Education is the most powerful weapon which you can use to change the world.

Nelson Mandela
READATHON 2010

CONTENTS

- The Readathon 2010 Campaign .............................................. 2

- Readathon Activities ................................................................. 4
  - Introduction to Journal writing ............................................ 4
  - Foundation Phase Journals .................................................. 8
  - Intermediate Phase Journals ................................................. 12
  - Senior Phase Journals .......................................................... 17
  - Decorating and illustrating for all grades .............................. 20

- Extracts from Journals ............................................................. 22
  - Extract 1 - Readathon Day ................................................... 23
  - Extract 2 - Edward Tenza .................................................... 24
  - Extract 3 - The Diary of Adrian Mole .................................. 25
  - Extract 4 - The Diary of Iris Vaughan ................................. 26
  - Extract 5 - The Diary of a Young Girl ................................. 27
  - Extract 6 - Portia ................................................................. 27
  - Extract 7 - Blue Train to the Moon ..................................... 28
  - Extract 8 - The Diary of Samuel Pepys ............................... 29

- How to Enter the 2010 CNA Readathon Competition .......... 30
  - Competition Activities ....................................................... 30
  - Schools’ Competition .......................................................... 32
  - Learners’ Competition ....................................................... 33

- Working together to help our children read and write .... 34

- Books recommended by READ .............................................. 36
THE READATHON 2010 CAMPAIGN

Nelson Mandela on the recent discovery of his forgotten prison notebooks, letters and diaries:

The history of our country is characterized by too much forgetting. The (diaries/notebooks) represent the hope that we can recover memories and stories suppressed by the apartheid regime. These archives contain traces of my life and those who have lived it with me. Anyone who has explored the world of archives will know that it is a treasure house, one that is full of surprises, crossing paths, dead ends, painful reminders and unanswered questions.

This year’s Readathon focuses on writing journals or diaries. Directed towards the learners’ own world, experiences, interests and knowledge, journal writing enables learners from the Foundation Phase upwards to develop a way of expressing themselves meaningfully in writing. It enables learners to look for inspiration in their own lives and thoughts and helps them generate information from their own experiences. Journals are a wonderful way to help learners treasure uplifting thoughts and good experiences, deal with difficulties, pour out their innermost feelings and open their hearts.
Journals can be a record of the learners’ personal history, a reflection of their family history as well as their experience of the history of their country. They should keep their journals as a way of looking back and remembering how they thought and felt during different phases of their lives. They can share memories of the way they experienced life in their early years (their writing, drawing, dreams, worries, friends, teachers, family relationships etc).

Journals can be used to record
- a family’s history
- family and cultural traditions
- real events in communities
- a nation’s history.

If learners have written private thoughts and feelings they may not want to share them with others but many learners will want to share their writing. If so encourage them to work in pairs to
- read and talk about their journals to each other
- share and edit each other’s writing
- write messages or greetings in their partner’s journal
- swop mementoes, cards, special pictures etc.

Learners can
- share their journals with parents and ask their parents to contribute
- contribute their journals to the class library
- read journals to other classes.
INTRODUCTION TO JOURNAL WRITING

Journaling helps you grow and flow. It helps you get in touch with who you really are.

Susan Castle.
Writer about healthy mind, body and soul.

Writing is an exploration. You start from nothing and learn as you go.

Lawrence Doctorow.
American author.

Journal writing is a voyage to the interior.

Christina Baldwin.
Author and founder of the Journal movement.

READATHON ACTIVITIES

What is the purpose of writing a Journal?

Knowing who we are

Learners need to know not only how to write but why they should write. Writing helps us to know ourselves better and express our personal experiences of the world. That is why learners should begin drawing and then writing about themselves and what is important to them. This is a way to show them the purpose for writing and why they should learn to write. Writing can be a lifelong discovery of who they are, how they experience the world and how they communicate their ideas to others.

Learn to write by writing

Journal writing builds confidence in writing because it is free, creative, unrestrained, easy to do and fun. The more learners write the better their writing will become and regular journal writing provides pleasurable practice. If learners keep journals from the earliest grades they will develop the habit of frequent personal reflective writing that can be a source of comfort and inspiration.

What is a Journal?

Journals can take many forms. People keep journals to express their feelings, to collect mementoes, special pictures, jokes, wise sayings, inspirational passages, formulate ideas, preserve precious messages from friends or family etc. A journal is very personal and can be returned to for comfort, amusement and to remember special thoughts and insights. Self reflection can change your fate.

In Grade One learners will start to write journals with the hope that they will enjoy learning to write to express their ideas, aspirations and develop the writing habit throughout school and into their adult life. If learners keep their Grade One journals they will find them a great source of interest to look back on when they are older to remember their early thoughts and ideas.
INTRODUCTION TO JOURNAL WRITING

A journal must be personal

This means that all the writing must be the learner’s own personal experiences, wishes, feelings, ideas, aspirations etc. Do not make the writing experience formal or try to teach all writing skills in the journal. The focus must always be on the learner’s self-expression.

When should learners write in their Journals?

Learners can take their journals home and write peacefully in their own time but in the Foundation Phase they must bring the journals to school every day so that they can write during their own free time at school (e.g. when the teacher has urgent administration, a visitor etc). Learners use only one page a day. In higher grades journal writing can be longer and not so regularly controlled.

Where should learners write their Journals?

In the primary grades, make a special place in the classroom for learners to do their journals when they have finished their other work. Keep some writing equipment on the table for cutting, pasting, drawing, colouring in e.g. coloured pencils, pencils, crayons, magazines, scissors, glue, newspapers, adverts etc. Appoint a learner as a monitor to manage the table each week.

My diary seems to keep me whole.

Anais Nin.
French author famous for her journals.

Keep a diary and one day it will keep you.

Mae West.
Famous American film star of the 1930’s.

Memories, all those little experiences make up the fabric of our lives and on balance, I wouldn’t want to erase any of them, tempting though it may be.

Ben Affleck.
American actor and film director.

Be yourself, that’s all there is of you.

Ralph Waldo Emerson.
American philosopher.

The diary is the only form of writing that encourages total freedom of expression.

Tristine Ralner.
Memoir writer.
INTRODUCTION TO JOURNAL WRITING

...I don’t intend to show this cardboard covered notebook bearing the proud name of ‘diary’ to anyone unless I find a real friend. And now I come to the root of the matter, the reasons for my starting a diary. It is that I have no such friend.

Anne Frank, Young Jewish girl famous for her diary during World War II.

Why should journals be private?

If learners write their innermost feelings in their journals they may not want anyone else to read them because they are so personal and feelings can be hurt. So the private nature of the writing must be respected.

Translations

You will need to translate the instructions for the learners into their home language in the Foundation Phase so that they understand them. Learners should write in their journals in their home language at first and later on in English if they want to.

Publishing

Learners may be very excited about something they have written in their journals and may want to read it aloud to the class. If so encourage them to do so but remember that the purpose of the journal is personal and they may want to keep their writing to themselves. Learners may also want to use something they have written in their journals to contribute to a class magazine or book.

What book should learners use for their journals?

A4 Exercise books with blank pages are very successful in the Foundation Phase. Any notebook or school exercise book can be made into a journal. Even used diaries from a previous year can be made attractive by sticking pictures over the unwanted text.

Just use a lined or unlined notebook. Experiment with different coloured pens or pencils. Decorate with drawings, photos and pictures. Have fun, play and relax. Make a creative cover for your journal by decorating, marbling the paper, using stipple paint etc.
INTRODUCTION TO JOURNAL WRITING

Marking

Foundation Phase
You do not mark learners’ journals but you do read them and write messages, questions, labels, captions and suggestions to encourage them whenever you can. Ensure that you see each learner’s work at least once a week for positive feedback and avoid negativity or criticism. At this stage learners will want you to respond to their writing even though it is a personal journal. Learners will learn how to write neatly and form letters correctly during the year but they should write freely in their journals and express themselves without worrying about handwriting at this stage. Make sure that the learners write often and enjoy it.

Your own ideas
Throughout the journal writing you are encouraged to put in your own ideas to stimulate learners to write as in real life there are many things that interest the learners and they will want to write about them. They may feel excited about the Soccer World Cup, sad about the death of a celebrity (famous person) or any other current events.

To sum up
- Journals are for personal writing
- In Grades 1 and 2 the teacher would see all the learners’ journal writing but from Grade 3 onwards the learners should have the choice to keep some of their writing private if they want to.
- All journal writing need not be done in class, much writing can be done at home.
- Learners should enjoy the writing and increase the ease and speed of their writing.
- Learners should write in journals to see that writing has a purpose—self expression (express their feelings, emotions, opinions etc.)
- Encourage learners to collect things to paste in their journals or secret diaries. Special mementoes make the journal much more fun and are a vivid reminder of happy times.
- Display your own favourite songs, poems, prayers, sayings, verses as examples for learners to choose from and copy into their journals.

Always respond positively to learners’ writing and occasionally write a positive comment in their books and give them a good work stamp or sticker. Some examples of responses could be
- I also like...
- I have a pet dog called...
- I can see you love...
- Tell me more about... etc.

Memory is the diary we all carry about with us.

Oscar Wilde
Famous Irish writer and poet.

If your life’s worth living it’s worth recording.

Marilyn Grey
American psychologist, author, speaker
FOUNDATION PHASE JOURNALS

READATHON ACTIVITIES

Foundation Phase Journals

How to start writing

Young learners start their journals by drawing and gradually as they learn to write, they will begin writing about themselves, their families and friends, their homes and their experiences. The teacher leads the process and structures the writing as learners need to be supported at this stage. Learners begin to write meaningful thoughts, opinions and ideas and learn to express their feelings.

Some ideas for Foundation Phase Journals

Learners can use a whole page for each sentence. They can decorate each page with photographs, drawings, patterns, torn paper pictures etc. For example:

My name is ............
I am ...... years old.
This is my family.
This is my house.
People I like.
What animal/car/food/colour/ sport/place/sweets etc do I like best?
What I did before I went to school.
What can I collect?
What I do in a day.
What I want to write about.
FOUNDATION PHASE JOURNALS

Creative activities

TORN PAPER
What you need
- Any coloured pictures from magazines, newspapers, scrap paper etc.
- Glue

What you do
1. Learners tear bright colours out of newspapers, magazines or advertisements.
2. Stick torn pieces onto paper to make designs or simple pictures.

FINGER PAINTING
Learners can use finger painting to decorate paper for their covers

What you need
- A thick mixture of poster paint
- A large sheet of paper for each learner (newspaper can be used)

What you do
1. Put a teaspoon of the mixture over paper and move fingers around it to make patterns.
2. Let the paper dry and use it to cover the journal.

PATTERNS
Learners can decorate the borders of their cover and some of their pages with their handwriting patterns.
FOUNDATION PHASE JOURNALS

Keep your journal a secret

Design a cover with a big padlock to show that it is a secret and nobody should look in it without your permission.
You can colour in and decorate this nameplate and stick it on the cover of your journal.
Write about yourself

You will need to give learners ideas to write about. Learners can use a whole page for each topic. For example:

**MY JOURNAL**

- Draw a picture of yourself or stick in a photograph.
- Decorate your picture by making a frame with colourful letters that spell your name and/or the names of your family.

My name is .................. but everyone calls me ..................
I am ...... years old.
I am a (boy/girl) ..............
The people in my family are
-----------------------------------------------

Write your name by cutting out the letters and sticking them here.
How to start writing

Introduce journal writing to your learners by talking about journals and encouraging them to write meaningfully and regularly. Provide books for journals (simple exercise books will do) and show ideas for decorating covers and pages (see pages 9, 15, 19 for ideas). There are some examples of famous or published children’s journals for you to read to the learners on pages 23–29. Choose the ones that will interest your learners.

Say to the learners:
- When you write in your journal you can begin with *Dear Diary*. If you like you can give your journal a name for example you can write *Dear Kitty* or *Dear.....* This way you will feel that you are writing your thoughts to someone special or an imaginary friend.
- Write the date each time you write something so that you will know when you wrote your thoughts and feelings. Write the day and the year, for example Wednesday, 17 March 2010.
- Your journal can be your secret. You do not have to show it or share it unless you want to.
- You can ask special people to write a message in your journal or draw a picture for you if you want to.
- You can use your journal as a notebook and write down anything you notice, want to remember or wonder about.
- Be honest. Write what you really feel about things. You may want to keep some of your thoughts a secret.

Some ideas for Intermediate Phase writing

Say to the learners:
Preserve your history and culture in your journal. Understand yourself by understanding your past. Write about
- My Family History
- My Culture
- What I Love About My Country
- My Recipe for Success
- My Hopes and Dreams
- What My Name Means to Me and the Meaning of My Name
- My Memories of the Soccer World Cup

Write about your personal tastes
- My favourite things: books, movies, food, hobbies, bands, clothes, friends etc.
- People I admire: leaders, actors, sport stars, TV actors, singers, musicians, family members, teachers etc.
INTERMEDIATE PHASE JOURNALS

Write about your favourite things

MY FAVOURITE THINGS

You can write lists of your favourite things and collect interesting things to remind you of them. Decorate a whole page for each thing and write why you like them.

- Write a list of the places you want to visit. Draw or find pictures for your page. Keep postcards and advertisements showing the places. Stick in train or aeroplane tickets if you have been there.
- Write a list of books you have read. Draw pictures of the people you liked in the books and write something they said.
- Write a list of what you would buy if you had a lot of money. Stick in pictures of the things.
- Write a list of your favourite movies or TV programmes. Look in the newspaper for adverts, pictures of the stars, stick in movie tickets and the TV timetable.
- Write a list of your favourite cars, sports, people, clothes or anything you like a lot.

LIST OF THINGS I WANT ONE DAY
- A red Ferrari
- A mansion like Kanye West
- To be a professional sportsman
- To go on a date with Natalie Portman
- An awesome sound system

KANYE WEST
Creative activities

COLLAGE OF SOCCER WORLD CUP

what you need

- A collection of a wide variety of mementoes that remind you of the occasion, for example bus and entrance tickets, programmes, articles about the game, photographs of the players, stickers, advertisements etc.

what you do

1. Write your memories and experiences on the page.
2. Decorate all around the writing with your collection of mementoes.
3. Draw some patterns and designs.
SPONGE PAINTING

Learners can use sponge painting to make textured backgrounds.

What you need
- Poster paint or any water based paint mixed with water to the desired colour
- A large sheet of paper
- Sponges of any sort
- A plate

What you do
1. Pour about \( \frac{1}{4} \) cup of the paint onto the plate.
2. Dip the sponge into the paint.
3. Dab the sponge all around the paper to make a textured background.
4. If desired you can carefully sponge over leaves, ferns etc to make patterns.
INTERMEDIATE PHASE JOURNALS

CUT-PAPER COLLAGE

Learners can use coloured pages from newspapers, magazines etc to cut into shapes.

What you need

- Glue
- Scissors
- Scraps of coloured paper

What you do

1. Draw the outlines of your picture.
2. Choose coloured paper to cut into the shapes you need.
3. Glue the shapes onto your drawing.
How to start writing

Journal writing can guide learners to understand themselves by understanding their past and valuing their culture, family and country. Let them explore their own ideas and write freely, creatively and often.

- Read some examples of journals that reflect different aspects of life (see pages 23–29). These can be famous, tragic or amusing accounts from real life or literature. Examples from literature, both modern and from long ago can give learners inspiring ideas for their own writing. Use the examples to talk about journals and how people can express themselves freely.
- Talk about the different lives that are reflected in the examples - journals can show feelings, reflect our culture, record personal experiences in our history or help us deal with our innermost conflicts and help us grow.
- We can record our life and culture in South Africa in our journals by writing our own opinions about people, events, experiences or celebrations.

How to control and maintain journal writing

- Journal writing is one of the most positive writing activities you can do as it serves as a chronicle of learners’ interests and can showcase their writing development.
- Maintain enthusiasm by always avoiding criticism, reading and commenting positively if learners want you to share their journals (as most of them will).
- Provide interesting journal topics.
- Assign special time slots for journal writing but also encourage learners to write in their own time.
- Keep very personal writing private. Learners can remove such entries or keep them in envelopes stapled closed.
- Sometimes give specific topics to write about, for example:
  - If I could live anywhere...
  - I really miss...
  - I day dream most about...
  - Something few people realize about me...
  - What makes me feel proud is...
  - Some little things I forget to enjoy... etc.

Learners can write about issues like:

- Divorce
- The death penalty
- Prejudice and racism
- Shoplifting
- Peer pressure
- Gang violence
- Part time jobs etc.
SENIOR PHASE JOURNALS

Learners can write about relationships
- Best friends
- Teenagers
- People like me because...
- If my best friend was on drugs...
- I feel happy/sad when... etc.

Encourage learners to be creative
Give learners creative ideas. Show learners examples in this book for decoration and ideas.

Some ideas for Senior Phase writing

Record your thoughts
When you've had a really good day, write about it. What made it enjoyable? What can you be grateful for? How would you decorate a page that shows your mood?

Record your experiences and feelings
Celebrations, disasters, your feelings, cool facts you find out, secrets, people you love, people you admire, your worries, your dreams, jokes etc. Write lists: Today I am grateful for.....

Grow by communicating with yourself
- My best qualities....
- What I want to improve in myself
- Capturing my dreams
- Looking back on my life
- My culture and my heritage
- Setting myself free to be who I really am

Develop creativity by being creative
Encourage learners to do some artwork, collect mementoes of enjoyable occasions like invitations, programmes, postcards, greetings, jokes, pictures from magazines and newspapers, articles of interest about sport or film celebrities etc. as this is an important part of journaling and encourages writing.

Art techniques
Show learners how to do some art techniques to make their pages special.
Creative activities

**How to Press Flowers and Leaves**

Make interesting and beautiful pages for your journal with pressed flowers and leaves.

**What you need**

- Flowers, leaves, flat seeds, grasses etc.
- Glue

**What you do**

1. Pick flowers, leaves etc that are quite colourful and flat
2. Place each flower, leaf etc between two sheets of paper. Be careful that they do not overlap.
3. Place the paper between the pages of a thick book and place another heavy book on top to press it down.
4. Leave for about ten days or more.
5. Stick the pressed flowers etc to make a design.

**How to Make Different Backgrounds**

Make interesting backgrounds for your cover and some of your pages.

**What you need**

- Paper
- Tea
- Coffee

**What you do**

1. You can crumple the paper for an old look
2. Pour small drops of black tea or coffee onto the paper to make different designs.
DECORATING JOURNALS

READATHON ACTIVITIES

Decorating and illustrating for all grades

Cutting, pasting, drawing and decorating are creative and will mean that learners will treasure and enjoy their journals. The fun of a journal is to make it beautiful and personal so encourage learners to:

● include their own patterns, drawings and decorations on the pages and the cover of their journals
● find pictures in newspapers and magazines. Try to get a supply of these for learners to page through and find the pictures they want to stick into their journals. Show younger learners how to cut out the pictures they want and paste them into their journals and write about them
● collect mementoes to stick into their journals for example:
  ▪ birthday cards or any other greeting cards
  ▪ messages from friends or family
  ▪ invitations
  ▪ tickets to favourite movies
  ▪ programmes of school events or any other enjoyable events
  ▪ photos
  ▪ flowers or leaves to press from walks
  ▪ pictures from newspapers and magazines of favourite stars or sports stars
  ▪ brochures or postcards of places they have visited etc.
● write with their own creative lettering (some learners like to use different colours for letters, different print etc.)
● draw smiley faces for happy feelings and sad faces for unhappy experiences or problems
● make a creative cover for their journal with pictures they draw, patterns, coloured paper, stippled or marbled paper etc.
**DECORATING JOURNALS**

**HOLIDAYS**

**ONLY 15 days of school left!!!**

**Things to do in the holidays**
- Go to movies with Pauja and Bongise
- Go to Gold Reef City with Joe and Thobe
- Visit Auntie Pam with Mom
- Eat lots of chocolate!
- Buy Christmas presents for everyone
- Go to Droom for Christmas Day
- Buy stuff for school
- Tidy my cupboards so I am organised for the new year!

**I LOVE JOE**

**BIRTHDAY GIRL!**

**List of presents**
- Cookies from Pauja
- Neclace from Bongise
- Cushion from Auntie Pam
- Stunning shoes from Mom
- Cape from Thobe
- Teddy bear from Lerva
- R350 from Uncle Dave
- R50 from Joe
This section includes a variety of extracts from different journals, both fiction and non-fiction for you to read aloud to your class.

Explain the setting of each journal entry by reading the background information and talking about the person who wrote the journal.

Read the following extracts taken from a variety of journals to the learners to give them ideas and demonstrate how many different and original ways there are for self expression in journals.
Excerpts from Journals

Extract 1


Background Information

Every year schools celebrate Readathon Day in many different ways. Maileseki is a learner from Fumulukhanya Primary School and this is an extract from her experiences on the Edu-Train that took school children on an amazing trip from Johannesburg station to Pretoria.

My Readathon Diary

Every year my school takes part in Readathon Day. On that day we celebrate the importance of reading. I want to write in my diary about my best Readathon day ever.

September 13th

I got up early. When I arrived at school our teacher gave us bright orange Readathon T-shirts. Written on the shirts were Nelson Mandela’s words Reading Frees Your Mind. We went in taxis to Johannesburg station. We all got bright red and yellow school bags with Edu-Train written on them. Inside the bags were caps, coloured crayons and books. We all wore our caps so we would look good for our special day. Some famous people arrived. I met Baby Jake Matlala. While we waited for the train we all sang Shosholoza and danced on the platform.

At last the Edu-Train arrived! We got on and the train started to move. A storyteller came into our compartment. She was dressed in beautiful clothes. She told one of my favourite stories, Lesson for a Lazy Boy. Our class presented the play of Cinderella. I was Cinderella and Tembile was my prince. We both wore crowns. Then children from other schools presented stories, sang and read poems. I read a story from my book Rescue! I used a microphone to make my voice loud so that everyone could hear. At last we arrived in Pretoria. Some children danced for us and then we listened to a speech about why reading is important. We all got lunch bags before we went back to Johannesburg on the Edu-Train. Then it was home time and I couldn’t wait to tell my parents about my best Readathon Day ever!
EXTRACT FROM JOURNALS

EXTRACT 2


Background Information

Initiation is still common in South Africa. This is an extract from a real account of the initiation experiences of Edward Tenza, a school principal and educationist from about sixty years ago in the Eastern Cape.

November 20th 1956

The worst day of all!

We were woken up at 2 o’clock this morning. In the pitch dark we were told to follow our teachers, called mesuwe. We walked to the foot of the mountain and then began to climb until we saw the mouth of a big cave in the light of the moon. Without talking we went inside and saw two men sitting near a flickering fire. The one man was a herbalist. Next to him were a sharp knife and a bottle of methylated spirits. Suddenly I knew what was coming and started shivering with fear. No-one knew where we were and I couldn’t go back. I felt trapped and frightened.

November 25th 1956

It is five days since the circumcision and the pain has been terrible. We have spent most of the time resting. At night our teachers talk to us around the fire for two hours. They teach us all the traditional songs as well as about all our customs. They talk a lot about what it means to be a good husband and father. We all have to write a praise poem that must tell our whole family history in a beautiful way.

After further teaching, experiences and trials, Edward Tenza writes about the feast at the end of the initiation:

December 24th 1956

What a feast! Everyone sang and cheered. First we recited our praise poems, or mangai. Then we ate and drank and after that we had to sing all the traditional songs we had learned. I will never forget this day.

I found this leaf today.
It had two parts.
It made me think of the part of me that belongs here and the part of me that belongs in Johannesburg. Together they make me whole.
Friday January 23rd

This is the LAST time I go to a disco. Everybody there was a punk except me and Rick Lemon, the youth leader. Nigel was showing off all night. He ended up putting a safety pin through his ear. My father had to take him to hospital in our car. Nigel’s parents haven’t got a car because his father’s got a steel plate in his head and his mother is only four feet eleven inches tall. It’s not surprising Nigel has turned out bad really with a maniac and a midget for parents.

I still haven’t heard from Malcolm Muggeridge. Perhaps he is in a bad mood. Intellectuals like him and me often have bad moods. Ordinary people don’t understand us and say we are sulking, but we’re not.

Pandora has been to see Nigel in hospital. He has got a bit of blood poisoning from the safety pin. Pandora thinks Nigel is dead brave. I think he is dead stupid.

I have had a headache all day because of my mother’s rotten typing, but I’m not complaining. I must go to sleep now. I’ve got to go and see Bert Baxter tomorrow at his house. It was the right number WORSE LUCK!
Today is my birthday. I am going to write a diary a diary a diary Book. Pop told me I could. He gave me this fat book. It was a government book, but it is mine now. I shall write here in the loft and hide my book in the old box with the straw where no one can see it.

Everyone should have a diary. Becos life is too hard with the things one must say to be polite (polite) and the things one must say not to lie. This is something I can never get right. If I say you are an ugly old man, that is bad manners, and if I say you are not an ugly old man I am telling a lie and not telling the truth the whole truth and nothing but the truth so help me God. That is what people say in the witness box when they are at a case in the courthouse. When they say this it is a great sin to tell a lie. Pop says to the witness who is to speak about the prisoner what you are to say is the truth the whole truth and nothing but the truth and the witness says So help me God. Then he tells the truth and is not punished. But in our house it is not like that. The other day when Mr O. was eating with us he said You are my little sweetheart, and I said NO and he said why not and I said so help me God because you are such an ugly old man with hair on your face. For that I was sent without any more dinner even jelly and had a good jarring about peritenes (politeness). All the time I said I was only telling the truth. Mom said nonsense. So Pop said you have a diary and write all the truth in it and when you can’t speak the truth it is better to hold your tongue. That is why I am writing.
EXTRACT 5

**Frank, Anne. 1952. The Diary of a Young Girl. New York: Doubleday.**

**Background Information**

A true account of a young Jewish girl’s experiences during World War II. Her family and a few friends hid in an attic during the Nazi occupation of Holland. Tragically Anne did not survive the war but her father did and he published her diaries.

**Wednesday, 8th July**

Dear Kitty

Years seem to have passed between Sunday and now. So much has happened. It is just as if the whole world had turned upside down. But I am still alive, Kitty, and that is the main thing. Daddy says: ‘Yes, I’m still alive, indeed but don’t ask where or how. You wouldn’t understand a word so I will begin by telling you what happened on Sunday afternoon.

At three o’clock (Harry had just gone, but was coming back later) someone rang the front door bell. I was lying lazily reading a book on the veranda in the sunshine, so didn’t hear it. A bit later Margot appeared at the kitchen door looking very excited.

‘The SS have sent a call-up notice for Daddy,’ she whispered.

‘Mummy has gone to see Mr van Daan already’ (van Daan is a friend who works with Daddy in the business). It was a great shock to me, a call-up, everyone knows what that means. I picture concentration camps and lonely cells—should we allow him to be doomed to this?

‘Of course he won’t go,’ declared Margot while we waited together.

‘Mummy has gone to the van Daans to discuss whether we should move into our hiding place tomorrow.’

EXTRACT 6

**Article in Read for Tomorrow: The Rights of Children. 2003. READ Educational Trust.**

**Background Information**

This is a fictional account of how a young girl deals with a serious problem of bullying. Portia is 13 year-old girl who is being bullied at home by her older brother.

**Monday 18 June**

I had a really awful weekend. On Saturday evening, Dad was out and Mom was at work. A group of my brother’s friends were here and they started teasing me. My brother told his friends that he could make me do his homework, tidy his room and cook his food by hitting me with his stick. They all thought it was so funny. Luckily they all left soon after but I cried and cried.

Today at school Cindy said she had a card with Childline’s telephone number 0800055555. So when I got home I phoned them. They said I must tell Mom and Dad even if I am frightened of what my brother will do. I said that maybe they wouldn’t believe me but they said I could show them where he had hit me and they would see that I had done his homework because it is in my handwriting.

There is hope! I feel I am coming alive again after days of wishing I was dead!!!
It’s SO hot in this flat tonight. I’m sitting here in my caged balcony sweating from all the heat the oven pumped into the flat all afternoon while Mom roasted a chicken for supper. Hot chicken and gravy and cooked vegetables on a day like this! I just couldn’t eat it.

And this is how the conversation went around the supper table.
‘She’s becoming quite anorexic or bulgemic, or whatever it is. Gwen! She’ll end up in TARÁ, mark my words. These girls that go and starve themselves just end up using all the taxpayers’ money! It’s criminal! When other people are really starving!’
‘BULIMIC, Grandma!’
‘What’s bulimic?’
‘The word’s BULIMIC! Not bulgemic!’
‘What does it matter? It’s all the same.’
EXTRACTS FROM JOURNALS

EXTRACT 8

Samuel Pepys’ famous diary

Background Information
This is a true eye-witness account of the great fire of London written by Samuel Pepys.

Samuel Pepys wrote an account of the great fire of London in his diary on September 2, 1666. The fire destroyed four fifth of London. The usual method of fighting fires in those days was to destroy the houses in the path of the fire to get the fire nothing more to burn. Water was in short supply and people had only wooden buckets to fill with water and try to put out the flames. This was a raging fire that rapidly spread and was fanned by the wind.

Extract from Pepys’ Diary
Every creature was laden with goods to save and here and there sick people were carried away in beds. Extraordinary goods carried away in carts and on backs. At last I met my Lord Mayor... To the King’s message (to destroy houses in the wake of the fire) he cried, like a fainting woman, ‘Lord what can I do? I am spent: people will not obey me. I have been pulling down houses but the fire overtakes us faster than we can do it. So he left me and I him and walked home, seeing people all distracted and no manner of means used to quench the fire.

Journaling helps you grow and flow.
It helps you get in touch with who you really are.

Susan Castle.
Author and international speaker.
COMPETITION ACTIVITIES

HOW TO ENTER THE 2010 ENA READATHON COMPETITIONS

Competition Activities

FOUNDATION PHASE

Write and decorate a journal page (not more than two pages)

INTERMEDIATE PHASE

Write and decorate a few journal pages (not more than two pages)

Purpose
The main purpose of the competition is to encourage learners to write frequently and to enjoy writing:

- Learners will learn to write by writing and regular, free expressive writing in their journals will develop their ability to write and develop enthusiasm and motivation for writing.
- Young learners should be encouraged to write about themselves. In this way they express themselves and see that writing has a purpose. Encourage older learners to write about themselves and the world around them, their experiences and opinions.
- It is important to allow learners to express themselves creatively by decorating their pages. Show learners the different techniques they can use for decoration, for example paper tearing, patterns, drawing, finger painting, sponge painting, collage etc. Remember to use age appropriate art techniques.

Skills that will be developed
Writing and creativity will be developed:

- If learners start the habit of keeping journals they will develop the habit of writing and write for pleasure, self expression and a real purpose.
- Decorating their journals forms an important part of self expression and links writing and drawing.

Steps to follow
1. Introduce learners to journal writing by providing a book for each learner to use as a journal (a notebook, A4 blank book, pages stapled together etc.)
2. Excite learners about writing about themselves and motivate them about keeping journals.
3. Encourage learners to collect personal things to stick in their journals and write about them (cards, tickets, stickers, invitations, pictures of things they like etc)
4. Show learners how to make a creative cover for their journals. Tell them that this is a special book and it needs a really exciting cover.
5. Encourage learners to write about themselves by giving them ideas at first and then letting them express themselves more freely. Give learners a special time to write and let them write their journals if they have finished their work.
6. Provide old magazines, newspapers, calendars etc for learners to use to decorate or illustrate their journals. Provide crayons, glue and scissors for learners to use.
7. Choose pages that show personal expression, creativity, originality to enter the competition.

SENIOR PHASE

Write a few pages of a journal (not more than two pages)

Purpose
Learners should be encouraged to keep journals
- as an outlet for their feelings, emotions and creativity
- to reflect on the world around them and formulate opinions and values through writing
- to develop expressive writing and writing stamina
- learn to know themselves through writing
- to develop a voice through personal writing
- to develop their creativity through writing and art
- so that they can keep a record of their lives and experiences that they can look back on.

Skills that will be developed
Learners will
- develop as writers by writing
- write for pleasure and self expression
- express themselves by linking art, creativity and writing by decorating their journals
- develop writing stamina

Steps to follow
1. Read some examples of diaries from literature (see page 23 for some examples).
2. Introduce learners to journal writing by providing a book for each learner to use as a journal.
   Learners can use outlined hard covered diaries by sticking their own pictures or writing over the print.
3. Encourage learners to collect personal things to stick in their journals and write about them (poems, extracts from literature, cards, tickets, programmes, postcards, invitations, pictures of things they like etc)
4. Supervise journal writing (see page 18)
5. Choose pages that show personal expression, creativity, originality for the competition. The pages can be decorated but do not have to be.

Self expression, a personal voice, imagination and creativity will be considered in the competition.
SCHOOLS COMPETITION

SCHOOLS’ COMPETITION

How to enter

1. Both primary and high schools can submit a flippie of evidence to show how they have made a whole school effort to encourage every kind of writing in their schools by:
   - providing examples of learners’ written work including stories, non-fiction writing and free self expressive writing
   - showing how they have ‘published’ learners’ writing by having them produce little books, big books, posters, advertisements, invitations, brochures etc. that have been used for real purposes in the school’s activities
   - showing how they have involved parents in the writing process by having learners take their writing home and read it to the family
   - inviting parents to open days where they read their children’s writing
   - showing how teachers have supported learners’ writing by providing a print-rich learning environment with writing frames, charts, word walls, extracts, displays of learners’ writing etc.
   - showing how they have used reading as a springboard for writing
   - showing how they have used their own original ideas to promote reading and writing
   - showing the participation of the whole school under the guidance of the school manager to promote writing

2. Teachers from different grades in the same school must collaborate and submit one competition entry. It is advised that one person oversees the submission.

3. Ensure that the evidence flippie has the following information:
   - The school’s name
   - The principal’s name and signature
   - Teachers’ names and signatures
   - The schools telephone numbers (landline and cellphone numbers)
   - The school’s full physical and postal addresses, including province
   - The school’s district number
   - Contact person’s name
   - Contact person’s telephone numbers (landline and cellphone numbers)

4. Winners will be notified via telephone and will receive written notice and a certificate in the post. Each winner will also receive a prize.

5. Place your flippie in a large envelope or brown paper parcel and send it to:

6. The entries need to reach the judges by 31 March 2011.

7. No entries for the CNA 2010 Schools’ Competition will be returned.

8. Previous school winners are allowed to enter but will not be judged in the same category as new entries.

C.N.A. Readathon 2010
Schools’ Competition
PO Box 30994
Braamfontein
2017
LEARNERS’ COMPETITION

How to enter

1. Foundation Phase learners can enter the competition by submitting a journal entry of not more than two pages.

2. Intermediate Phase learners can enter the competition by submitting journal entries of not more than four pages.

3. Senior Phase learners can enter the competition by submitting journal entries of not more than eight pages.

4. The format of the journal pages can be chosen by the entrants (it can be in the form of a covered booklet with a decorated cover, stapled pages, folded pages, a pamphlet etc.).

5. All learners must
   - Do their own original writing and artwork which they must colour in.
   - Write neatly and clearly to express their own thoughts and ideas.

6. Journal entries will be judged according to:
   - Entries that reflect the personality and voice of the learner
   - Attractive layout and design
   - Interesting content
   - Colourful illustrations
   - Legible writing
   - Expressive writing

7. All learners’ journal entries must have the following information pasted on the back:
   - The learner’s name and grade
   - The school’s name
   - The principal’s name and signature
   - The teachers’ name and signature
   - The school’s telephone numbers (landline and cellphone numbers)
   - The school’s full physical and postal addresses, including province
   - The school’s district number
   - Contact person’s name
   - Contact person’s telephone numbers (landline and cellphone numbers)

8. Winners will be notified via telephone and will receive written notice and a certificate in the post. Each winner will also receive a prize.

9. Place your learners’ journal entries in a large envelope or brown paper parcel and send them to:

10. The entries need to reach the judges by 31 March 2011.

11. No entries for the CNA 2010 Learners’ Competition will be returned.

CNA Readathon 2010
Learners’ Competition
PO Box 30994
Braamfontein
2017
WORKING TOGETHER TO HELP OUR CHILDREN READ AND WRITE

Literacy is the most critical component of education. Without being able to read and write people are severely limited in what they are able to achieve. Despite huge financial investment in schooling, learners’ reading and writing skills remain poor. How can we help? Parents, teachers, principals and School Governing Bodies all have a vital role to play.

PARENTS

Parents become actively involved in your child’s education!
You are your child’s first and most important teacher. Help your child learn to read and write even before he or she goes to school by:
- reading or telling stories often as a family ritual before bed or at any other time
- talking and listening carefully and responding to your child
- singing your favourite songs and encouraging your child to join in
- using the print in your environment by pointing out and reading street signs, names of shops, car number plates, advertisements etc
- including your child in your own reading and writing activities like shopping lists, tasks, recipes, invitations, reminders, letters etc
- providing some writing materials and encouraging your child to experiment with writing
- writing special messages on birthdays or festive occasions
- keeping a journal for your child to read and look back on special days, visits, etc.

When your child attends school support the teacher and the school by:
- keeping in contact with the teacher and helping your child do the writing and reading activities
- looking after the resources like textbooks, reading books and exercise books
- continuing your reading and writing activities as a role model
- joining a library, enjoying and caring for books
- collecting interesting environmental print to talk about (menus, junk mail, catalogues, brochures, magazines, newspapers etc)
PRINCIPALS

Principals are the leaders of the school and they need to explain the roles to the parents and the SGB (School Governing Body) and the SMT (School Management Team). Principals ensure that

- schools have proper resources for teaching reading and writing
- teachers have systematic language and literacy programmes
- learners have different kinds of books to read (levelled books to develop reading, textbooks, library books to read for enjoyment and Drop All and Read sessions etc.)
- literacy events that promote reading are planned (Readathon, Drama Festivals, ceremonies that recognize reading and writing achievements)

TEACHERS

Teachers

- ensure that you have the resources you need and that you know how to use them to teach reading and writing systematically to fulfill the requirements of the curriculum
- provide an appealing print-rich learning environment
- encourage reading by reading yourself and finding interesting articles, news items, brochures, books, stories etc to read to your class regularly
- include parents in your plans (meet them and explain your goals for their children and how you need their help: learners should read books and show their writing to their parents)
- provide a set of books (a classroom library) for learners to read in class when they have finished their work, to take home or read independently (Drop All and Read)

SCHOOL GOVERNING BODIES

School Governing Bodies must ensure that schools establish a Resource Selection Committee whose function is to put a selection process in place to provide adequate resources for literacy.

School Governing Bodies

- work closely with the SMT’s to implement the selection process
- ensure that resources are purchased for literacy development: textbooks and other resources according to the school’s budget and needs
- help the school implement an effective literacy and language development programme by providing appropriate reading material
# Books Recommended by Read

## List of Books Available at the CNA

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Level</th>
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<tbody>
<tr>
<td>Priddy</td>
<td>Baby Animals</td>
<td>ECD</td>
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<tr>
<td>Priddy</td>
<td>Animals</td>
<td>ECD</td>
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<tr>
<td>Priddy</td>
<td>My Little Flap Book Opposites</td>
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<td></td>
<td>Treasury of Aesop's Fables</td>
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<tr>
<td>Donaldson, J</td>
<td>The Gruffalo</td>
<td>FP</td>
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<td>Donaldson, J</td>
<td>A Squash and a Squeeze</td>
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<td>Grimm's Fairy Tales</td>
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<td>Bradford, C</td>
<td>The Way of the Dragon</td>
<td>IP</td>
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<td>Dahl, R</td>
<td>The Twits</td>
<td>IP</td>
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<td>Dahl, R</td>
<td>The Roald Dahl Treasury</td>
<td>IP</td>
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<td>Degre, T</td>
<td>Tippi: My Book of Africa</td>
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<td>Hendricks, M</td>
<td>Madeleine and the Crocodile</td>
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<td>Mandela, N</td>
<td>Madiba Magic - English</td>
<td>IP</td>
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<tr>
<td>Mandela, N</td>
<td>Madiba Magic - Afrikaans</td>
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<td>Mhlope, G</td>
<td>Stories of Africa</td>
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<td>Wilson, J</td>
<td>My Secret Diary</td>
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<td>Colfer, E</td>
<td>Artemis Fowl</td>
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<td>Harrington, P</td>
<td>The Secret to Teen Power</td>
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<td>Horowitz, A</td>
<td>Point Blank (Alex Rider series)</td>
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<tr>
<td></td>
<td>Crocodile Tears (Alex Rider series)</td>
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<td></td>
<td>Alex Rider series</td>
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<td>Kate, L</td>
<td>Fallen</td>
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<td>Landy, D</td>
<td>Skulduggery Pleasant: Dark Days</td>
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<td>Lewis, C S</td>
<td>The Chronicles of Narnia series</td>
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<td>Noel, A</td>
<td>Shadowland</td>
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<td>Riordan, R</td>
<td>Percy Jackson and the Lightning Thief</td>
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<td>Rowling, J K</td>
<td>Harry Potter and the Deathly Hallows</td>
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<td>Harry Potter and the Goblet of Fire</td>
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<td>Smith, L J</td>
<td>The Vampire Diaries: The Fury</td>
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<td>Boyne, J</td>
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<td>Coelho, P</td>
<td>The Alchemist</td>
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<td>Hosseini, K</td>
<td>The Kite Runner</td>
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<td>Lee, H</td>
<td>To Kill a Mocking Bird</td>
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<td>McCall Smith, A</td>
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<td>Paolini, C</td>
<td>Eragon</td>
<td>AF</td>
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<td>Picault, J</td>
<td>My Sister’s Keeper</td>
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<td>van de Ruit, J</td>
<td>Spud</td>
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<td>Byrne, R</td>
<td>The Secret</td>
<td>AN-F</td>
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<td>Chapman, G</td>
<td>The Five Love Languages</td>
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<td>Gladwell, M</td>
<td>Outliers: The Story of Success</td>
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<td>Mandela, N</td>
<td>Long Walk to Freedom</td>
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<td>In the Words of Nelson Mandela</td>
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<td>Mbeki, M</td>
<td>Architects of Poverty</td>
<td>AN-F</td>
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<td>van Wyk, C</td>
<td>Eggs to Lay, Chickens to Hatch: A Memoir</td>
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