For our children’s sake

All children deserve the opportunity to learn to use reading and writing meaningfully in their lives – to become literate. Literacy is a human right, but how do we make sure that all South Africa’s children have equal access to this right? What are the literacy experiences all our children should have if we want them to become fully literate citizens?

Last year on International Literacy Day we launched a call to you to help us put together a Children’s Literacy Charter – something that would describe the literacy experiences all our children should have. We asked you what you thought our children should have the right to expect when it comes to reading and writing.

Many of the reading clubs and individuals in the Nal'ibali network, and our partner organisations sent us emails and letters – we also received some from new friends! Your responses made it quite clear that we all agree that learning to read and write is not just about learning new skills. It is about learning to use reading and writing in real and important ways.

We all agreed that our children should:

- Regularly read purely for enjoyment
- Have access to a wide variety of books, from the moment they are born right through to adulthood
- Be allowed to use reading and writing in ways that are meaningful to them
- Have the opportunity to become literate in their home language and additional languages
- Be inspired by the ways in which the adults around them use literacy on a daily basis
- Be encouraged and supported by all of us – at school and at home – as they travel on their literacy journey.

A full bilingual version of the Children’s Literacy Charter appears on page 2 of this supplement. To celebrate World Book Day, on 23 April, cut out the poster and display it in your classroom, in your library, in the staffroom, on your office wall, or on your fridge at home – and encourage everyone to read it and take action! Why? Because our children’s literacy is at stake!

We will be taking a break next week, but will be back again in the week of 4 May 2014!

Drive your imagination

Read to me. Every day.


This supplement is available during term times in the following Times Media newspapers: Sunday Times Express in the Western Cape; Sunday World in the Free State, Gauteng and KwaZulu-Natal; Daily Dispatch and The Herald in the Eastern Cape.
1 Reading for pleasure: All children should experience exploring reading and writing purely for their own pleasure and satisfaction in their home and additional languages from early childhood onwards.

2 Stories: All children should have regular opportunities to listen to, read and talk about stories from South Africa, Africa and around the world.

3 Exploring the world: All children should have daily opportunities to use reading and writing to help them explore life from both imaginary and realistic perspectives. These opportunities enable them to learn about themselves and others while exploring their changing place in the world and how they can contribute to it.

4 Inspiration: Children of all ages need people to read to them in ways which inspire them to want to read for themselves. Family members at home, teachers in their classrooms and librarians at local or school libraries should read aloud to children regularly.

5 Role models: Adults need to model reading and writing for children. Children need to see the adults at home, school, and in their communities using writing and reading to get things done, to learn, and for entertainment.

6 Learning to read and write: All children at school have the right to be taught how to read and write by skilled and inspiring teachers who communicate with them in languages they understand, exposing them to wonderful stories and interesting texts as part of their teaching.

7 Time and place: Children need to be given sufficient and regular free time to relax and read. They also need quiet places in which to do this.

8 Access to material: Children need to easily be able to find a variety of reading and writing materials in their immediate environment. They need access to a large selection of story- and other books, whether these are owned, or borrowed from school and public libraries close enough to where they live. They also need to be surrounded by environmental print in languages they know and understand.

9 Books to inspire: Children have the right to be exposed to quality books with high quality writing and illustrations, exciting storylines and engaging information. Good quality books are the most likely to “switch” children on to reading as a lifelong habit.

10 Selection: Children need to be given opportunities to choose what they want to read sometimes and at other times be offered guidance by adults. Self-selection helps children to mature as readers because it allows them to develop criteria for the types of books that interest them.

11 Encouragement: Children deserve to have all their attempts at reading and writing celebrated by the adults in their lives and to be encouraged to continue to extend their use of written and oral language. On their journey to becoming literate, children will sometimes get things wrong and sometimes get them right. This, together with encouragement, is how we all learn.

Tjhatha ya Vana ya Tsebo ya ho Bala le ho Ngola

Tsebo ya ho bala le ho ngola le motsho wa thuto le kgono e lebisa bophelong ba kaletse ba batho ba balyo le fatothang la kajeno. Tjhatha ena e mema batho ba balyo ba Atikwa Bonada yahle bakyeng sa ho netefatsa home moema a tshelthetsang thuto a afikilelang ya bana ya ho bala le ho ngola, a fumantalwa bana ba rana bohle hore ba tie ba le maeto a ho ithutha ho bala le ho ngola a afikilelang a bileng a pusang.
Raj keeps a secret is from the Rainbow Reading series by Cambridge University Press. Rainbow Reading is a graded series for primary schools. It provides a wealth of original stories and factual texts, which will help learners to develop the reading skills and vocabulary they need to meet the requirements of the curriculum – in all learning areas. Rainbow Reading consists of 350 titles which are grouped by level and theme. For further information, visit www.cup.co.za

Nal’ibali is a national reading-for-enjoyment campaign to spark children’s potential through storytelling and reading. For more information, visit www.nalibali.org or www.nalibali.mobi

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www.cup.co.za


Ian Lusted
“Have you seen Nuha?” asked Mrs Allie.
“No, we haven’t, Mrs Allie,” said the girls.

“Na le bone Nuha?” ho bota Mof Allie.
“Tshe, ha re eso mmone, Mof Allie,” ha araba banana.

Layla, Neesha and Lindi went to the shop.

“Good morning Mrs Patel,” said Lindi. “Have you seen the twins?”

“Go away!” the boys shouted. “Nuha is reading us stories.”

“Tsamayang!” ha omana bashanyana. “Nuha o re balla dipale.”
Mrs Allie looked everywhere.

Mof Allie a sheba hohle.

“Raj, have you seen the boys?” they asked.

“Maybe,” said Raj.

“Come on Raj, where are they?”

“I promised not to tell,” he said. But he pointed.

“Raj, na o kile wa bona bashanyana bao?” ba mmotsa.

“Mohalomong,” ha araba Raj.

“Ako bue hle, Raj, ba hokae?”

“Ke tshepisitse hore nke ke ka bolela,” a rialo. Empa a supa.

“My dear, I haven’t,” said Mrs Patel.

Raj said nothing.

“No dear, I haven’t,” said Mrs Patel.

“No, we haven’t, Gogo,” said the girls.

“No, we haven’t, Gogo,” said the girls.

Raj a se ke a re letho.
“Have you seen Skye?” asked Mrs Smit.
The girls giggled. “You mean Sam? No, we haven’t,” they said.

“Na ha le eso bone Skye?” ha botsa Mof Smit.
Banana ba keketeha, “Na o boela Sam? Tjhe, ha re eso mmone,” ba rialo.

“Ebe ba ka ba hokae?” ha botsa Lindi.

“There’s no one here – just the old man,” said Neesha.
“Where can they be?” asked Lindi.

“Ha ho motho ka mona – ke monnamoholo feela,” ha rialo Neesha.
“Ebe ba ka ba hokae?” ha botsa Lindi.
Reading club corner

There are lots of days to celebrate in May. Rather than trying to focus on all of them, you could choose one or two and then plan reading club activities around them. Here are some ideas:

- **World Laughter Day (4 May):** In the week before World Laughter Day, encourage the children to find or make-up their own jokes. Then, at the reading club meeting closest to World Laughter Day, invite them to tell jokes to their group. Provide paper and crayons or pencil crayons, and let them write down their jokes and draw a picture to go with it. Display all the jokes and encourage the children to read them over the next few weeks.

- **Mother’s Day (11 May):** Invite the mothers of the reading club children (or people who are like mothers to them) to join you at the reading club session closest to Mother’s Day. Read a story about a mother-child relationship to everyone and then invite the mothers and their children to spend time reading stories and looking at books together. Let the children make Mother’s Day cards to give to their mothers. [Look out for our special Nal’ibali Mother’s Day card template in your next supplement.]

Dates to celebrate in May

- 1 May Worker's Day
- 4 May World Laughter Day
- 5 May Leo Lionni’s birthday (find out more about him in The Nal’ibali bookshelf below)
- 11 May Mother’s Day
- 15 May International Day of Families
- 25 May Africa Day

Huking ya Tlelapo ya ho Bala

Ho na le matsatsi a mangata a ketekekgwe ka kgwedi ya Motšeaneang. Ho ena le ho lebaka ho sehlabana le ena ka fela, a ka nna we lefekile le a le lekeng ka mabedi mma wa Nopheisa diketsaholo tsa ho bala tsa tlelapo bakeng sa matsatsi ao. Motseho e meng ke ena.

- **Letšatsi la Ditšheho la Letšate (4 Motšeaneang):** Beleng e fang pele ho Letšatsi la Ditšheho la Letšate le kgohelolesa bana ho bathana le matšekeng ka hoqopa ya bana. Eke, kompanong ya tlelapo ya ho bala e atsemetseng ho Letšatsi la Ditšheho la Letšate, o ba memela ho la etsa matšekeng ka bana ka peta sehlobo. Ba fe dipampi le diketselele ka kopa a diketselele a tsetsetse, mme o re o ba ngole matšekeng ya bana mme ba take setswelela se tla sebotse ya ena. Manamisa matšekeng yole panyane mme a kgohelolesa bana ho e bala dibekekgwe tsa mlakalakolo tsa laletang.

- **Letšatsi la Bomme (11 Motšeaneang):** Mmea bome bana ba bala tlelapo ya ho bala kopa ba batho ba kga egang bome bana ho tla le bana kompanong ya tlelapo ya ho bala e atsemetseng ho Letšatsi la Bomme. Bala bolele pale e mabola le kame ka lamaghe pakaneng tsa mme le ngwana mme ebe o memela bome bana ba bona ho naka nako e txweng bo bala dipale le ho sheba dibuka mmaho. E re bana ba etse diketselele tsa Letšatsi la Bomme tsa ba fang ho di fona boma bana. [Sheba thapolelile e ilekganang ya rona ya Nal’ibali ka ketele le Letšatsi la Bomme fetsatsetsho ya hao e laletang.]

Matsatsi a ketekkwang ka kgwedi ya Motšeaneang

- 1 Motšeaneang **Letšatsi la Basebetsi**
- 4 Motšeaneang **Letšatsi la Ditšheho la Letšate**
- 5 Motšeaneang **Letšatsi la Tswalo la Leo Lionni** (fumana haholwanyane ka yona ya fela mma ho Sheko ya Dibuka ya Nal’ibali)
- 11 Motšeaneang **Letšatsi la Bomme**
- 15 Motšeaneang **Letšatsi la Matjhaba la Malapoa**
- 25 Motšeaneang **Letšatsi la Afrika**

The Nal’ibali bookshelf

Have you ever read any books by Leo Lionni? He was an author and illustrator of over 40 picture books, many of which won international awards.

Leo Lionni was born in Holland in 1910, and although he was a painter and sculptor, he studied economics after school and never did any formal art courses! But, as a child, he did spend most of his free time in museums, teaching himself how to draw.

He worked in advertising and design, before starting to write and illustrate children’s picture books when he was 49 years old. Today his beautiful and gentle picture books are loved and enjoyed by children all over the world.

The only South African language that Leo Lionni’s books are available in is English. Try finding his books in other languages if you are learning a new language. Visit www.nalibali.org or www.nalibali.mobi for more information.

Create your own cut-out-and-keep book

1. Take out pages 3 to 6 of this supplement.
2. Fold it in half along the black dotted line.
3. Fold it in half again.
4. Cut along the red dotted lines.

Iketsetse bukanak this section of the book.

1. Nthla leqephe la 3 ha tsa le 6 bukaneng ena ya fisietsa.
2. Le mene ka halolo hodima mola wa mahtseba a matsafo.
3. Le mene ka halolo hape.
4. Seha hodima mela ya mahtseba a matshedu.
My imagination is very strong.

I have a new idea for a story.

**Part 1 of a new Story Corner story, Whatzit**

- A cut-out-and-keep book, Can Little Pig fly?
- A Mother's Day card for you to make
- Our readers' letters and messages

Follow the doctor's orders on reading to be healthy and happy.

Visit www.nalibali.org or www.nalibali.mobi to register for competitions and other great benefits.

Have you joined the Nal'ibali network yet? Visit www.facebook.com/nalibaliSA to find us.

Tell us if you liked the story, Mr Shabalala’s garden – SMS “Bookmark” with your name and your comments to 32545.

**In your next Nal’ibali supplement:**

- Follow the doctor's orders on reading to young children
- Our readers' letters and messages
- A Mother’s Day card for you to make
- A cut-out-and-keep book, Can Little Pig fly?
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**Mr Shabalala’s garden (Part 2)**
by Wendy Hartmann

It did not take long before there were too many apples on the tree. There were too many hens, chickens and eggs. And because there was no vegetable patch, there were no vegetables for Mr Shabalala.

But there was something that was even worse than that. It was now so quiet that Mr Shabalala got a headache. Poor Mr Shabalala, he didn’t know what to do with all the quietness. So he opened his front door and shouted the loudest shout that he could, just to make some noise.

Suddenly the people ran up to his house.

“Are you alright?”
“Have you hurt yourself?”

“Can we help you?”

“I … I …” Mr Shabalala didn’t know what to say. Even though he had been so noisy and unkind, everyone had come to see if he was alright. Mr Shabalala felt so bad he started to cry. “I’m sorry,” he said. “I’m so sorry.”

“We’re sorry for making a noise in the shade of your tree,” said someone.

“We’re sorry for taking apples,” said another.

“Can we help you?”

“Are you alright?”

Suddenly the people ran up to his house.

“Na tshilo di lokise,” said a woman.

“Na o hlehtswe ke katshi?”

“Na re ka o thu?”

“Ke … ke …” Mr Shabalala said in a soft voice.

“Mong Shabalala a ne a sa tsebe se a ka se buang. Leha a ne a sa laka botlhoketunga a se na mosa. Batho bohile ba ne la tše ho la thebe ho a e telo kopa peo mona.”

“Oa lelwa ho e sa meroho jwale. Na o thusa ho lema se seng?”

“Aaah,” he said, “you are the boy who always asked for seeds.”

“Yes,” said the boy, “but I know you don’t have a vegetable garden now. Can I help you plant one?”

“Please, all of you come inside and I will share everything.”

From that day Mr Shabalala did share everything. He also promised to let everyone keep the trees they grew for the hens and chickens.

Then suddenly Mr Shabalala realised that he still had no vegetable garden. At that moment there was a soft knock on his front door. He opened the door and there stood the little boy.

“Aaah, he said, “you are the boy who always asked for seeds.”

“Yes,” said the boy, “but I know you don’t have a vegetable garden now. Can I help you plant one?”

For the second time that day, Mr Shabalala had tears in his eyes. But this time they were tears of happiness.

**Hukung ya Dipale**

Ene ke karolo ya ho qetela ya pale ya rona e mabapi le molemi ya nang le tsebo ya neng a hlaka ho ihutha ho aorelaene le ba bang. Ntse le mosi ke ho e balla hodimo kapa ho e pheta.

**Tshimo ya Mong Shabalala (Karlo ya 2)**
by Wendy Hartmann

Ha ho a ka ho nka nako a tekile keho ea lela dipole tse ngata haholo setlheng. Ho na ho ena le dikgoho tse ngata, ditsoanyane le mathe o mangata. Kagha ho ne ho semenserata, ho ne ho sa ne meroho bakeng sa Mong Shabalala.

Empa ho ho ena le ho hong ho neng ho le hobo ho feta moo. Ho na ho se ho kgutsele ho lela Dipole ho Mong Shabalala a neng a tawana ke ho ho. Mong Shabalala wa batho, o ne a sa tsebe se a ka se etsona ke tsohlo a e kgotso a e khotla. Yabo a bula lematlhi la hae la ka pele mme a ho lela dipole haholo ho fetisisa kamos a ka kognong, a balla feela ho e tsa lethu.

Yabo hanghang batho ba mathela flung ya hae.

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