

COMMON
APPROACHES



LITERACY BOOST

ALL CHILDREN LEARN TO READ, WRITE AND USE NUMBERS

We believe that all children have the right to learn from a quality basic education.

Literacy is an integral component of foundational learning and research has shown that children have a greater chance of success in school and later life if they develop foundational literacy skills.

We use Literacy Boost to support students, teachers, parents and communities to **develop the literacy skills of children in the early primary grades, both inside and outside of the classroom.**

A TRACK RECORD OF IMPROVING LITERACY

Literacy Boost has a proven record of improving children's reading skills across the world. Since 2009, the approach has completed rigorous testing and development processes and produced a body of evidence proving that it is effective, replicable and scalable in a range of contexts.

Literacy Boost differs from other literacy programmes implemented in low-income countries in two ways. Firstly, it places equal emphasis on literacy acquisition in formal schooling and in communities (e.g Reading Clubs and Parent Awareness Trainings). Secondly, Literacy Boost is intended for adaptation to the national and local curricular context and does not require a change to the national curriculum. Teachers gain a better understanding of how children learn to read and write and the importance of mother tongue instruction. Together with the opportunity to strengthen their pedagogical approaches, this heightened understanding allows teachers to teach their existing curriculum more effectively.

Nearly 400 million children of primary school age cannot read or write.

Literacy Boost focuses on six core skills of Literacy; Alphabet knowledge, Phonological awareness, Vocabulary, Comprehension, Fluency and Writing.

LITERACY BOOST PROMOTES SIX CORE SKILLS:



Alphabet knowledge



Phonological awareness



Vocabulary



Comprehension



Fluency

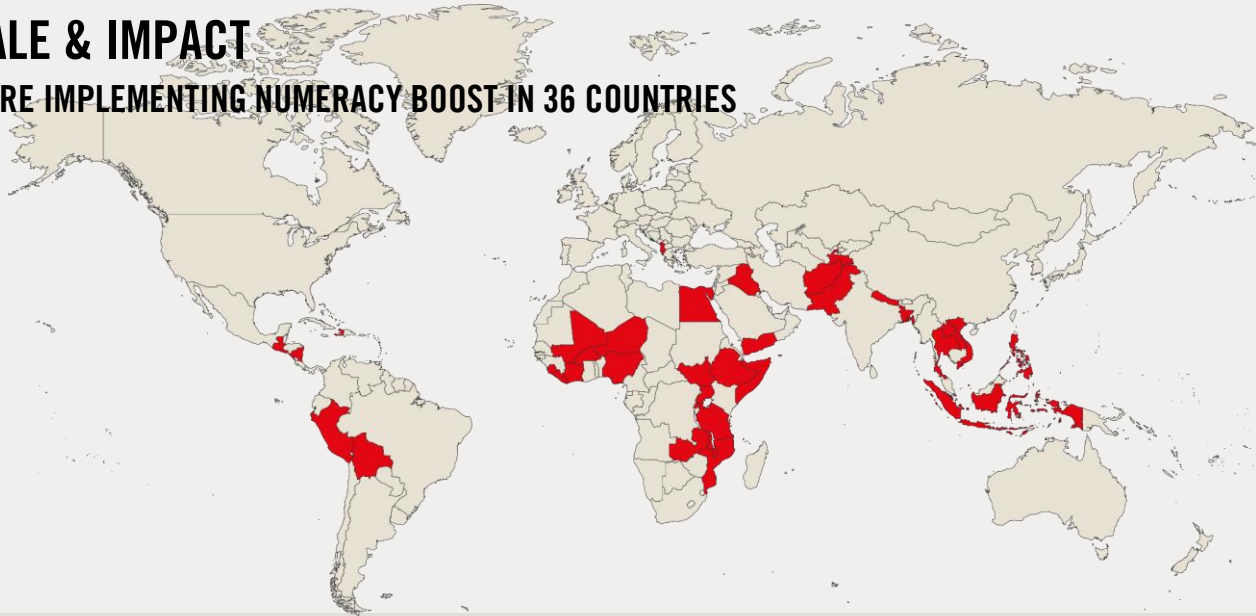


Writing

- **Alphabet knowledge:** Recognition of the letters of the alphabet
- **Phonemic awareness:** The ability to recognise and manipulate the sound unites that make up words
- **Fluency:** The ability to read accurately, quickly and with the correct intonation.
- **Vocabulary:** The comprehension of a sufficient number of words to be able to understand text.
- **Comprehension:** The process of understanding meaning from written language.
- **Writing:** The ability to use a set of symbols to represent speech sounds in print and communicate meaning.

SCALE & IMPACT

WE ARE IMPLEMENTING NUMERACY BOOST IN 36 COUNTRIES



CORE COMPONENTS

More children will learn to read with comprehension if they are supported both inside and outside of the classroom. By focussing on core skills, Literacy Boost helps children learn to read independently, using activities that promote reading motivation and enjoyment,

Literacy Boost has four core components:

- **Student assessments** to identify gaps and measure improvements in the five core reading skills and writing, helping teachers understand the level of learning and tailor their lessons accordingly. Assessment data is also shared with government at local and national levels to help inform advocacy and policy change.
- **Teacher training** to incorporate skill-building into their regular curriculum with an emphasis on core reading skills and writing. Ongoing assessments of student progress are used to guide teachers focus.
- **Mobilising communities** to support children's reading. Quality learning environments outside of school help children to grow their skills and to foster their love of reading.
- **Enhancing the literacy environment** to ensure the availability of age-appropriate reading materials in local languages, via Book Banks, for example.

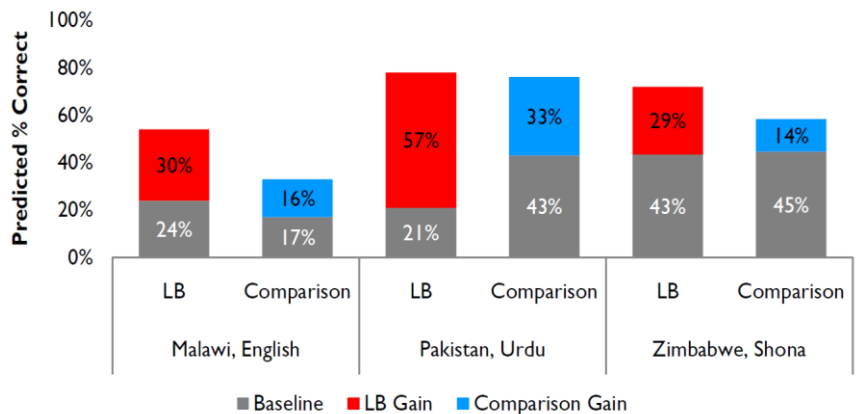
IMPACT ON LEARNING

Each Literacy Boost project includes a robust assessment design. This means that, since 2009, a large body of evidence has been collected about efficacy of the approach. For example, a 2014 evaluation of Literacy Boost and control schools across seven countries in Asia and Africa found that a greater percentage of students became readers with comprehension in Literacy Boost schools. Results have also proven that Literacy Boost has an important impact for the poorest children. In Malawi, the poorest 20% of students experienced a 27% gain in single word reading, 13% more than that of comparison schools.

FOCUS ON THE MOST DEPRIVED

Literacy Boost projects have been proven to increase equity of learning for many groups, including girls. There is evidence from Malawi, Pakistan and Zimbabwe that girls in Literacy Boost schools significantly improved their reading skills. For example, Urdu speaking girls in Literacy Boost schools in Pakistan improved their reading accuracy by 24% more than girls in non-Literacy Boost schools.

Figure 6. Literacy Boost Girls Gain more Accuracy across Countries and Languages



SUPPORTING POLICY CHANGE

Literacy Boost enables a culture of reading and policy influence with Ministries of Education. Of the various ripple effects identified in 2015 research, 20 countries documented government-level uptake of core concepts and strategies of Save the Children's Literacy Boost programming. This will result in longer-term systemic change that can improve early grade reading outcomes for tens of millions of children. Specific system changes included: improved teacher training methods, the introduction of supplementary reading materials into the government curriculum, greater interest in community action and engagement around literacy and adoption of mother tongue instruction and materials.

KEY CONTACTS

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