

# Reading Improvement Programme as a part of Learning Enhancement Programme (LEP)

*Best Practice in the Primary and Secondary Schools in Telangana*

## **1. Brief description of the innovation**

The programme is intended for the development of fluent reading among children at primary stage and make children enjoy and read for pleasure. It is expected to develop reading habits and develop children as independent readers. The programme is taken up in about 500 Upper Primary and High schools in the State in collaboration with Vendemataram Foundation.

Graded children literature of wide variety i.e., multi colour story cards, story books, picture cards, Supplementary information literature on district specific culture festivals, monuments, Geography etc., developed by the DIETs have been printed and supplied to schools under SSA. About 300 Children Literature books have been provided to each school along with translation of children books developed by NCERT.

## **2. Problem that the innovation aims to solve**

The foundation skills such as reading, reading comprehension, speaking, written expression are important for the children to participate in the classroom teaching learning processes and for self learning. The National and State level surveys on children language skills such as National Achievement Survey (NAS), Annual Status of Educational Report (ASER), State Level Achievement Survey (SLAS), SCERT Surveys, monitoring report time and again revealed the poor performance of children in basic reading and writing skills in mother tongue and very poor in second language skills.

Therefore a special programme for the improvement of reading skills have been taken up in the Upper Primary and High Schools in the state.

### 3. Key features

- Capacity building of teachers on utilization of children literature and conduct of reading sessions appropriately in multi level and multi grade classrooms was conducted and the training focused on the deliberations of how children learn to read, why children read, why is reading so important, nature of reading, supporting children at various levels and make children as confident and fluent readers, etc.
- The major strategy for reading improvement is through reading of graded story books with little text and more illustrations. For this purpose a range of graded children literature is made available in the schools.
- More focus on reading than writing. If children improve reading they automatically improve their vocabulary and writing skills.
- Freedom to the children to select books and read during the time provided. One library period is provided in the school time table for this purpose.
- Class room libraries have been started and free access to the children to the books.
- Freedom to the children in reading and no interruption and no correction of mistake while reading.
- Children read in groups and individually and correct themselves in the process.
- The current practice of more written work, assignment where children copy from textbooks and other guidebooks is discouraged and encouraged for more reading rather than writing.
- Reading develops more vocabulary in the students they retrieve when they want to speak or write. The quality of expression will increase more reading.
- More reading is required for improved writing. Therefore more focus on reading the books and other children literature.

**Following arrangement have been made in the schools for reading improvement:**

- Class-wise display of Reading Material
- Graded Big Books / small books.
- Graded story cards
- Graded storybooks / other collected material from Magazines / Newspapers etc.
- Children Magazine.

- Display of Reading material for Read Programme

### **Groups and strategies**

**‘A’ Group** – Independent Readers – Pupil select material from display and reads for 15 – 20 minutes and share with peer group.

**‘B’ Group** - Partial Readers - promoting collaborative reading in pairs. Graded material is being provided to these groups. Pupil reads in groups and shares

**Non Readers** - Teacher sit with children and made them to speak on pictures / illustrations.

### **Other Classroom based Activities:**

- ❖ Reads and relates text to the illustrations.
- ❖ Writing the text on blackboard and conduct decoding activities.
- ❖ Creation of words based on familiar words in the text.
- ❖ Context (Picture) ↑ Text (Sentence) ↑ Words ↑ New Words ↑ New Sentences ↑ New context.
- ❖ Teacher organises pre & Post reading sessions

## **4. Impacts or benefits**

- The strategy of improving reading through children literature, story books etc. improving the children language skills. The children operate library books and maintain issue register. Lot of progress is witnessed by using this strategy and children are engaged meaningfully in reading the books. Children once read a book and they exchange with other students. Reflective sessions are being organized to share their opinions on the characters and story.
- The schools are procuring library books by using the grants released under SSA and RMSA.

## 5. Sustainability and scaling up

- The programme is highly sustainable in improving the reading skills among the students. It became a focused programme under LEP of SSA for improving the language skills among students of primary, upper primary and high schools. The graded children literature developed under DIETs is highly useful to improve the language skills among children.

## 6. Photos and Media:

Children reading books and displaying:







Classroom display of reading material



Demonstration of Story Reading in the teacher training programme

