

APPENDICES: APPENDIX 1:

Dear Parent/Guardian.

My name is Sumayya Borhat and I am studying towards a masters degree in psychology. A part requirement is a research report. We believe that poor reading ability may result in poor school performance of learners. To see if this is true, we are conducting a reading program in 2 grade 8 classes at Stanger Secondary School. Learners will be paired and required to read in a few lessons daily. They will be asked to participate in a reading and spelling activity, before and after the implementation of the reading program. Your child/ward has been chosen to be part of this project and this letter requests your consent as well as that of your child's/ward's.

If you have any queries, please do not hesitate to call me. I am available on (032) 5511576 or 0845563133.

Thank you for your time and attention.  
Sumayya Borhat

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I \_\_\_\_\_, Parent/guardian of \_\_\_\_\_  
Name of parent/guardian Name of learner

A grade 8 learner at Stanger Secondary School having understood the following aspects of the study:

- That participation is purely voluntary. Non-participation will have no negative consequences to your child/ward.
- That my child/ward may withdraw at any time without reasons and without any adverse consequences to his/her academic record
- All results obtained will be strictly confidential and will not be used for promotional purposes.

Hereby grant/do not grant (delete whichever is not applicable) permission for my child/ward to participate in this study.

\_\_\_\_\_  
Signature Parent/Guardian

\_\_\_\_\_  
Date

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I, \_\_\_\_\_, in grade 8 \_\_\_\_\_ having understood the above  
Name of learner

Agree/disagree (delete which is not applicable) to participate.

\_\_\_\_\_  
Signature of learner

\_\_\_\_\_  
Date

## APPENDIX 2:

### PEER-MENTORED READING PROGRAMME

A pair of learners works together in this reading program: the learner who is **assisting** is called the **mentor** and the learner who is being **assisted** is called the **mentee**. This program is divided into **5** steps. The reading material will be normal curricular material.

#### **STEP ONE: PRE-DISCUSSION:**

Before reading, both learners discuss the content of the passage to be read. The discussion is based on the topic and both learners share their **present knowledge** of the topic and what they expect to find in the passage they will read. This will set the context for the present reading.

#### **STEP TWO: READING X 2:**

The **mentee reads aloud**, keeping track of the words by pointing to them. The **mentor** follows the reading, corrects any mistakes as they occur and **immediately reads** any word the mentee has difficulty with, so there is no interruption in the fluency of the reading. Once the reading is completed, this process is **repeated**. The mentee reads at his/her own pace, building capacity as the program progresses. The amount of time allocated to reading can be controlled by the educator, who would advise learners to end the first reading and continue with the second.

#### **STEP THREE: POST-DISCUSSION:**

After the second reading, the mentee **discusses** with the mentor, what has been read. If the mentee leaves out important information, the mentor asks **relevant questions** to see if the mentee understood this information. If the mentee recalls the information but does not understand it, the mentor should explain. If this is unsuccessful the educator can assist. At the end of this step, the mentee and mentor should have some understanding of the information that has been read.

**STEP FOUR: VOCABULARY:**

Once learners are satisfied with their understanding of the information, they focus on the vocabulary. Both mentee and mentor are advised to record a minimum of 2 words they did not recognise during step two. These words, and their meanings should be recorded and spellings learnt.

**STEP FIVE: RECORDING:**

The mentee records the reading session as well as any comments, on the recording sheet provided.



## APPENDIX FOUR:

### ESSI READING AND SPELLING LIST FOR GRADE 7

#### READING LIST:

- Achieve
- Opinion
- Wrench
- Tough
- Siege
- Ambitious
- Awkward
- Advisable
- Momentarily
- Myths
- Treacherous
- Hysterically
- Oblivious
- Appalled
- Prodigy
- Onomatopoeia
- Conscience
- Inevitable
- Psychiatry
- Archipelago

#### SPELLING LIST:

Peace  
Target  
Through  
Material  
Autograph  
Threaten  
Pollution  
Punctuate  
Essential  
Disaster  
Persuade  
Scissors  
Excitement  
Rhyme  
Dialogue  
Advertisement  
Continuous  
Immediately  
Philanthropist  
Acquire

APPENDIX: FIVE



Grade 8: Prose Comprehension Test  
Death and the Egyptians

One of the first great civilizations was that of the Egyptians, which flourished about 5000 years ago.

The Egyptians thought a great deal about death and spent much of their time preparing for it. Each king (or pharaoh, as they were called) began to prepare his tomb almost as soon as he ascended the throne. It was believed that upon his death the pharaoh became a god or deity. This entailed many preparations.

The common people also spent a lot of time preparing for the end. They believed that the afterlife was a continuation of life on earth. This meant that after death they would need many of the things they had used on earth, and these had to be stored in their tombs.

The Egyptians believed that after they had died they would embark on a long voyage. This voyage took place along a mighty river of the underworld. Then they were judged by the goddess of truth. If they were considered worthy they were admitted to heaven.

After the death of an Egyptian the mourners tried to preserve the body, especially if the corpse was of a wealthy or important person. In order to do this, the body had to be turned into a mummy.

After some of the organs and brains had been removed, priests would soak the corpse in special chemicals. Then the body was stuffed with sawdust and placed in a tomb.



Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Questions

1. Why were the Egyptians buried together with many of the things they had used on earth? (2)

\_\_\_\_\_

\_\_\_\_\_

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2. Prove the following statements false by quoting a short phrase from the passage:

2.1. After an Egyptian died, he or she was judged by the goddess of death. (1)

2.2. Common Egyptian people were called pharaohs. (1)

3. Name two things that were done to an Egyptian corpse to preserve it.

(2)

4. What name was given to the preserved corpse? (1)

5. Find synonyms (another word for) in the passage for the following words:

5.1. Thrived \_\_\_\_\_

(1)

5.2. God \_\_\_\_\_

(1)

6. Find an antonym (the opposite of) in the passage for the following word:

6.1. Descended \_\_\_\_\_

