



11 February 2022

To: Principals, Subject Advisors, Parents, Teachers, Departmental Heads and Library Information Services (LIS) Coordinators.

Topic: Activating curriculum recovery at schools and in homes through reading with understanding.

Message Objective are to:

- Establish ways of encouraging reading to help learners/grasp concepts faster.
- Promote reading for meaning using stories
- Create an awareness that curriculum recovery is not an assignment dedicated to teachers but everyone's enterprise.

The COVID-19 pandemic has caused abrupt and profound changes at schools and in homes. This was the worst shock to education systems in decades, with the longest school closures combined with looming worldwide recessions. All the efforts to provide remote learning was attempted by the education system in South Africa but they did not yield any desirable results. This was because there were not enough materials to be distributed to learners in homes because of shortage of paper and insufficient resources such as printers or photocopiers. These disruptions have caused a massive gap in curriculum coverage.

To address this problem, the National Education Collaboration Trust (NECT) has through the National Reading Coalition (NRC) Programme wrote stories in Siswati, Xitsonga, Sepedi, Tshivenda and IsiXhosa promote reading at schools and in homes. These stories are also compressed in WhatsApp format to enable teachers, caregivers, guardians, parents and learners to activate reading everywhere there are children under supervision of an adults. The NRC believe that the gaps caused in curriculum coverage can be closed if learners are taught how to read meaningfully in their mother tongue and in other languages. The following simple activities can be executed by anyone (teachers, parents, other adults, older siblings):

1. Retrieve the stories from the NRC website, [www.nrc.org.za](http://www.nrc.org.za)
2. Share stories via WhatsApp or print one story per week to be share with learners/children.
3. Teachers, adults or parents should do read aloud sessions and encourage learners to do the same.
4. Ask learners/children to identify new words and explain their understanding of the story.
5. When necessary, ask learners to write down their understanding of the story read.
6. Reading cards which are accessible from the NRC website can be used to get learners/children to indicate the number of pages read so they know where to continue reading the next day.

If learners can read with understand they will not struggle understanding Maths, Science or any concept across the curriculum.

From: Bailey Nkuna

[bailey@nect.org.za](mailto:bailey@nect.org.za)