

# **THE EARLY GRADE READING ASSESSMENT AND LEARNING BARRIERS**

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# Presentation Outline

- SLIDE 3 – 11: The Early Grade Reading Assessment
- SLIDE 12 – 21: The Reading Development of a learner and the Perceptual Programme
- SLIDE 22 – 29: EGRA and SEPT 2021 Barriers
- SLIDE 30 – 37: Interventions

# The Early Grade Reading Assessment (EGRA)

- **BACKGROUND**

The EGRA assess several CAPS sub-components of the Home and EFAL languages to record learners' level of reading proficiency through Grade 1 to 3.

The EGRA (Early Grade Reading Assessment) which assists teachers to use a toolkit and observe learners' **individual and unprepared reading performance** on:

# EGRA = CAPS Components

## Home and English First Additional Language

### 1 minute Assessment

#### PHONIC/LETTER SOUND recognition

- Identify a number of sounds

#### WORD recognition

- Combine sounds correctly to identify words correctly
- Syllable recognition

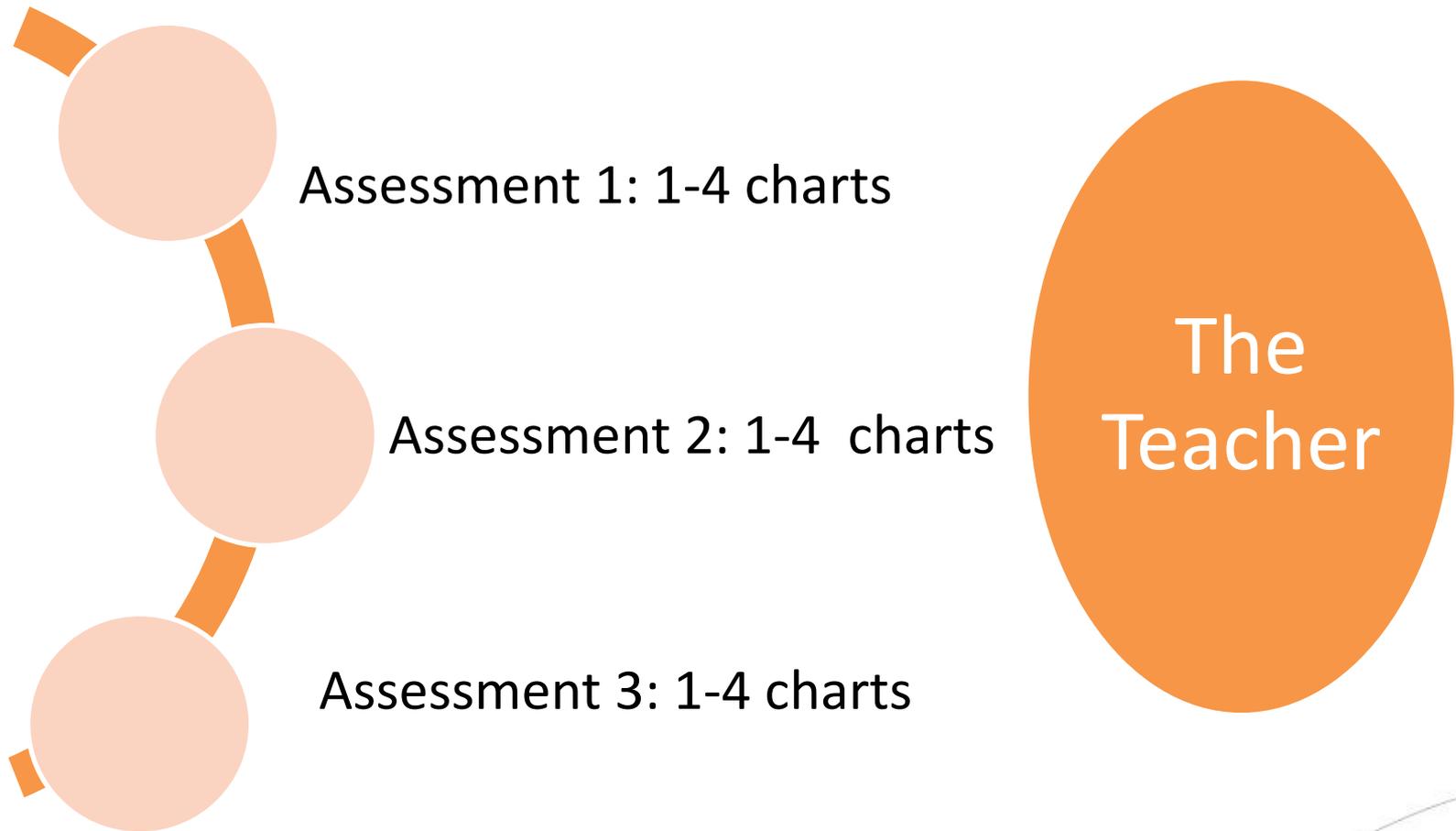
#### PASSAGE reading

- How many words can a learner read correctly and fluently
- Does the learner understand what he reads  
–focus on fluency

# EGRA IS:

- A **highly confidential** assessment and **can't be used** as homework or for an Assessment of Learning activity.
- A **Practical, Baseline and Diagnostic Reading Assessment.**
- The **school will be implementing EGRA year after year in Grades 1 to 3.**

# Who will use the EGRA Toolkit?



# EGRA SEPTEMBER 2021

## Grade 1

Language	Learners	Test	EGRA	Letter sounding 1.1	Word reading 1.2	Passage Reading 1.3	Reading Comprehension 1.4
			Bench mark	40	40	40	5
			Max	40	80	70	5
IsiXhosa	Learner 1	1	X	17	0	0	0
IsiXhosa	Learner 2	1	X	23	4	0	2
IsiXhosa	Learner3	1	X	19	4	0	2
IsiXhosa	Learner 1	1	X	29	6	3	3
IsiXhosa	Learner 2	1	X	33	6	4	3
IsiXhosa	Learner3	1	X	60	20	12	3

## Grade 2

Language	Learners	Test	EGRA	Letter sounding 1.1	Word reading 1.2	Passage Reading 1.3	Reading Comprehension 1.4
			Bench mark	40	40	40	5
			Max	40	80	70	5
IsiXhosa	Learner 1		X	2	3	0	2
IsiXhosa	Learner 2		X	30	1	0	-
IsiXhosa	Learner3		√	60	70	68	5
IsiXhosa	Learner 1		X	10	3	0	5
IsiXhosa	Learner 2		X	12	2	0	2
IsiXhosa	Learner 3		X	52	10	0	3

# EGRA SEPTEMBER 2021 Grade 3

Language	Learners	Test 1	EGRA	Letter sounding 1.1	Word reading 1.2	Passage Reading 1.3	Comprehension 1.4.
			Bench mark	40	40	40	5
			Max	40	80	70	5
IsiXhosa	Learner 1	1	X	17	0	0	0
IsiXhosa	Learner 2	1	X	19	4	0	2
IsiXhosa	Learner3	1	X	23	4	0	2
IsiXhosa	Learner 1	1	X	36	2	0	0
IsiXhosa	Learner 2	1	X	38	33	11	3
IsiXhosa	Learner3	1	X	30	30	2	3
IsiXhosa	Learner 1	1	X	19	4	0	0
IsiXhosa	Learner 2	1	X	58	44	28	0
IsiXhosa	Learner3	1	X	67	33	24	0 <sub>9</sub>

# SEPT 2021 EGRA RESULTS

- It is with great concern to discover that the reading levels from Grade 1 to 3 are in a **genuine disaster** due to the COVID 19 pandemic since March 2020.
- Schools interrupted
- COVID models - Bi-weekly or Bi-daily

# COVID 2020 and 2021

Impact on teaching and learning

- 50 % of learners attended schools due to social distancing
- 57% of curriculum was covered.

COVID THE ONLY CRITICAL CONCERN ??  
ARE WE ON THE CORRECT TRACK ?

# THE READING DEVELOPMENT AND PERCEPTUAL SKILLS

Early, before birth:

- **Listening** when the mother is talking and singing
- Good language use develops vocabulary

After birth:

- **Crawling** very important for brain development because of using eyes and the whole body – laterality, dominance, midline crossing and hand-eye coordination

# Reading cont....

## **Crawling develops**

- Position in space enables the baby to observe objects as being in front, behind, above, below etc.
- Direction – up, down, left or right

## **Physical development – Jungle gyms**

- Gross motor skills – skipping, catching, throwing, walking running
- Balance - hearing and balance - stand on 1 leg, walk on a rope or balancing beam

# Reading cont....

- Mathematics using numbers, shapes, time, measurement, data etc.
- Social development – plan together how to climb or the sequencing of climbing
- Problem solving – steps on the ladder
- School uniforms - constraining the learners to climb a Jungle Gym

# FINE MOTOR SKILLS

- These are the small muscle movements of the body.
- A learner is expected to perform a large number of accurate movements with his fingers and hands when he draws, colours pictures, copies or writes.
- A learner whose fine motor development is inadequate will find it difficult to fasten buttons, tie bows, draw, colour in, write or perform any of the tasks that require the use of his fingers.

# THE SENCES

The eyes see an object and the ears hear a sound. This data is sent to the brain. The brain recognizes what is seen by the eyes. The eyes sees and object, but the brain tells one what it is.

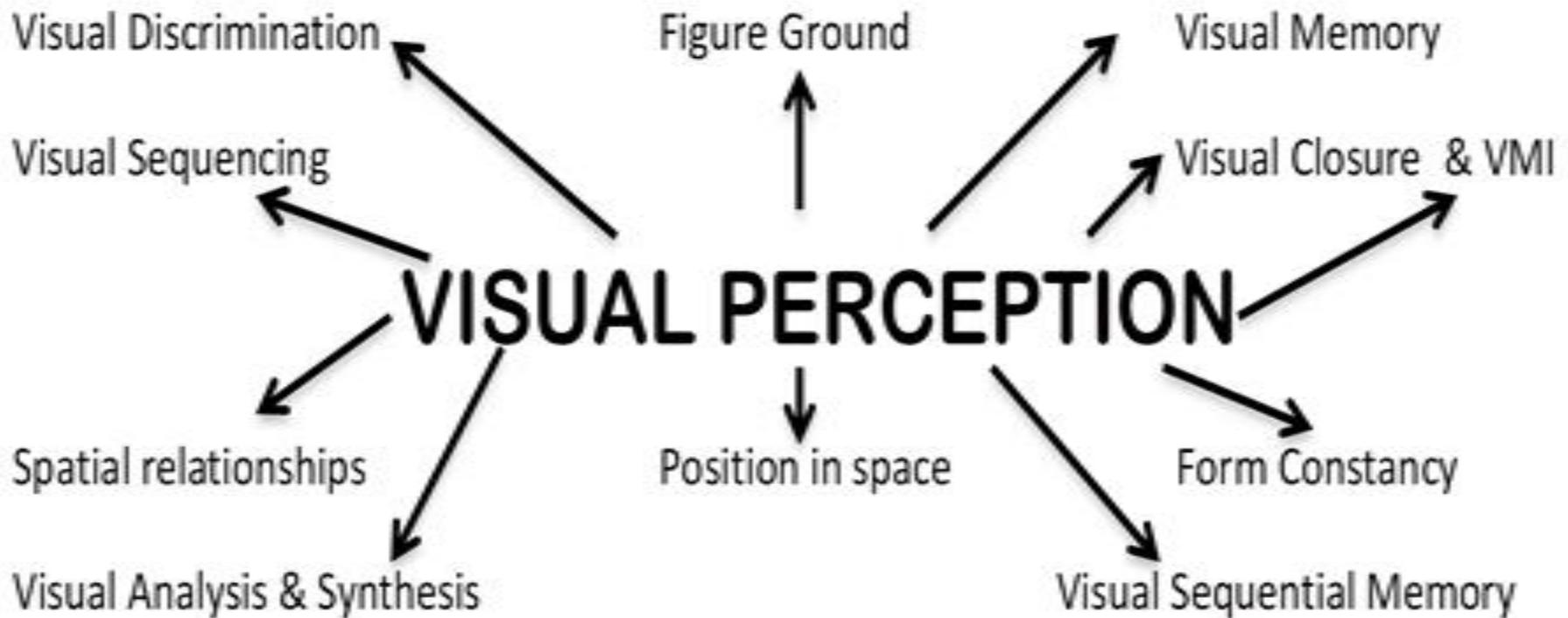
The ears hears a sound but the brain recognises what sound it is. In this way the brain makes contact with the outside world. This contact is called perception.

# HOME LANGUAGE: LISTENING AND SPEAKING, EMERGENT READING AND - WRITING EXTENDS VOCABULARY

The brain develops a learner's language

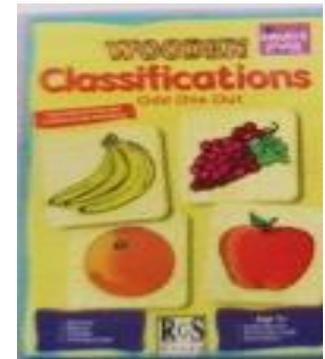
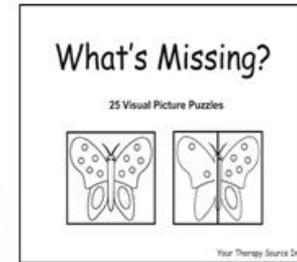
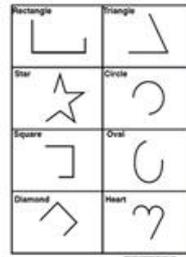
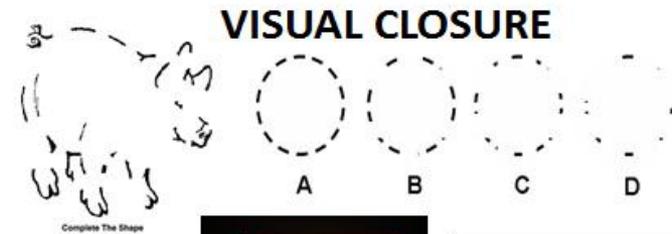
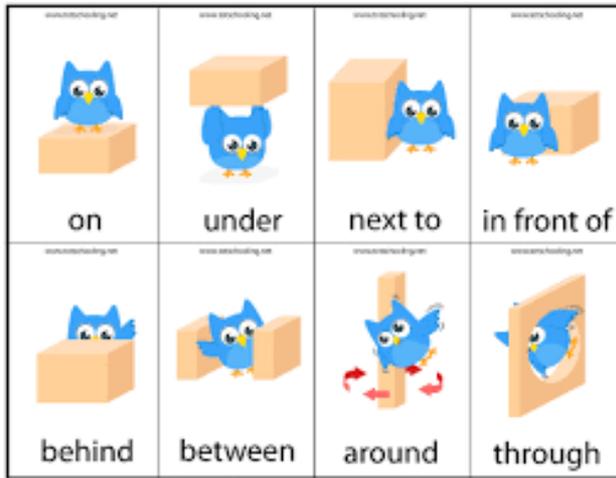
- Hear and listen
- Listening and speaking
- Listen to stories
- Tell stories, experiences, news, jokes, sing songs, rhymes and tell the story with a book
- Scribbling, drawing, painting stories
- See the parents reading
- Reading corners
- Talk about the story, answer questions etc.





Acquiring and interpreting information  
through the eyes

Accurate visual perception enables the learner to read,  
write and do Mathematics



# Auditory Perception

- A learner with poor auditory discrimination will find it difficult to differentiate between sounds like 'sh' and 'ch', 't' and 'k'
- Trouble distinguishing between similar-sounding words
- Impaired memory for nursery rhymes or song lyrics
- Poor auditory perception results in reading problems due to difficulties with phonological awareness and will be weak in spelling.

# Auditory discrimination

- A learner with poor auditory discrimination will not be able to **differentiate between sounds** that are more or less similar e.g. mice and rice / three and free / every and very.
- These learners will find it very difficult to **break-up a word in syllables**.
- **Auditory analysis and synthesis** is the skill to break up a word or sentence into auditory components; such as the letters/syllables in a word (e.g. c-a-t cat) or words in a sentence, and to put the components (sounds, letters or syllables) together again to form a whole (tooth+brush=toothbrush).
- **Auditory figure-ground perception**
- He/she may have problems in selecting differentiating speech sounds, letter sounds in words, or certain words in a sentence.

# More CONCERNS on learners performance

- No creativity and informal integrated play in classes
- No development of learners perceptual skills which are:
  - absolutely essential for formal teaching
  - identifying barriers to learning and to resolve it in Grade R

# EGRA SEPT 2021 BARRIERS

Learners **DO NOT** obtained the EGRA benchmarks for **test 1** (1.1, 1.2, 1.3, 1.4) in **Grade 1 to 3**

- **Phonic sounds:** Identification and pronunciation of the correct sounds
- **Word building:** Bind the single sounds to form words, poor word reading performance
- **Reading:** Learners can't read a sentence, poor performance in passage reading
- **Comprehension:** Hearing but do not Listen, poor comprehension

# Perceptual barriers identified in EGRA

## During SEPT 2021

### Visual discrimination:

Letters b/d, u/v, a/o, t/f, b/p, u/n

Words: house/horse, cat/cot, saw/was, there/here, won't/want, car/cat

### Visual sequencing

Problems with reading e.g. poor sequencing of words, story telling

Poor spelling, confuses sequence of letters in a word

### Visual analysis and synthesis

Doesn't recognize the same word if repeated again on a page.

### Visual memory

Unable to recall/reading sight words is poor – sound the word

### Visual closure

A learner will be unable to read a word or sentence

### Position in space

Reversal of letters and words, may read or write the sequence of letters in a word incorrectly, read or write from right to left, will make horizontal as well as vertical reversals in reading and spelling

### Spatial orientation/relationship

Reversals of letters e.g. b/d, p/q, n/u, t/f

# READING BARRIERS

- The implementation of a formal Grade R approach - not CAPS compliant and appropriate. No focus on
  - Real objects
  - Movement (outside play time allocation) and play based teaching and learning but focus on
  - 2D table top activities for the whole day.

## **Inside and Outside play activities**

are essential **skills to be developed** in order to read, spell and write from Grade 1 onwards.

- Teachers and Subject Advisors without Grade R qualifications and experience, appointed in Grade R classes.
- Do not understand the basic concepts of informal play based teaching and learning through the perceptual skills, gross and fine motor skills development, which are absolute crucial skills for formal teaching and learning of reading and writing.

# Grade R or Grade 1?

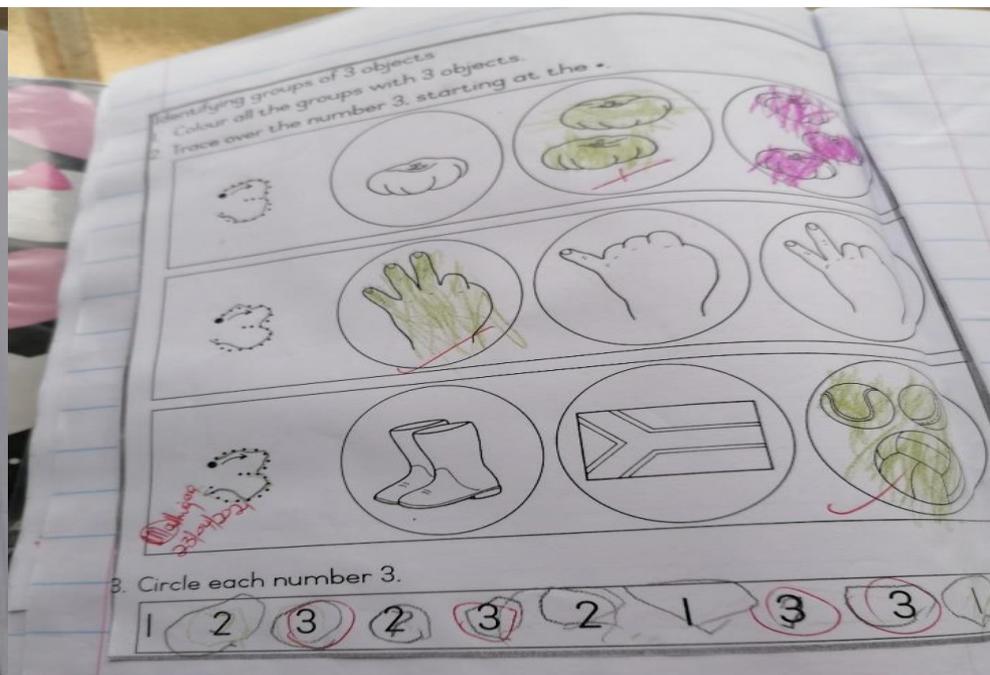
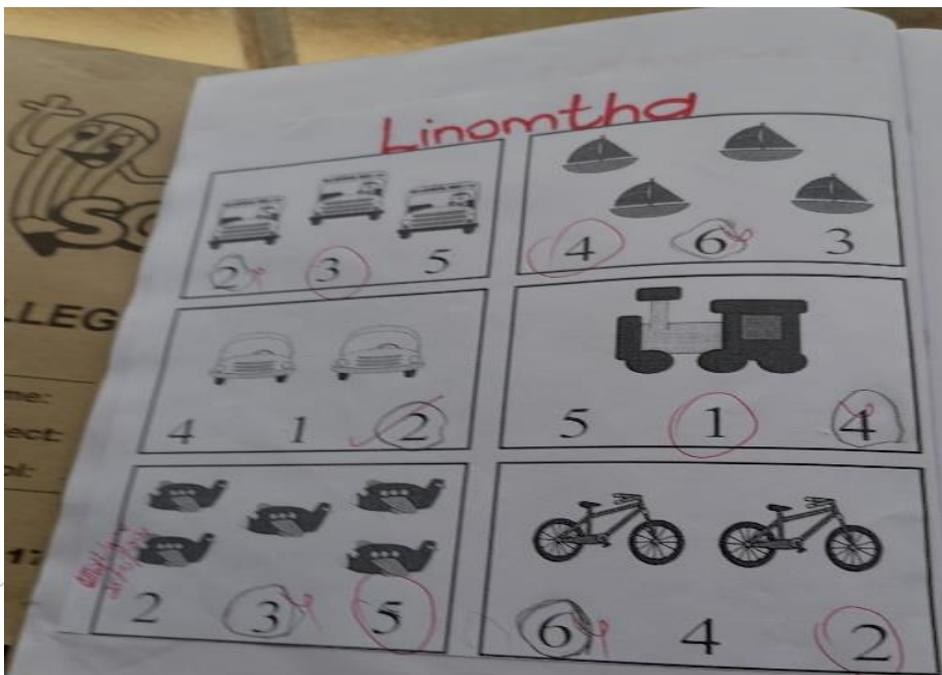


# Grade R watered down Grade 1 class

Departmental officials, Principals, Departmental Heads **bullying/forcing** qualified and experienced Grade R officials/teachers/practitioners to do formal “watered down” Grade 1 work!

The poor Grade R learners sitting the whole morning at their chairs and tables, busy with formal writing activities in Grade R learner workbooks.

# The implementation of Learner Workbooks in Grade R



# TOO MANY PROGRAMMES NOT CAPS AND GRADE COMPLAINT IN SCHOOLS



# Reading Interventions

## THE PERCEPTUAL PROGRAMME AS AN UMBRELLA OF AN INFORMAL INTEGRATED PLAY BASED GRADE R APPROACH

- Develop learners' Gross and Fine motor movements
- Give learners blocks / clay / mud / real objects to play with
- Scissors to cut [rounded edges] – cutting
- Pasting of pictures / other objects
- Building of picture puzzles
- Handling of writing material / painting material – paint brushes, wax crayons, pencils
- Modeling clay / dough clay
- Threading of beads – start with large ones
- Handling of bottle tops / real objects

- Making patterns – in the sand / in the air / on paper, etc.
- Construction – using blocks etc.
- Tracing or outlining any simple clear picture.
- Draw along dotted lines.
- Build patterns with matches, blocks and shapes. Learners should copy these patterns.
- Use peg boards and pattern cards.
- Arrows showing in different directions. Learners must point with arms in the direction the arrow points.
- Draw incomplete simple “stickmen” on small black board. Let learners draw in the missing limbs.



# Teaching of Group Guided Reading from Gr 1 - 3

- Implementation of the Perceptual Skills programme throughout the Foundation Phase
- Group Guided Reading is neglected although 1 hour per day is allocated on the time tables
- More focus on Shared Reading - less time on time table
- Following the steps of the Group Guided Reading lessons
- Shortages of Graded Readers in schools

# LEARNERS WITH READINESS TO LEARNING

- BE CAREFUL TO START TO EARLY WITH FORMAL TEACHING
- The Grade R learner's readiness to learn is determined by factors such as: the learner's health condition, own motivation to learn, ability to concentrate and pay attention (age of the learner plus 5 minutes of concentration span), emotional maturity and intellectual ability.
- The learner should have an **inner craving for knowledge**. He/she must be **inquisitive and anxious to learn**, and he/she should have an **urge to explore the world around him/her**. He/she should thus have a **positive attitude towards school and learning**.

# LEARNERS WITH READINESS TO LEARNING

- Readiness to learning is described as a stage of maturity when an individual is able to understand and grasp those concepts and skills that have been deemed necessary for a learner of a specific age to attain. Researchers states that a learner's eye development is fully developed at 6 -7 years and to read at 6, 7 and 8 years old.

# READING PROGRESSION DURING A THUNDER STORM?

All learners were progressed at the end of 2020 to the next grade and the Grade 2 and 3 learners assessed couldn't reach the benchmarks of the EGRA Assessment 1.

WE CAN NOT BUILD A HOUSE  
WITH  
A SAND FOUNDATION  
DURING  
A THUNDER STORM



# KNAHT OUY

THIS IS HOW SOME LEARNERS ARE READING

**LET US  
DEVELOPED  
# READERS FOR LEADERS**

