Note: At the “All Children Reading” Asia 2012 September workshop there was a session on “Texts and Materials”. Three panelists were given three questions: how to ... (see the three topics below). Each panelist was given 10-15 minutes to share their thoughts and experiences.

Using existing materials and resource
Creating new material
Bringing reading materials to children

Experiences from Pratham in India
This is a paragraph from the Grade 2 text book. Most children in this Grade 2 class could not read words or sentences. The story was read aloud and discussed. Now let us see what the children were able to put on paper:
Every child put something down on paper – some more and some less. But they all knew what had been read aloud to them.

Using textbooks for reading aloud and for discussions. Use the existing texts for pulling out words to use in easier sentences is a useful strategy.
USING BOOKS FROM THE SCHOOL LIBRARY: One of the first things that happens is that children’s drawing changes.

The story was read aloud and discussed. Some children took turns to read a sentence at a time. Then each child began to scribble/write/draw. Soon everyone had their own version of the story.
REVIVING EXISTING MATERIALS: “BARAHKHADI” CHART

Traditional material – known to parents, grandparents etc

Helps in decoding ... strengthening sound-symbol connection and building automaticity
USING EXISTING RESOURCES : USE THE WALL
Children create their own print-rich environment

This is a Grade 2 class in a school in Maal block of Lucknow district (UP)

Children are enjoying the use of the wall “green board” after listening to simple stories, picking out letters and words from the text, playing word games.....

The teachers then invited the children to use the board and this is what the class began to do ......
Start with a “theme” word: can be from the textbook/chapter
Children in groups – each writes a word. A word list grows
Then move to writing sentences. Each child writes a sentence next to the word.
Teacher moves around helping
Children help each other
Each group then reads what they have written.
Getting teachers and supervisors to write for their children

Helping teachers and supervisors engage and focus on the issue of reading is critical to the success of any reading program. Having teachers think about what their children will read/can read/will like to read is very important.
Translation: Father comes home in the evening. He washes his hands and eats food. He talks to Mother. Then he goes to sleep.

This is paragraph was read by many children. Each child’s voice become softer and the reading slower when they came to the third sentence. When asked why they were reading slowly and softly, children replied “But Father does not talk to Mother”.

Listening to children read is an important source for inputs to help improve texts.
In the jungle lives a leopard.
On the trees there are birds.
In the water there are fish.
On the branches there are fruits.
Birds eat fruits.
Then they fly away.
The leopard lives in the mango forest.  
On his body there are spots.  
Birds sing in the forest.  
Fish play in the water.  
Crows caw from the branches.  
Egrets catch fish in the river.  
There are bees in the jungle.  
These are honey bees.  
There is the beehive.  
The beehive is full of honey.

Beautiful lyrical two word sentences ....
BRINGING MATERIALS TO CHILDREN ..... SOMETHING NEW EVERY WEEK

CIRCULATION of STORY CARDS THROUGH THE WHOLE YEAR

Group of 15 classes/schools in a cluster.
A total of different 20 titles/story cards
25 copies of each story card for each cluster.
Stories with large font, many illustrations, simple text
Classes in the cluster exchanged cards each week – so that there was new material to look at, discuss and “read” every week.
Children were allowed to take books home during the week.

DONE IN MANY RURAL DISTRICTS IN U.P. AND BIHAR WITH CHILDREN IN STD 1 & 2. WHEN THE CLUSTER COORDINATOR VISITED THE SCHOOL ..S/HE DID THE EXCHANGE

Less that Rs. 2 per card.
Full set for the cluster = 15*20*25=Rs 7500 ... (USD 110)
Reaching over 1000-2000 children
BRINGING MATERIALS TO CHILDREN ..... CHILDREN’S NEWSPAPER ..FAMILIAR FORMAT BUT NEW MATERIAL

- Partnership with Hindustan (Hindi newspaper)
- 4 page tabloid-size stand-alone children's paper
- 1 page for children who cannot read. 1 page for children who have just learned to read. 1 page for fluent readers.
- Published twice a month
- For children : Grade 1-5
- Content by Pratham. Pratham paid for production at cost & distribution by Hindustan group
- Cost per issue less than Rs 2 per copy
- 25 copies delivered to each school. 5 copies for each grade.

Pilot of one year in 10,000 schools in Bihar: Pratham & Hindustan group
Scaled up by Bihar govt. to 70,000 schools next year using government funding . Now content by Bihar govt.
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