tr>
<td>Jul-2015</td>
<td>$11,545</td>
<td>$11,545</td>
<td>$2,451</td>
<td></td>
</tr>
<tr>
<td>Aug-2015</td>
<td>$132,852</td>
<td>$132,852</td>
<td>$2,451</td>
<td></td>
</tr>
<tr>
<td>Sep-2015</td>
<td>$74,864</td>
<td>$74,864</td>
<td>$9,995</td>
<td></td>
</tr>
<tr>
<td>ESTIMATE + ACCRUALS FY-15</td>
<td>$16,248</td>
<td>$17,177</td>
<td>$8,765</td>
<td>$17,929</td>
</tr>
<tr>
<td>ACTUAL EXPENSES &amp; ACCRUALS FY-15</td>
<td>$16,248</td>
<td>$17,177</td>
<td>$8,765</td>
<td>$17,929</td>
</tr>
</tbody>
</table>

Please note that the Supplies and Materials budget was included in the ODCs line which is why the USAID approved budget for Supplies and Materials is $0.00.

SIL LEAD has an estimated $74,864 in remaining budget at the end of Year 3. This budget will be used for the Q1 Year 4 activities while the Year 4 budget approval is still in process.
Conclusion

Achievements

In an effort to make the final push toward completing the development of the SHRP materials, SIL LEAD had an aggressive materials development and editing schedule. Each workshop was staffed by more facilitators than in previous years in order to ensure that the teams had sufficient support for developing more complex content for the later grades. Additionally, SIL LEAD’s home office support provided greater leadership to the assembly and development process through consistent communication with RTI and through implementing several key process improvements.

At the beginning of the year, the titles developed in Year 2 were finalized and submitted for printing. SIL LEAD’s Bilingual Education Specialist supported this work through cross-checking the draft copies prior to submission to the printer.

Key orthography deliverables were revised and finalized including the Ateso and NgaKarimajong Orthography Guides. Additionally, the Quick Reference Guides
were developed and submitted to RTI for inclusion in the Primary 2 Teachers’ Guides.

The Primary 4 methodology was developed collaboratively with all stakeholders, including NCDC who reviewed the key elements of the framework and materials development process before the first workshop began. Primary 4 materials for all Clusters were developed in Year 3 and the C1P4 materials were delivered to RTI in Q3.

SIL LEAD facilitated the development for the C1P4, C2P3, C2P4, C3P2, C3P3, and C3P4 in Year 3. At times, our facilitators managed the development and editing process for workshops hosting over 60 panelists simultaneously. In addition, during the regularly scheduled workshops, SIL LEAD’s Bilingual Education Specialist supported SHRP in revising the C1P1, C2P1, C3P1, C1P2, C2P2 and C1P3 materials in preparation for handing them over to GPE with the relevant revisions incorporated based on the QAC feedback.

All of this was accomplished on time and under budget. SIL LEAD is pleased of its achievements in Year 3 and looks forward to continuing to support the SHRP program in Year 4.

Challenges

In Year 3, SIL LEAD faced several key challenges, namely: the lack of sufficient coordination for language-development activities, the limited number of qualified panelists for materials development and low supplies. Each of these are described below.

*Lack of Sufficient Coordination for Language-development Activities*

In Year 3, it was challenging for SIL LEAD to solicit sufficient details regarding the outcome of several orthography-related deliverables. This led to SIL LEAD declining to provide technical staff to certain activities because the SOW for the activity or event was unclear and not aligned with what SIL LEAD considers to be best practices in language development work.

In Q1, SIL LEAD was asked to participate in an ‘orthography training’ for select LLB members. In principle, providing additional training on orthography issues can be helpful, however, because of the complexities involved in orthography consultations, it is good practice to develop a robust training program with specific outcomes and learning goals. Because the nature of the training program, which took place in November 2014, was unclear and the stakes were high, SIL LEAD declined to send technical staff to participate in this event.
Had SIL LEAD been given more details and time to work with RTI to develop an appropriate agenda and learning outcomes for the event, SIL LEAD could have participated in the events and shared our expertise in language and linguistics.

In Q3, SIL LEAD was notified that changes were being made to the C1 language orthographies, specifically Luganda, Runyankore-Rukiga and Leblango. SIL LEAD was asked to review the changes but had to decline to do so because there was little detail on the process for how the updates were made and where the technical expertise necessary for this type of consultation was being sourced from.

Because language development and linguistics is SIL LEAD’s area of expertise, it can be challenging to receive such vague requests under such tight deadlines. On one hand, SIL LEAD is eager to support language-related activities for SHRP. On the other, our experts’ time cannot be well-invested without knowing the appropriate details that are crucial to the planning process. Additionally, SIL LEAD cannot comfortably provide input and advice in situations where a range of linguistic and sociolinguistic issues are at play that are not fully understood. The risks for the language communities, project and partners are too great.

Furthermore, orthographies are complex (socio) linguistic systems. Changing one part of the system often has a number of implications on the entire writing system, and people using the system have opinions and feelings about this. Without a linguistic expert to work with the speakers of a language to test the effects of certain orthographic decisions, such decisions may have detrimental implications (such as negative feelings among the community) that are not readily apparent to those without linguistic training and experience.

Limited number of qualified panelists for materials development

During both the C3P2 and C1P4 materials development workshops, the number of qualified writing panelists was lower than required for the workload. Prior to the C1P4 workshop SIL LEAD specified that the minimum requirement for the number of panelists within each language panel was 8 panelists. Unfortunately, the C1P4 workshop had an average of only 5 language panelists who showed up for work each day. The situation was compounded by frequent absenteeism by some panelists because of sickness or the loss of loved ones. These challenges further weakened the composition of effective writing panels.

Low supplies and faulty laptops

SIL LEAD noted a decrease and delay in delivery of the number of supplies provided for the Q4 workshops. This challenge made it difficult for the panelists to complete their work because they often lacked the appropriate writing utensils, draft paper and erasers needed to do so. Laptops infected with viruses were also
a concern as the team worried about the implications for the back-up process and data security threats introduced by infected computers and USB keys. It took some time before this issue received attention.

The SHRP program is a complex system of interdependent activities. Each of the partners and program stakeholders rely on the other in order to ensure the success of the different tasks and achievements. Because of the complex dependencies, it goes without saying that a challenge for one partner is a challenge for all partners. It is important that we learn from the program challenges in order to improve on our implementation and better serve Ugandan students.

**Learning and Adapting**

Incorporating the lessons learned in Year 3, SIL LEAD strategically reorganized the annual work plan to allow for additional room for the production and assembly process of the P4 materials. Crucially, the C1P4 materials were developed and edited within the span of 4 months’ time. After the editing process, SIL LEAD worked closely with RTI and Kerry Bradshaw, a VSO Volunteer, to assemble and produce the materials in preparation for printing. The materials were delivered to RTI several weeks ahead of the print deadline – which is a huge improvement on the assembly and production process that was used in Year 2.

SIL LEAD implemented several processes and circulated key resources to help improve the assembly and production process. Because the SHRP materials are developed using several different software (i.e., Bloom, InDesign and Microsoft Office) the process of collecting all relevant files, saving them as PDFs and then combining the PDFs into the complete books ready for printing is complex. SIL LEAD created an efficient file sharing and management protocol to help make this process more streamline and help SHRP meet its print deadlines on time.

Several notable changes include:

- the creation of a file management and assembly plan for each set of materials that specified the deliverable and responsible person,
- a plan for how to name and share various files that made the process of assembling all of the various pieces of the book into a single PDF much more simple and streamlined, and
- designating a single decision maker or champion for each round of materials who had the final say in whether edits were made to the books after production was complete and made the final call on when the materials were print-ready.
Way Forward

As SIL LEAD looks ahead to Year 4, we anticipate that the activities and tasks scheduled in the Year 4 work plan will complete our role in the SHRP program.

The limited work planned for Year 4 will focus on:

- editing and finalizing the remaining titles for printing and distribution,
- providing technical assistance to the training workshops in Year 4, and
- finalizing the materials development resources and scope and sequence documents in preparation for official handover to NCDC and the MoESTS.

SIL LEAD is pleased with its progress toward achieving the SHRP goals to date and is grateful for the opportunity to continue working with RTI International and the other implementation partners on the SHRP program.
# Annex A - STTA for Year 3

<table>
<thead>
<tr>
<th>STTA</th>
<th>Dates</th>
<th>Assignment</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brigitte Niederseer</td>
<td>Jan 24 - Mar 7</td>
<td>• Facilitate the C3P2 materials development workshop</td>
<td>• Draft C3P2 materials ready for editing</td>
</tr>
<tr>
<td></td>
<td>Apr 15 - May 16</td>
<td>• Facilitate the C1P4 editing workshop</td>
<td>• Final content of the C1P4 materials that is ready for assembly</td>
</tr>
<tr>
<td></td>
<td>Aug 28 - Sept 27</td>
<td>• Facilitate the C3P2 editing workshop</td>
<td>• Final content of the C3P2 materials that is ready for assembly</td>
</tr>
<tr>
<td>Dr. Ronald Morren</td>
<td>Jan 23 - Feb 27</td>
<td>• Facilitate the C3P2 materials development workshop</td>
<td>• Draft C3P2 materials ready for editing</td>
</tr>
<tr>
<td></td>
<td>Apr 20 - June 4</td>
<td>• Facilitate the C2P3 and C3P3 materials development workshop</td>
<td>• Draft content of the C2P3 and C3P3 materials that are ready for editing</td>
</tr>
<tr>
<td></td>
<td>June 29 - Aug 1</td>
<td>• Facilitate the C2P4 and C3P4 materials development workshop</td>
<td>• Draft content of the C2P4 and C3P4 materials that are ready for editing</td>
</tr>
<tr>
<td>Diane Morren</td>
<td>Jan 23 - Feb 27</td>
<td>• Facilitate the C3P2 materials development workshop</td>
<td>• Draft C3P2 materials ready for editing</td>
</tr>
<tr>
<td></td>
<td>Apr 20 - June 4</td>
<td>• Facilitate the C2P3 and C3P3 materials development workshop</td>
<td>• Draft content of the C2P3 and C3P3 materials that are ready for editing</td>
</tr>
<tr>
<td></td>
<td>June 29 - Aug 1</td>
<td>• Facilitate the C2P4 and C3P4 materials development workshop</td>
<td>• Draft content of the C2P4 and C3P4 materials that are ready for editing</td>
</tr>
<tr>
<td>Stacey Maresco</td>
<td>Jan 20 - Feb 5</td>
<td>• Orientation and support to C3P2 Facilitators</td>
<td>• Production Assistant trained</td>
</tr>
<tr>
<td></td>
<td>March 3 - 18</td>
<td>• Orientation and support to C3P2 Facilitators</td>
<td>• C3P2 Facilitators received orientation</td>
</tr>
<tr>
<td></td>
<td>Apr 18 - 25</td>
<td>• Support clean-up and editing of the C3P2 materials</td>
<td>• Agreed on changes to produce revised P1 materials for all clusters by May 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Orientation and support to C1P4 Facilitators</td>
<td>• Hard copies of C3P2 materials securely stored, ready for editing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Support the start of the C1P4 and C2P3 and C3P3 workshops</td>
<td>• C1P4 Facilitators equipped to start workshop</td>
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<td></td>
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<td>• Trained Production Assistant on using Trello</td>
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<td></td>
<td>• Facilitators are ready for the P3 workshop</td>
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<tr>
<td></td>
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<td></td>
<td>• Facilitators for the C1P4 workshop are knowledgeable of all deliverables</td>
</tr>
<tr>
<td>Dr. Carolyn Adger</td>
<td>April 26 - June 7</td>
<td>• Facilitate the C2P3 and C3P3 materials development workshop</td>
<td>• Draft content of the C2P3 and C3P3 materials that are ready for editing</td>
</tr>
<tr>
<td>Dr. Paul Frank</td>
<td>Jan 20 - 25</td>
<td>• Complete interview process with Production Assistant candidate</td>
<td>• Successfully completed contracting process with Production Assistant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Meet with SIL LEAD Project Manager</td>
<td>• Discussed 2015 work plans with SIL UTB leadership face-to-face</td>
</tr>
</tbody>
</table>


## Annex A - STTA for Year 3

<table>
<thead>
<tr>
<th>Name</th>
<th>Period</th>
<th>Tasks</th>
<th>Completion Notes</th>
</tr>
</thead>
</table>
| Dr. Paul Frank        | June 2 - June 11     | - Support the clean-up of C2P3 and C3P3 workshop  
- Participate in preliminary Year 4 planning  
- Participate in the Year 4 AWP Meeting  
- Support the closing of the P4 workshop  
- Support the start of the P3 editing workshop | Resolved number of technical issues with Bloom  
- Prepared and reviewed the C1P4 materials  
- Presented on the Year 3 activities and proposed the Year 4 work plan  
- Year 4 work plan has been shared and reviewed with all partners |
|                       | Aug 1 - Aug 8        |                                                                                                                                             |                                                                                  |
| Dr. Agatha van Ginkel | Jan 18 - 20          | - Discussed the updates on the design and methodology for P4 with NCDC and RTI  
- Facilitate the C1P4 materials development workshop  
- Facilitate the C2P3 and C3P3 materials development workshop  
- Facilitate the C2P4 and C3P4 materials development workshop | NCDC accepted the design and methodology for the P4 LL materials with several changes  
- Draft C1P4 materials ready for editing  
- Draft C2P4 and C3P4 materials ready for editing  
- Draft C2P3 and C3P3 materials ready for editing  
- C1P4 materials delivered to RTI for assembly |
|                       | Mar 9 - Aug 7        |                                                                                                                                             |                                                                                  |
| Dr. Diana Weber       | Mar 8 - April 15     | - Facilitate the C1P4 materials development workshop | Final content of the C1P4 materials that is ready for editing |
| Xinia Skoropinski     | Mar 13 - April 17    | - Facilitate the C1P4 materials development workshop | Final content of the C1P4 materials that is ready for editing |
| Dr. Susan Nyaga       | April 20 - June 6    | - Facilitate the C2P3 and C3P3 materials development workshop | Draft content of the C2P3 and C3P3 materials that are ready for editing |
Week 1 - Lesson 2

Week 1, Lesson 2: Reading fluency (10 minutes)

Competence

The learner:

- Uses the story title, illustration, context and prior knowledge to make predictions before reading a text (C1).
- Reads different types of text aloud with increasing fluency and comprehension (F1).

Step-by-Step Teacher's Activity

Step 1: Tell one of the learners to read the general instruction and the first question in the Pupil Book. Help them to remember what the text was about.

Step 2: Tell one of the learners to read the second instruction in the Pupil Book.

Step 3: Tell the learners that you will help them to practise reading the week's story in their Pupil Book.

Step 4: Read the first paragraph fluently (with expression and good intonation).

Step 5: Tell the learners that you will now read the first paragraph together. Read fluently and the class will read aloud with you.

Step 6: Tell the learners to read the paragraph together with their partner. You will not read with them.

Step 7: Tell the learners to reread the first paragraph by themselves.

Step 8: Do the other paragraphs following steps four to seven.

Step 9: Assess and mark in the CAM Form.

Suggestions for the Pupil Book

Instructions: You are going to practice reading well. Follow the steps below:

1. Look at the title and the picture. Do you still know what the story was about?
2. Read along silently as the teacher reads the paragraph to you.
3. The teacher reads the same paragraph with you as a class.
4. Read the same paragraph with your partner.
5. Read the paragraph by yourself.