

I can read

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Can students get involved?

Volunteers are welcome to contact the project owner.

Programme Information

The 'I can read' project is a Social Impact project that has had several iterations since its inception 2018. The activities drawn on this project aims to improve the general literacy levels of Foundation Phase learners.

The primary activity for this project is the presentation of explicit phonics lessons to grade 1 – 3 learners. Phonics, a precursor for reading, refers to the understanding of how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns. The development of phonics knowledge also enables decoding and encoding thus supporting word recognition for reading. The literacy landscape seems dismal as we know that 8 out of 10 grade 4 learners cannot read. This crisis also presents the societal and community need for intervention. Receiving these additional phonics lessons is a response to this. We provide an added learning opportunity to these learners to continue to develop one of

the fundamental skills coupled to reading. Phonics instruction is also a core teaching practice for literacy teaching. It is one of the identifiable components fundamental to teaching literacy and is grounded in disciplinary knowledge of language teaching and learning. By participating in this project pre-service teachers gain an additional opportunity to practice this core teaching practices.

Students work in pairs with small groups of learners over an extended period engaging in focused teaching so that they can monitor learner progress but also see learners progress as a result of working with a consistent group of learners. Not only does this project impact the school community but it also extends the teaching and learning agenda within the university. It was important to create learning opportunities where pre-service teachers work in contexts that are unfamiliar to them, so that they can become aware of how their own choices and their own opinions and their own world views influence their teaching.