There is more treasure in books than in all the pirate’s loot on Treasure Island.

WALT DISNEY
In 2019, the Minister of Basic Education, Angie Motshekga, implemented a change in the processes in education, which had been proposed before but, whilst requested by education practitioners, had never materialised. In the 2019 budget speech, she formalised ECD and Grade R as integral parts of the educational development of South African children.

Reception year classes (Grade R) and Early Childhood Development (ECD – the development of children from birth to age 8), by inclusion in the Department of Basic Education budget, were seen by industry as reinforcing the importance and role of these additional groups in the education pipeline, rather than primarily as “social development priorities” until Grade 1. Concurrently, this also included the drive for qualified Grade R teachers and practitioners.

We, at READ Educational Trust, have worked tirelessly since 1979 to impact educational outcomes, predominantly through literacy. Literacy, seen as a key skill to be acquired and, without which, employability at higher than menial levels is an impossibility, also shifts a child’s emotional and academic trajectory. Proficiency in literacy skills impacts educational confidence, an ability to articulate opinions and views; and to read for understanding, in context. Literacy is the gateway to other subject knowledge acquisition and facilitates successful primary and then secondary education completion.

The tangible shift in the Ministry’s focus on ECD and Grade R matches READ’s focus areas, as part of our understanding on the holistic nature of education and catalytic points of inflection in the education system. The offering of both skills training and qualifications at ECD level, has resonance in the greater education arena and thus lies within our general focus for educational impact.

The formation and development of the READ Institute, providing ECD training, lines up with our strategy and legacy of impacting educational achievement in South Africa. Concurrently, there is also a drive to encourage a culture of reading; which extends beyond literacy as a tool for passing school; and rather as a tool for empowering change and impact. READ recognises the scope of working beyond merely the curriculum to embed skills and mindsets for the future. Real literacy and the ability to integrate relevant information remains a challenge for far too many of our children; exacerbated by the shift from an industrial to a knowledge economy and the Fourth Industrial Revolution (4IR). This is a responsibility which we take seriously.

READ is a national asset with a proud history of supporting education and literacy in South Africa. As we move forward into our fifth decade of serving South African communities, READ and its Board will remain vigilant in enhancing educational development, through innovation, communication, mentoring and resource provision. The Board is resolute around diligent governance and a commitment to excellence in addressing the cause of systemic inequality and the impact it has in education provision as a pillar of social justice and restitution.

We, the Board, thank the management team, and staff, at READ for their unwavering commitment to our country and its children.

Charmaine Smith
READ Educational Trust Chairperson
THE BUSINESS OF READ

Our Vision
To be an essential collaborative partner in the path toward creating a literate and empowered society.

Our Mission
We exist to develop and successfully implement literacy and capacity building interventions in society.

Our Values
Our values define the way we think and act in READ and therefore:
• we respect and value our people and stakeholders whom we work with and their contribution to achieve our vision
• we see ourselves as a learning and innovative organisation continuously growing
• service is central to what we do for learners, schools, student teachers, communities in which we operate and for ourselves
• to achieve excellence, we use our energy, skills and resources to create innovative solutions and deliver the best sustainable results
• to create opportunities to enable communities to empower themselves to become knowledge workers
• through stewardship, we are acutely aware of our responsibility to improve literacy to international recognised standards.
• READ is a Level 1 BBBEE service provider

BUSINESS MODEL

READ continues:
• to develop content encapsulating literacy best practice
• to provide relevant, accredited, on target training programmes
• to provide appropriate and enjoyable learning and teaching support materials.

RESOURCES

Money
READ has a multifaceted donor base. We receive financial support from charitable trusts, education funds and corporations both international and local. We have a dedicated fundraising process which continues to work with new and established donors to ensure our work is appropriate and effective.

People
The READ staff are all dedicated to the cause of literacy development in South Africa. Trainers have to be senior teachers, and our experienced support staff have worked at READ for many years, as part of the team delivering literacy development upliftment to the country.

Community
READ works closely with the National and Provincial Departments of Education to deliver resources and training to schools within South Africa. We also have close relationships with the Education community in research in the tertiary education sector.

Programmes
READ has years of experience writing and implementing courses and programmes for use in the field. We have reviewed and revisited the work we do to ensure that it keeps up with the needs of the country. We are well versed in reacting to need, and changing and adapting what we do to most effectively assist our beneficiaries.
Business Activities

Training
READ trains teachers, interns and learners in courses and programmes designed to help them improve their reading, writing, comprehension and creativity. The point of our work is not just to get people reading the instructions on packaging, or road signs, but to start people on a lifelong love affair with their imaginations. Reading is the fastest way to travel.

Evaluation
Evaluation measures the observable impact of our work through testing. This is separate from any observations made in an ad hoc way during monitoring. Each project begins with a Baseline Test of the learners, which is followed up every year end by a Follow Up test. The learners tested are the same in the beginning and end of the year. The results in the project schools are compared to the results from other schools and the National average to assess the effectiveness of our work. These results are collated into a report which is sent to the project donor to show the effectiveness of their investment.

Reporting
READ provides donors with monthly, termly or quarterly reports, based on donor requirements. The trainers and the donor relationship management staff compile the required reports, working together to present a complete picture of project activities and outcomes. The requirements for reporting are always contained in the agreements set up with donors, and reports are based on the project plan developed by the training staff before implementation. The reports are based on statistics gathered from each school implementation, trainer reports on school implementation, and assessment of learner and teacher application.

To learn to read is to light a fire: every syllable that is spelled out is a spark. VICTOR HUGO

Resource Delivery
READ projects are always based on the combined provision of training and resources. The reasoning behind this is based on our experience as an NGO, providing bespoke libraries to schools. We found that libraries were not being used because teachers did not have the training or skills to utilise them in their classrooms. We shifted our focus from providing books, to providing training on classroom practice and methodologies for teaching literacy, and the provision of appropriate resources, including training packs, classroom set-up packs, teacher resources and books.

Qualifications
The READ Institute provides NQF Level 4 ECD training. This training is designed to give ECD practitioners the certification they need to either proceed further with their studies, or to be able to open their own creches and access the subsidies provided by the Department of Social Development. ECD is a priority for the Department of Education, who have highlighted it as a fundamental part of all children's development.

Advocacy
READ does advocacy work to publicise the joy of reading. The RED READing box is produced as a fun part of this advocacy. These are kits which include word games, activities, story books and puzzles which learners can do with their parents at home or with their teachers at school. READ also participates in advocacy work organised by donors, such as the Hollard CSI Market, which is an annual event run by Hollard to highlight the organisations funded by their CSI and by their staff giving donations.

READ also runs pop-up libraries and story-telling events to celebrate International Day of Literacy in September every year.
OUT PUTS

Money
READ delivers projects on time and on budget, to maximise the investment made by our donors.

People
READ staff are skilled practitioners who deliver training, support and project management with dedication and efficiency.

Community
READ works in partnership with the education and literacy development sectors to provide targeted training and support.

Programmes
READ programmes provide appropriate, timely, scalable and holistic training and support to our beneficiaries.

Today a reader, tomorrow a leader.
MARGARET FULLER
Projects

ECD & Grade R

Read ECD projects focus on the professional teaching development of ECD practitioners in crèches and ECD centres in South Africa. The premise underpinning all Early Childhood Development activities is that human beings are born with a huge potential for intellectual growth. In order to achieve this growth, we need physical and mental stimulation from the day we are born. This stimulation comes into our brains and bodies through the five senses.

If we are given sufficient stimulation of the right type, then as we grow, our brain grows the pathways needed for conceptual thinking and problem-solving. This means that we are better able to deal with studying and learning, but also that we are more likely to be entrepreneurial and innovative in our thinking.

ECD programmes are critical for the development of young children's brains. Few parents have the luxury of staying at home over the first critical years of a child's development. It is important that childcare becomes more than just a place for children to receive nappy changes and lunch, while their parents work.

Grade R is the Reception year for children entering formal schooling. It is a hybrid between Foundation Phase proper and ECD. Learners are free to play and learn through play, but also experience a more formal structure during lesson time, and the content of their lessons is more focused.

The project is intended to include all stakeholders in the departmental chain of command, so much emphasis has been placed on project advocacy and buy-in from the provincial, district and local school management, as well as parents of learners.

The project is also an innovation in that the donor has piloted a new way of working for the three service providers. There is a collaborative element to the work done, with service providers sharing the evaluation and programme development work, and providing combined reports to the donor. The three service providers are Penreach, Molteno, and READ.

The experience of working together has been enlightening and educational. Each service provider has their own strengths and weaknesses, and working together helps balance them out.

SRI (School Readiness Initiative)

The Roger Federer Foundation School Readiness Initiative is a Grade R project in the Free State, Gauteng and Limpopo. READ is the service provider in the Free State. The project aims to help teachers prepare their learners for formal schooling.

The project is innovative, with a curriculum developed by the Roger Federer Foundation, delivered to the project teachers on tablets which then become the property of the schools where teachers are employed. Each school receives two tablets. Training is given on the curriculum, and then teachers complete practical lessons on the tablets, and self-assess.

The project aims to assist local crèches with resources and development so that the children attending the crèches receive a proper start to their schooling. The ECD practitioners at the schools are given training in an ECD curriculum devised by READ Educational Trust, a South African NGO operating since 1979.

Projects

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<tr>
<th>Donor</th>
<th>Trainers</th>
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The Roger Federer Foundation School Readiness Initiative is a project being run in Grade R in schools in 3 provinces in South Africa, Free State, Gauteng and Limpopo. This project is highlighted above.

In the case of good books, the point is not to see how many of them you can get through, but rather how many can get through to you.

MORTIMER J ADLER
### Primary School

The READ primary school projects develop teacher capacity and improve school resources. Teachers receive training on the methodologies which READ uses to develop teachers’ ability to teach reading and writing. The correct, successful and complete teaching of reading and writing in the Foundation Phase is at the core of what READ seeks to achieve. Resources are provided in tandem with the training so that teachers have the tools needed in their classrooms. READ’s training programmes encompass teacher development, classroom layout, the use of books and charts as tools to assist reading and writing, and the expansion of the learners and teachers use of comprehension to develop vocabulary and understanding.

The very nature of READ’s approach to literacy is holistic. We believe that language must be taught in context for it to be meaningful. Therefore, real books and other similar texts are used as the starting point to build phonemic awareness, vocabulary, knowledge of sight words and grammar. Development of comprehension of texts is crucial as well. Reading and writing are developed through the use of the methodologies advocated in CAPS. Furthermore, reading and writing activities are authentic and meaningful because they are done in relation to the text under study.

If learners cannot read and write by Grade 3, they will run into serious problems when they reach Grade 4, where the Language of Learning and Teaching changes from Home Language to English. So there are two fundamental goals for all READ Primary School projects. The first is ensuring teachers work to teach learners to read and write from Grades 1-3. The second is to help teachers and learners get over the transitional year of Grade 4, where both teachers and learners find the work increases in difficulty and quantity. READ focuses on practical, sensible ways to help teachers do more reading and writing practice in the classroom, and to develop learners’ vocabulary and comprehension.

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<tr>
<th>Projects</th>
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<th>Trainers</th>
<th>Schools</th>
<th>Teachers</th>
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<td>The aim of the project is supporting Foundation Phase teachers’ classroom pedagogy through training, classroom support visits and school-based workshops. It also aims to consolidate participating learners’ (Grades 4-6) language skills through after-school sessions in the language centres, which will impact in their classroom performance. The project started in August 2019 with Interns being selected, and starting work in the Language Centres with the relevant learners. The programme used is based on the READ READING Box, Finding Facts, an activity kit which teaches learners about research and non-fiction resources. The project will start working with Foundation phase teachers in January 2020.</td>
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<td>CUMMINS Cummins SA</td>
<td>Manzini Primary school</td>
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<td>To assist both teachers and learners with language development, and to give them ready access to information and reading material, the project placed a classroom library in every classroom in Manzini. Thereafter the project implementation included a limited number of training sessions and follow-up classroom support visits.</td>
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<td>This project runs in Primary Schools in KwaZulu Natal, and is a science and literacy development project. The intention is to equip Primary school teachers with content and pedagogic knowledge in literacy, language and science literacy to improve learner performance. It also aims to train Foundation Phase teachers in Home language and First Additional language for effective curriculum implementation and to train science teachers in science literacy and to support all teachers through monitoring, coaching and lesson demonstrations.</td>
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The PEP Academy Project aims to train and support PEP Academy staff in implementing a Language and Literacy programme in after-school care centres to enhance the language skills of learners. The programme adopts a holistic approach to reading, in which we envision every learner a reader and every teacher a reading role model. The programme aims to help learners pursue reading as an enjoyable activity, the trainers and teachers emphasise that reading should be fun, and encourage learners to explore books for reading enjoyment.

**Rally to Read**

The Rally to Read is a rural teacher development programme which provides teachers in rural schools with training and delivering resources to the same schools. This project is highlighted below.

### Rally to Read Education

Develop reading, writing, learning information and communication skills

- All resources are based on the internationally recognized Balanced Language Approach, and are Caps aligned and curriculum based.
- Resources are purchased for all 3 grades. These were provided in isiXhosa and English, the latter supporting FAL development.

**Teacher Skills Development**

- Teachers’ skills are improved through three years of teacher training.
- Teachers are equipped with the skills to implement the curriculum successfully and maximise the use of the resources provided.
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- The programme includes educator training, coaching and mentoring support from Grade R to Grade 7.

**Rally to Read Projects**

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<td>Social Innovations</td>
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**KST PS PROJECT**

The KST project is run in schools in the Motheo district of the Free State. This project was run in Cohort A, which had already received several years of training and mentoring, and Cohort B schools, which were new to the project. The KST project schools, met READ proposed a new way of training. Rather than focus on broad methodologies or even specific challenges, READ provided training on the literacy skills needed to help resolve these challenges.

**Cohort A**

The project focus was on supporting the Foundation and Intermediate Phase language teachers and the earmarked Lead Teachers through Forum sessions, one-on-one discussion sessions, training, and coaching and mentoring visits.

**Cohort B**

Key areas that teachers and learners need assistance in were comprehension, spelling (as it relates to phonics) and creative (or independent) writing. CAPS compliance and planning were additional focus areas. Teachers received training and classroom support in differentiated applications, dependent on need.

**PEP Grade 4 Academies**

The PEP Academy Project aims to train and support PEP Academy staff in implementing a Language and Literacy programme in after-school care centres to enhance the language skills of learners in disadvantaged areas. The project has been implemented in the Western Cape and Gauteng for the past 12 years. The project in the Free State is going into its 9th year. New schools in KwaZulu Natal were added four years ago. There are a total of 16 centres in the project.

**Social Innovations**

4 10 150 1 840

No entertainment is so cheap as reading, nor any pleasure so lasting. - Mary Wortley Montagu
The aim of the project is to raise the standard of literacy in the RET schools to a level of merit which matches and exceeds that of suburban schools. The funding for the Trust is provided by McMillan, who disburse funding on the advice of the Fund Trustees.

The trainer met with the Principal and the Deputy Principal of Levana Primary School in Lavender Hill in June 2019 to discuss the pilot programme of the Reading Teacher. The school readily agreed to be part of the programme and made a private room available in the library to be used as the “Reading Room”. It was agreed that the trainer would use her own materials as well as the reading texts supplied by the project. The trainer provides all necessary games and activities prior to these sessions and has short training sessions with them.

The City of Cape Town appointed a permanent staff member at the community centres and these new appointees attend the trainer’s sessions in the afternoons when they are able to. They assist the trainer in preparing the hall for the programme, with discipline and with some group activities.

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The trainer provides language lessons geared to be fun and helpful to learners who lack confidence in reading aloud and reading with comprehension. This project has succeeded beyond expectation with both learners and teachers expressing their appreciation for how reading has improved at the school.

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As with the Smith’s Plastics project, resources and furniture, books, beanbags, chalkboards, and the toys and stationery needed for a properly stimulating classroom were purchased by the READ trainer, and teachers trained on how to use them. The READ trainer followed this up with coaching sessions to ensure teachers understood the work.

The READ trainer continued to receive overwhelming support at the Community Centres.

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All aspects of the programme are geared towards supporting teachers’ classroom pedagogy. This includes assisting them with their term planning and integrating CAPS and the DBE workbooks in their daily plan.

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A reader lives a thousand lives before he dies . . .

The man who never reads lives only one.

GEORGE R R MARTIN
The Reading Teacher project has been successfully piloted in Levana Primary School in the Western Cape, and will be rolled out through other schools in the province in 2020. The teachers and the learners were delighted to be part of the programme. The staff have already included the programme in their planning for 2020 and teachers are making suggestions of books that they would like to include in the programme.

Reading is a critical tool for the mastery of all learning areas and is one of the best predictors of long-term learning achievement. Reading must be considered a priority area in efforts to improve the quality of basic education, particularly for learners from disadvantaged backgrounds. Many learners in South Africa come from a largely oral culture in which reading of books is not common, and many come from disadvantaged communities that cannot afford to buy books.

In the READ Reading Teacher project, a dedicated Reading Teacher works directly with small groups of learners during the school day to assist with language development that will help the learners reach their full language potential.

The programme has the following as its basic goals:
• To place a motivated and highly competent reading teacher at a school
• To improve the reading levels of learners in the schools by providing additional support
• To promote the self-esteem of learners through reading
• To create a comfortable and enabling reading environment (the library room)
• To make learning to read fun.

The Role of the Reading Teacher
Every learner’s journey towards literacy acquisition is different. Just as learners learn to walk and talk at their own pace, so they must learn to read and write. The teacher’s role in the literacy process is to create experiences and environments that introduce, nurture, or extend learners’ literacy abilities.

The role of the Reading Teacher is to foster reading by making it accessible and fun. The incorrect and judgmental notion that reading is a boring chore we all have to do, just like washing up, needs to be eliminated, and replaced by an understanding of how much fun, learning, and imagination happens while we read.

The Reading Teacher will
• Read Aloud to learners as to foster a love for stories, for information, to extend vocabulary and to stimulate a creative imagination
• Work with all learners in the schools
• Teach individual learners on their personal level of development
• Teach Group Guided Reading, addressing the specific reading needs of learners
• Keep groups flexible - they consist of learners of the same grade/ or learners on the same level within the phase
• Facilitate Group Reading, where reading opportunities are created so learners can support each other
• Expose fluent readers to different genres, and to different texts with various levels of difficulty to keep them motivated to read
• Encourage paired/group/individual reading
• Facilitate workshops for teachers who would appreciate guidance in teaching reading, in the different phases.

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ThE BRAND & TILLY PRETORIUS BURSARy FUND

Her voice quivered occasionally, and she kept glancing at her mother for reassurance, but Sonique van Wyk couldn’t disguise her pride as she told the audience about her accomplishments. And what wasn’t there to be proud about? Through her own hard work and the generosity of others, Sonique’s life has been transformed.

Once a pupil at an under-resourced Western Cape farm school, with little hope of a comprehensive education, today she is a leading pupil at a respected high school, with dreams of university and a successful future. Sonique’s audience was a room full of Rally to Read sponsors in the Western Cape. They had gathered for dinner to share their experiences of the day when they had met children, parents and community members at 12 farm schools, delivered portable classroom libraries and provided teacher training resources.

Sonique is proof that what the Rally to Read team are doing really works. Rally To Read has been active in the Western Cape for 20 years. For three of those years, one of the schools supported was Jurie Hayes Primary, a rural school near the Langebaanweg Air Force Base. The school has subsequently blossomed thanks to mentoring and support from Rally to Read.

Sonique was a star pupil, winning academic and cultural awards. She was also a learner representative on the school governing body. Her family couldn’t afford to send her to Hopefield High School, a leading school in the area, particularly after her mother was retrenched. Hopefield High School stands head and shoulders above the rest of the secondary schools in the area. It regularly boasts a 100% matric pass rate and last year 79% of learners achieved university exemption. Rally to Read spotted this shining star’s potential and facilitated Sonique’s ambitions by awarding her a full bursary to attend Hopefield High School. The bursary was funded through the legacy left by Rally to Read’s founding members, Brand and Tillie Pretorius, nearly three decades ago. It covers Sonique’s school fees, stationery and book requirements, school uniform and transport.

Now in grade 10, Sonique is an all-rounder, singing in the choir, playing netball and winning top honours in English and Afrikaans at the regional Eisteddfod. Sonique’s family is bowled over by Rally to Read’s positive effect on her life, and they’re confident she will continue to thrive.

Reading is essential for those who seek to rise above the ordinary.

JIM ROHN
In South Africa, learners are educated in their Home Language until Grade 3. From Grade 4 onwards, their First Additional Language becomes the language of learning and teaching and in most cases this is English.

This has an impact on learners’ ability and confidence, and on Teachers’ success and impact in the classroom. In order to help ameliorate the negative effects of this policy, READ has developed a READers4Life programme aimed at assisting learners in grades 4 & 5 with improving their English language ability in a fun and non-threatening way.

The programme adopts a holistic approach to reading, aiming to make every learner a reader and every teacher a reading role model. The programme aims to help learners read for enjoyment or pleasure. Reluctant readers are encouraged to read by making reading interesting and exciting.

The programme offers learners a comprehensive range of activities structured to deliver holistic reading and literacy developmental goals. Reading, writing, talking and listening are closely linked in the programme which makes use of a range of methods such as Reading Aloud, Paired Reading, Independent Reading and Writing, Writing for Reader Response and Free Writing. Throughout the programme drawing, games and other fun activities are used to enliven and reinforce literacy development.

With teachers having a high level of interaction time with learners, their influence cannot be understated. It is important for teachers to demonstrate their support and involvement in the culture of reading. The teacher’s role in the success of READers4Life cannot be underestimated - he/she will need to be/become a reader to develop ‘readers.’

Reading is positioned as an enjoyable ‘escape’ from the pressures of school and children’s daily, social lives. Learners are encouraged to see reading as a form of relaxation, instead of another ‘intelligence test’.

Varied activities allow learners to showcase their understanding of what they have read, in the form of creative expressions like book reviews, book advertisements, role plays with authors, dramatizations, alternative story endings, book covers etc. Both peer-to-peer as well as teacher-learner(s) interactions over the appreciation and understanding of reading, is included.
That’s the thing about books. They let you travel without moving your feet.

**JHUMPA LAHIRI**

As part of new developments at READ, READ has developed a Phonics course to help teachers learn how to teach Phonics in the classroom. Phonics is the most powerful predictor of reading success. Research on how children learn to read tells us that children’s knowledge of phonics does indeed predict life-long reading success. The ability to read is key for building confidence and self-esteem. If a child learns to read she will later be able to read to learn.

READ produced the Teaching Phonics Today programme that is a comprehensive package with an audio component (a CD), Delegate’s Notes, a Cut-outs Book and Learner’s Workbooks for Grades 1, 2 and 3.

**The Teaching Phonics Today programme:**

A CD explains the phonics programme, enables teachers to hear the correct pronunciation of the different sounds (phonemic Awareness) and do activities prescribed by CAPS (e.g. rhymes and songs).

It is recommended that all teachers from Grade R to Grade 4 teachers listen to the CD. Phonics skills that are taught throughout the Foundation Phase must be revised in Grade 4, as required by the curriculum.

The Teaching Phonics Today Course Notes provide detailed instructions and the methodology for implementing all the activities. It explains simply and clearly how to teach the sounds in the different grades as is required by CAPS.

There is a Cut-outs Book with charts (A4 charts that can be enlarged), pictures (a selection are printed in colour), letters and activities.

The Learner’s Workbooks include new elements introduced from Grade 1 to Grade 3. The Learner’s Workbooks have writing activities that can be facilitated by either a teacher or a parent and are grade and term specific following the guidelines according to CAPS.

Comprehensive training of teachers is offered together with the programme and the cost of the programme depends on the volume of packages that are required.

The phonics programme is developed for Grades 1, 2 and 3 English First Additional Language. It is grade and term specific following the activities as set out in the Curriculum and Assessment Policy Statement (CAPS).
Knowing what to teach, when to teach and how to teach when a teacher goes into a classroom, requires careful planning. Effective assessment of learners also requires planning. Like the captain who steers his ship to a specific destination, teachers must know how to plan where they want their learners to be at the end of the year. Teachers must also plan which path to take to get their learners there. Good planning is the first step to providing quality teaching and learning.

The second training manual deals with reading and comprehension. Comprehension is at the heart of the reading process. It is about understanding or making meaning of a text. Reading is not just about being able to identify the words or make sounds. It is about being able to understand the text we are reading, as a whole. So, reading for meaning, i.e. comprehension, must come right from the start of learning to read.

The third training manual deals with helping struggling readers. A struggling reader is a learner who has some reading ability but is not reading at their appropriate grade level; and has very little success making meaning from print. Struggling means trying hard and still losing meaning. The first step to supporting struggling readers is to identify them. Teachers have to know who their struggling readers are in order to support and monitor their progress.

The final manual covers two important areas of literacy learning: vocabulary building and writing. Section 1 of the manual deals with vocabulary building and Section 2 deals with writing frames. Section 1 begins with a general commentary on language development and the important role of vocabulary in reading and literacy. Next, suggestions for both implicit (or indirect, incidental) as well as explicit vocabulary teaching are provided. Section 2 provides a theoretical basis for why writing frames should be used, especially with EFAL learners, throughout the Intermediate Phase. The basic steps to follow when using a writing frame are outlined. A demonstration lesson based on a writing frame is provided as well as an opportunity to review a range of writing frames.
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**Government**

• Limpopo Department of Education

• Limpopo Phonics Programme

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**Employ your time in improving yourself by other men's writings so that you shall come easily by what others have labored hard for.**

**SOCRATES**

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We have audited the financial statements of The READ Educational Trust which comprise the statement of financial position as at 31 March 2020, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the financial statements present fairly, in all material respects, the financial position of The READ Educational Trust as at 31 March 2020, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standard and the requirements of the Trust Deed.

Moore Johannesburg Inc.
Registered Auditor
Per: CA Whitefield
Partner
Registered Auditor
11 December 2020
50 Oxford Road
Parktown
2193

Detailed Annual Financial Statements are available on request.