



# All Children Reading-Cambodia

## GRADE 1–3 KHMER LANGUAGE CURRICULUM REVIEW REPORT:

SUMMARY REPORT OF AVAILABLE ASSESSMENT DATA, TEACHER  
SURVEY AND CURRICULUM MATERIALS REVIEW

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## List of Acronyms and Abbreviations

ACR	All Children Reading
DCD	Department of Curriculum Development
E4K	e-books for Khmer project
ECED	Early Childhood Education Department
EGR	early grade reading
EGR TWG	Early Grade Reading Technical Working Group
EGRA	Early Grade Reading Assessment
EQAD	Education Quality Assurance Department
GPE	Global Partnership for Education
KAPE	Kampuchean Action for Primary Education
MoEYS	Ministry of Education, Youth and Sport, Cambodia
NGO	nongovernmental organization
PED	Primary Education Department
TTD	Teacher Training Department
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development

# 1 Introduction

All Children Reading-Cambodia is assisting the Ministry of Education Youth and Sports (MoEYS) in reviewing and updating the syllabus for Khmer language and literacy for grades 1-3. To help inform that process, All Children Reading-Cambodia conducted a desk review of the existing curriculum documents for those grades, and compiled existing data on student performance in reading and/or writing in the early grades of primary school. In addition, the MoEYS requested that the project support a survey of teachers in the early grades to understand teachers' opinions regarding the content of the curriculum, the textbook and guidelines they and their students use and the instructional challenges they face in delivering the existing curriculum.

This report brings together the findings from each of those activities, along with the results of discussions with MoEYS and partners in a series of workshops and school visits. Combined, these findings inform the recommendations which All Children Reading-Cambodia has been sharing and discussing with the Department of Curriculum Development (DCD), other ministry technical departments, as well as with the MoEYS's Early Grade Reading Technical Working Group (EGR TWG). The intention here is to document the results of the teacher survey, desk review and compilation of assessment data and to communicate clearly the implications of that research in the form of recommended updates to the syllabus, curriculum and materials for grades 1-3. It is important to note that the activities mentioned here did not address the curriculum and materials for pre-school. However, the review of the grade 1 curriculum documents did shed light on what updates will also be useful to make to the curriculum and materials for higher pre-school (i.e., in order to assure student readiness to successfully transition to grade 1).

The report is organized into five sections. Following this short introduction, the review of existing data on student performance in reading and writing is summarized in Section 2. The results of the teacher survey are presented in Section 3 and the findings of the desk review of existing curriculum documents are shared in Section 4. Section 5 presents the conclusions and recommendations of this work as informed by the ongoing collaboration with DCD, other MoEYS departments and the broader community of NGOs supporting early grade literacy in Cambodia.

## 2 Summary of Findings of the Review of Available Data on Student Performance in Reading and Writing in Early Grades

### 2.1 Overview of the available data

All Children Reading-Cambodia attempted to bring together existing data on student performance in reading. We requested data from all known projects to be working on improving the teaching and learning of reading in early grades. Those that provided reports with data on student performance include the following:

- Room to Read's program which at the time of the report was supporting 91 schools in four provinces.
- World Vision and World Education's collaborative project – TRAC+ - which supported 138 schools in five provinces.

- KAPE's E-books 4 Khmer (E4K) project which is supporting 10 schools in Kampong Cham province.
- A pilot application of the revised Early Grade Reading Assessment (supported by USAID) in 2016 with a sample of 480 students from six schools in Phnom Penh.
- The Early Grade Reading Assistance activity supported by GPE-2 funding in 358 schools in 7 provinces.

In addition, we looked at data from the Grade 3 National Assessment of Khmer reading from 2015 and the Grade 6 National Assessment of Khmer reading from 2016.

It is important to note here that the aim of presenting these data is not to make comparisons about the efficacy of different interventions. Such a comparison is not possible because we lack sufficient information regarding the differences in the ways the various assessments were developed and used. In addition, without adequate information regarding the schools and students included in each assessment's sample, we are not able to control for or at least take into account the differences in context and in the characteristics of students across the various locations where interventions have been implemented.

It is also not suggested that this collection of data presents a representative sample of schools in Cambodia. However, the data do suggest some patterns that are significant for informing the curriculum review, and that are indicative of the levels of performance of students in schools in Cambodia.

The Room to Read project, KAPE E4K project, and 2016 Pilot assessments all used similar instruments to evaluate student performance in reading. Each of these efforts used versions of the Early Grade Reading Assessment that follow the internationally accepted standards for such tests.<sup>1</sup> Therefore, these three assessments produce similar data, for example providing, among other measures, average oral reading fluency scores.

Data from the GPE-2 supported activity used a different assessment, one that has not been tested to ensure it reliably produces a similar measure of student reading performance. It differs in several ways to the standardized procedures for Early Grade Reading Assessment tool development and use. PED does report a fluency score based on this assessment which it used in the GPE-2 schools, and those data are shown here. However, because of the issues with tool development and use, we should be cautious about interpretation of these results. The World Vision/World Education TRAC+ project used the same tool as the GPE-2 supported activity as it was the only assessment tool available for use at the time, and they do recognize the limitations of this tool in their report.

The Grade 3 and Grade 6 National Assessment data represent performance of all students across Cambodia. These data are summarized in terms of the percentage of students scoring in four classifications of skill level – below basic, basic, proficient and advanced. Students considered to be reading at the appropriate level are those in the latter two categories.

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<sup>1</sup> As put forth in the Early Grade Reading Assessment Toolkit: Second Edition, 2016

## 2.2 Main findings derived from the available data

Figure 1 shows summary data from the two most recent National Assessments. From these results, we can see that at the time of the two tests, 65% of students in grade 3 and 60% in grade 6 were reading below the desired level.

These data indicate that at the national level student performance in reading was well below what it should be. It is especially of concern that only 40% of grade 6 students score proficient or advanced (note that only 3% of grade 6 students achieved the advanced level in 2016).

**Fig 1. National Assessment Results**

	% of Students Classified as Proficient or Advanced in Reading
Grade 3 (2015)	35%
Grade 6 (2016)	40%

The data from the assessments used in conjunction with the GPE-2 supported pilot program in 358 schools were summarized in a presentation in July 2017. The presentation only includes results for number of students achieving fluency scores of over 45 correct words per minute at the end of grade 3. At the time of writing, a more detailed report was not available.

**Fig 2. GPE-2 Funded Early Grade Reading Assistance Project**

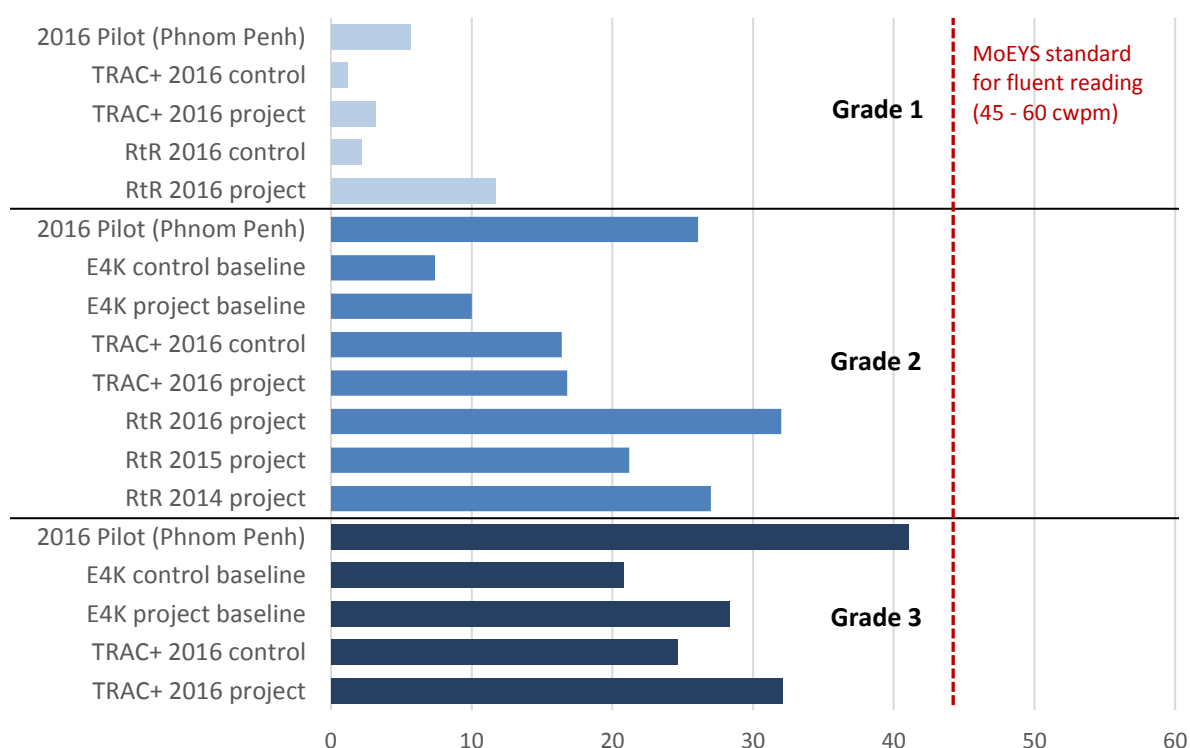
	% of Students reaching the target of 45-60 words per minute
Grade 3 (2016)	64%
Grade 3 (2017)	68%

It is worth noting that the data from the GPE-2 funded project shown in Figure 2 indicate much higher levels of achievement than has been documented by other studies of early grade reading, such as those included below. The other studies (in Figure 3) all have much more detailed descriptions of the methods employed during their evaluation, including documentation

of the rigorous methods for the development and application of Early Grade Reading Assessment test instruments.

Figure 3 includes data on reading performance for samples of students from the Room to Read project, World Vision/World Education TRAC+ program, the KAPE E4K project baseline, and from the pilot application of a revised set of EGRA instruments supported by USAID. The graph below summarizes the average scores for students on oral reading fluency (expressed in terms of the average number of words correctly read by students when they were presented with a grade 2 level reading passage containing about 50 to 60 words). Oral reading fluency is generally accepted as a reasonable proxy for reading proficiency.

**Fig 3. Average Oral Reading Fluency Scores for Grade 1, 2 and 3 Students  
(as measured in the indicated years and projects)**



These data show that even under project interventions, students in grade 1 on average are reading at very low levels of fluency, those in grades 2 and 3 are reading better than their peers in grade 1, but are still on average well below the MoEYS defined fluency target of at least 45 correct words per minute.<sup>2</sup> Average reading fluency across these measures is somewhere around 20 to 30 words per minute in grade 2, and 30 to 35 words per minute in grade 3. Both of those levels are well-below what students who are strong readers should be able to do after two or three years of instruction.

## 3 Summary of the Findings of the Teacher Survey

### 3.1 Overview of the teacher survey

At the request of the MoEYS, the project engaged a local research firm, Angkor Research to undertake a survey of teachers to collect their feedback on the current curriculum. The goal of this research was to consider possible ways to strengthen the grade 1-3 Khmer language curriculum and possible updates to be made to teacher guidance materials. MoEYS has discussed with All Children Reading-Cambodia the need to make some adjustments to the

<sup>2</sup> It is not clear what is the basis for the MoEYS benchmark of 45 – 60 cwpm. While Khmer is a visually complex language with a very large stock of graphemes students must learn, it is still reasonable to assume that by grade three students should be reading considerably more fluently than 60 words per minute in order to be able to effortlessly use text to learn across subjects as they transition into upper primary school. Room to Read's analysis of their EGRA data has suggested that Cambodian students reach 80% comprehension at an average of 68 words per minute.



timing and distribution of content in the Khmer textbooks, therefore the survey focused on gathering teachers' and other stakeholders' points of view on that.

Survey tools were developed in collaboration with the EGR TWG (including the PED, TTD, EQAD, ECED, SED), several of whom also joined Angkor Research's enumerators to observed data collection.

The survey was carried out following a multi-stage, mixed methods research design that included:

- A quantitative survey of 896 primary school teachers from grades 1 to 3, 9 NGO staff who regularly observe and support teachers in Khmer lessons and 5 representatives of the Ministry of Education, Youth and Sports (MoEYS);
- Focus group discussions (FGDs) with grade 1 teachers disaggregated by geographic location (urban/rural/remote) and, separately, with NGO workers; and
- Key informant interviews with inspectors.

The results of the qualitative discussions were used to inform and enrich the survey findings, providing insight into the feedback and possible improvements to be made, in particular, to the Grade 1 curriculum.

The survey gathered respondents' points of view regarding the existing textbooks for grades 1-3, including their opinions about the guidelines to teachers included as front matter in those books. The survey also asked respondents about the desirability of developing a separate teacher's guide. They were also asked to identify the lessons that were most difficult for them to teach or for their students to learn, and to offer their points of view regarding the overall allocation of time for different content they are expected to cover in each grade.

### **3.2 Main Findings of the teacher survey**

The majority of teachers indicated that they find the guidelines provided at the front of the textbooks to be useful, however the survey also suggested that parents do not use these guidelines.

Across all three grades, more than 95% of teachers agreed or strongly agreed (more than 65% strongly agreed) that it would be useful for them to have a separate teacher activity guide with activities and suggestions about materials to use in each lesson. Teachers also indicated that such a separate guide should also provide suggested sequence and timing of activities. A large majority of all respondents agreed that it would be helpful to have a separate teachers' guide with more detailed instructions on all lessons, rather than the current teaching outline (as included in the student textbooks).

Regarding the content of the curriculum (as contained in the textbooks), respondents indicated that it is relevant to students' daily lives and experiences (in both urban and rural areas). They also felt that the textbook content was devoid of gender biases, showing women and men having equal abilities/roles. However, this position was not held by all MoEYS technical staff or NGO staff interviewed.

Additionally, some teachers felt having additional stories for grade 1 children that are easy to read would help reinforce the vocabulary and phonics content that teachers would cover in various lessons.

While respondents indicated that the time allotted for reading practice in each lesson was sufficient, grade 1 teachers reported that it was difficult for them to complete all the lessons in a timely and effective manner. Grade 1 teachers reported that it was difficult for them to complete all the lessons effectively during the school year. They insisted that they needed more time to ensure all students fully comprehend and master the lessons.

*“We should have more time to teach. If there are less lessons, it would be easy for children to learn. There are too many lessons.”*

— Rural grade 1 teacher

In fact, the survey found that in August, roughly 49% of grade 1 teachers had 14 or more lessons left to teach and another 30% had over 24 remaining, even though the survey was conducted at a time when (according to the guidelines at the beginning of the textbook) all 104 of the lessons should have already been completed.

Given their opinion that grade 1 contains too much content, teachers were asked what sections in the textbook they would suggest be moved to grade 2. The top five suggested sections to move from grade 1 to grade 2 are shown in the table below.

<b>Fig 4. Sections teachers recommend be moved:</b>	<b>%</b>	
Double subscripts	53	Respondents stressed that some of the grade 1 sections are both challenging for them to teach and for students to learn. Therefore, additional time should be planned for the following sections: “Double Subscript”, “CC combination 1” and “Consonants of second series blending with vowels”. To have further time to focus on these topics, respondents indicated that they would welcome a revision to the contents of the grade 1 and 2 curriculums in order to move some sections to grade 2.
CC combinations	35	
Consonants of second series blending w/vowels	30	
Musekaton	21	
Blending (CVCs)	20	

Grade 2 teachers indicated that they struggle to teach and their students struggle to learn lessons on reading and writing as well as storytelling and writing. Grade 3 teachers reported difficulty for them and their students with composition, vocabulary and grammar exercises.

## **4 Summary of the Findings of the Desk Review of the Grade 1-3 Curriculum Documents**

### **4.1 Overview of the desk review**

The final input into considering what updates would help improve the teaching and learning of literacy in Khmer in early grades consisted of a systematic review of the existing curricular materials for grades 1-3. All Children Reading-Cambodia lead technical advisor for early grade literacy, Claire Wyatt, worked with a consultant, Ian Hodgson, linguist with expertise in Khmer and other Southeast Asian languages to review the grade 1-3 textbooks, as well as the content currently being used for higher pre-school. In addition, MoEYS technical colleagues and the technical staff assigned to All Children Reading-Cambodia from our NGO partners (Room to Read, World Education, Save the Children, KAPE, World Vision, Enfants & Développement and Open Institute) contributed to the review.

The desk review briefly examined the literacy (pre-reading) content for pre-school, and completed a more in-depth review of the Khmer content for grades 1-3. Reviewers also considered how to update and improve recommended teaching methods for phonics, vocabulary, passage reading, and for reviewing and consolidating students’ skills in each content area. Careful attention was also given to the allocation of time for different content areas and specific lessons, as well as the order in which content is presented to students. How to better distribute literacy content and skill development across grades 1-3 was also a focus of the review. The general findings from the desk review are summarized in Section 4.2 below.

## 4.2 Main findings of the desk review

The grade 1 textbook mostly forms a sound basis for good teaching. The book guides teachers to cover essential literacy skills and in some instances to employ sound pedagogy. Indeed, many essential elements of literacy instruction are already included in the curriculum, but some have very limited time devoted to them. The textbooks provide some useful key techniques for teaching phonological awareness and for building phonics skills, but there are some additional techniques that would better support students.

Regarding the content of the Khmer textbooks, there is a lot of phonics content for Grade 1 students and this quantity of new skills is challenging for most young children to master. Therefore, it would be useful to consider how to better distribute skills across Grade 1 and 2 to ensure students get a firm foundation in Khmer language before attempting more complex skills.

Also, skill development is not consistently distributed across the available instructional time. Some days children are expected to learn multiple letters, others just one. Research on literacy instruction in alphabetic languages suggests that introducing multiple letters at a time can be confusing for children. Phonics programs usually introduce one letter at a time, building confidence with that one letter before introducing others. This should be considered. In particular, it would be helpful to provide more time for students to master the letter-sound relationships of the dependent vowels. This needs to be done first with the sounds that the symbols make when combined with អ series consonants, and then again when they are used with រ series consonants.

In addition, the hours for each lesson do not fit easily with the hours scheduled in the timetable for Khmer. This means that on some days children will have the end of one lesson and beginning of another. It would be useful to distribute content by instructional day, rather than in blocks of hours. Furthermore, the hours allocated for each lesson / each new skill, making it difficult for teachers to develop a consistent routine. It would be useful to provide teachers with an outline of the teaching and learning sequence for each textbook section and for each type of lesson.

In general, more opportunities are needed for review and consolidation of each new letter (this could be addressed through aligned supplementary materials). Children need to be exposed to and have time to practice reading more words using all of the letters they have learnt so far. Letters should be used in meaningful contexts (in sentences and short passages and stories). Children need to learn that text has meaning from the very beginning of the reading process. More opportunities are needed to practice writing / “encoding” skills (which in turn reinforces students’ decoding skills). Therefore, the review recommended that every lesson should have a reading and writing activity. Students should be reading decodable texts (short passages that students can read for comprehension as well). And writing should involve both dictation (to reinforce letter-sound knowledge) and writing to communicate ideas.

There are also some key areas for improvement, for example activities and strategies for building phonemic and syllabic awareness, and developing vocabulary and comprehension skills. However, the single most important modification to the content and the teaching approach of the existing curricular materials is that instruction needs to be more *integrated*. Simply put, some essential elements for teaching literacy are already in the curriculum but they are not woven together into an integrated system and sequence that would make it easier for all students to gain and retain new skills. A more integrated approach could ensure that all five components of reading, as well as the key literacy skills of writing, and oral language development could be covered effectively in the time available for Khmer language each day throughout grade 1.

In grades 2 and 3, the lessons provide more opportunities for students to develop vocabulary and comprehension skills, as well as speaking and listening. However, (especially considering the results discussed above) the reading levels of many passages currently available in the student textbooks are likely challenging for students. Beyond the initial review lessons of grade 1 content at the beginning of grade 2, there are limited opportunities to review and consolidate alphabetic knowledge. More time devoted to systematic review of phonics content across grades 2 and 3 could support the large numbers of students who appear to be struggling with decoding text. The difficulty level of the passages also does not increase steadily across the curriculum and would benefit from some review and editing. In addition, while it is positive to include speaking and listening practice, it might be helpful to consider whether speaking and listening skills could be effectively integrated into reading and writing lessons, rather than as standalone lessons.

The desk review also considered whether the current textbooks provide sufficient guidance for teachers based on best practice. The review found that teachers need more guidance regarding how to create supportive learning environments and scaffold students' learning. This means teachers need to ask students only to perform tasks on which they have been given sufficient instruction, and need to provide positively reinforcing opportunities for students to practice and build their skills in those areas. Teachers can increase students' chances of success by making it easier for them to provide correct answers in low pressure settings (e.g. in pairs rather than individuals demonstrating for the whole class).

The review also found that teachers need to have better guidance on how to encourage 100% participation through more engaging pacing and delivery of lessons. For example, teachers can maintain a good pace throughout their lessons by using numerous shorter activities (e.g., 30 second reviews, 5 minute reading, 10 minute writing activities). This will help young children to stay focused, and will also encourage 100% participation. Materials for teachers need to demonstrate how to employ the gradual release of responsibility approach: I do – the teacher models for her class; We do – teacher and students do the activity together; You do – students do the activity in pairs or independently (not chorally as a whole class or not with one or two students called to the front).

Materials also need to make it easier for teachers to use simple, formative assessment in informal ways throughout lessons. This is preferable to devoting instructional time to formalized assessments. Teachers can implement this by using mini-slates which students hold up to show their work, or simply moving round the class listening to individuals reading, thus giving teachers an immediate sense of who is/is not understanding each aspect of the lesson. Such immediate feedback helps a teacher decide if students need more practice. This kind of informal formative assessment is much more important than assigning grades to student performance and writing down their scores.

The guidance on instruction needs to allocate more time during lessons for review. Review should be done quickly and often, not just at the beginning of every lesson, but also at various points during the lesson.

All new letters & sounds in a *multi-sensory* way to increase depth of understanding and retention. This is true for all learners, and is especially helpful for those with learning difficulties. This can be achieved in various ways with the right teaching resources and teacher-student dialogue.

Teachers need to better understand that written language represents spoken language, and therefore speech or oral language development is a high priority in early grades. For example, materials can guide teachers in how to demonstrate what a spoken consonant and vowel are at the very beginning of grade 1. And they should teach new sounds *both* at the phonemic and the syllabic levels. Khmer orthography is *both an alphabet and a syllabary*,

therefore, the alphabetic principle applies (as with English) but students also need to learn in the context of the whole syllable. It is equally important to teach and build up vocabulary from the beginning of school and on throughout every lesson in the early grades, including discussing the meaning of the words they are reading.

When beginning to work on writing, teachers need guidance on how to model the writing process by using speaking. Teachers can instruct students to think out loud and ‘sound out’ or vocalize the letters while writing. As students speak out loud as they write, writing exercises also become multi-sensory (providing multiple channels through which to reinforce an integrated set of skills – phonics, vocabulary, spelling).

Most importantly, meaningful reading practice must form part of every single literacy lesson. Students need an opportunity to practice decoding new letters and to review those already learned, and to do so with letters in isolation, but also in examples of real text appropriate to their level (using letters, syllables and words that they already know). And, wherever there is a reading text, short or long, there must be comprehension questions, or at least an opportunity for students to talk about what they will have read.

Lastly, teachers should work to build students’ short-term, working memory in every lesson. This can most easily be done by consolidating that day’s set of skills through a short dictation near the end of each lesson, for example to reinforce the new letters students have just learned.

Recommendations such as these will need to be presented to teachers in clear and *practical* ways that are aligned to their daily classroom practice. A well-structured teacher activity guide is one means to provide that kind of practical guidance.

## 5 Conclusions and Recommendations

From the available data on student levels of performance in reading, the survey of teachers and other stakeholders and the desk review of curriculum materials, we reach the following conclusions:

- Student performance in reading in the early grades needs to dramatically improve. More opportunity to read decodable text beginning early in grade 1 would allow them to apply phonics and vocabulary skills to process text. This would provide a stronger foundation for achieving higher levels of proficiency in grades 2 and 3.
- The materials for teachers and students provide a sound foundation from which to work, but there is much opportunity to update and better align those materials to best practice.
- The instructional content for grade 1 is overloaded. Students and teachers would benefit from a more appropriate distribution of content across grades 1 and 2 and a better allocation of time across and within lessons for the appropriate sequence of skills to be taught and developed.
- The content for pre-school is currently well-mapped out for teachers and it covers all the areas of child development with clear daily routines. However, there is opportunity to strengthen alignment between pre-school and grade 1, in terms of which letters to teach, the approach to phonics, and greater use of similar materials in both pre-school and grade 1.

The studies and analysis summarized and presented in this report led the All Children Reading-Cambodia consortium of partners and MoEYS colleagues to make the following specific recommendations, which we offer as guidelines for adjusting the syllabus,

curriculum and materials to form the basis of the updated national Khmer reading program to be piloted in 2018-19. Justifications for each of the recommendations are available in the more detailed curriculum review report and in the PowerPoint presentation that has been used in All Children Reading-Cambodia's work on updating the syllabus with MoEYS and partner NGO colleagues.

The results of the teacher survey, the detailed curriculum review and the examination of available data on student performance in reading are informing the MoEYS's efforts to improve the teaching and learning of Khmer literacy in early grades. The teacher activity guide will be developed based on the learnings and recommendations summarized in this report. A guide for teachers will be an important resource that heretofore has been lacking. Additionally, the teacher activity guide, the teacher training program, coaching materials, instructional videos, and supplementary materials will all be aligned to the updated syllabus and scope and sequence. That alignment is key to greatly enhancing the education system's capacity to improve instruction on a large scale.

<b><u>Recommendations</u></b> Grouped according to literacy skill and general pedagogical methods		<b>Affects syllabus</b>	<b>Affects textbook (TB) student pages / supplementary materials (SM)</b>	<b>Affects teaching outline in textbook / teacher activity guide</b>
<b>Phonological awareness</b>				
1.	Teach what spoken consonants & vowels are, and the difference between them	Added to PA outcomes		✓
2.	Add some quick listening activities for phonemic awareness			✓
3.	Use pictures to provide a consistent reference for the sound		Option to add some pictures to support in TB or just SM	
4.	Use a physical action or activity as reference for the sound			✓
5.	Include activities for syllabic awareness			✓
<b>Phonics</b>				
6.	Use letter-picture morphs to support linking the sound and the letter symbol		Option to add some pictures to support in TB and/or SM	
7.	Teach vowels in the context of real syllables together with consonants		Option to show these in the textbook or just use SM	
8.	Print the silent letter ʔ in light grey or different color instead of using brackets		✓	
9.	Explain the concept of series 1 + 2 at the beginning of the CV lessons			✓
10.	Use color to support and reinforce learning about the two series		Update colors of letters in TB	

<b><u>Recommendations</u></b> Grouped according to literacy skill and general pedagogical methods		Affects syllabus	Affects textbook (TB) student pages / supplementary materials (SM)	Affects teaching outline in textbook / teacher activity guide
11.	Teach children to isolate the phonemes within the consonant			
12.	Teach decoding with real words wherever possible and note where syllables have no meaning		✓ Small edits to TB	
13.	Teach writing together through the lesson rather than just the end			✓
14.	Allow more time to explicitly teach sounds of the vowels when used with 2 <sup>nd</sup> series consonants		Option to add some additional content to support this	✓
15.	Make the connection between the first and second series consonant pairs more explicit.			✓
16.	Teach new letters individually (one per lesson)		✓ Just splitting some lessons	
17.	Make explicit the function of the ័ and ៑ symbols by adding activities for this		Option to add some additional content to support this	✓
18.	Consider adjusting the order in which the CVCs and the different uses of the bantok are taught		✓ Possibly	✓
19.	Provide some guidelines at the beginning of the textbook for lesson 67 (introduction of subscript symbols)		Option to add some additional content to support this	✓
20.	Review which CC blends are taught in grade 1 and which in grade 2	✓	✓	



<b><u>Recommendations</u></b> Grouped according to literacy skill and general pedagogical methods		<b>Affects syllabus</b>	<b>Affects textbook (TB) student pages / supplementary materials (SM)</b>	<b>Affects teaching outline in textbook / teacher activity guide</b>
21.	Consider whether all independent vowels are needed in grade 1	✓		
<b>Fluency</b>				
22.	Every lesson should provide meaningful text (either in the textbook, or in supplementary materials) for fluency practice	✓ fluency and comprehension outcomes have been added to grade 1	✓ would be mostly through SM	✓
23.	Build on existing use of pair work			✓
24.	Remove the practice of reading backwards			✓ (although decision is to not change)
<b>Vocabulary</b>				
25.	Explicitly teach vocabulary from the beginning of Grade 1	✓ vocabulary outcomes have been added to grade 1		✓
<b>Comprehension</b>				
26.	Include comprehension strategies such as prediction and paying attention to meaning from the beginning of grade 1 (or preschool) through listening to stories read aloud by the teacher	✓ comprehension outcomes have been added to grade 1		✓

<b><u>Recommendations</u></b> Grouped according to literacy skill and general pedagogical methods		Affects syllabus	Affects textbook (TB) student pages / supplementary materials (SM)	Affects teaching outline in textbook / teacher activity guide
27.	As soon as students are reading sentences, ensure that they are talking about the meaning of what they read	✓ comprehension outcomes have been added to grade 1		✓
28.	As soon as enough letters have been taught to create short texts, provide students with opportunities to read and look for the meaning and ideas in the text		✓ would be mostly through SM	
29.	Review grade 2 and 3 passages to ensure steady progression of difficulty		✓	
<b>Writing skills</b>				
30.	Add to activities to develop motor skills to make them fun and interesting			✓
31.	Remove italic handwriting from the early grades	✓	✓ (small edits – delete a couple of sentences)	
32.	Include opportunities to write text to communicate ideas as early as possible			✓
33.	Use phrase and sentence dictation earlier to exercise working memory			✓
<b>Speaking and listening</b>				
34.	Include speaking and listening skills integrated into grade 1 lessons			✓
35.	Consider integrating speaking and listening skills within grade 2 and 3 lessons, rather than teaching them separately		✓	✓

<b><u>Recommendations</u></b> Grouped according to literacy skill and general pedagogical methods		<b>Affects syllabus</b>	<b>Affects textbook (TB) student pages / supplementary materials (SM)</b>	<b>Affects teaching outline in textbook / teacher activity guide</b>
<b>General pedagogy (regarding information in the “teaching outline” at the beginning of the textbook)</b>				
36.	Remove the practice of students coming to front to demonstrate individually			✓
37.	Update guidance on activities to promote 100% participation, with short and engaging activities			✓
38.	Emphasize the importance of having students’ “eyes and fingers” on the text			✓
39.	Ensure guidance on activities has a sequence that scaffolds students’ learning (provides more support – gradually increasing independence)			✓
40.	Add guidance on activities/games for review section of the lesson (step 2 of the lesson plan, part 3 connecting: connecting to the new lesson)			✓
41.	Includes more opportunities and activities/games during step 3 (teaching the lesson) to practice old content throughout the lesson		✓ add through use of SM	✓
42.	Informal formative assessment should be built into guidance on activities			✓
43.	Update guidance on formal/recorded assessment consider how to merge the benchmark assessments and monthly test to avoid over-testing		✓ develop SM (tools for assessment)	✓
<b>Timing of content</b>				
44.	Move more complex phonics content to grade 2 to enable the teaching of maximum one new letter-sound relationship / grapheme-phoneme correspondence (GPC) per day	✓	✓	
45.	Review the hours allocated and content for each lesson		✓ (mostly just the hours in the corner of the TB page)	✓

<b><u>Recommendations</u></b> Grouped according to literacy skill and general pedagogical methods		Affects syllabus	Affects textbook (TB) student pages / supplementary materials (SM)	Affects teaching outline in textbook / teacher activity guide
<b>General recommendations</b>				
46.	Increase the font size, especially in early lessons		✓	
47.	Review content to consider representations of gender, ethnicity and disability		✓ mostly illustrations	
48.	Work with the Early Childhood Education Department (ECED) to ensure alignment between grade 1 and preschool (to ensure a consistent phonics approach and looking at what letters to teach, e.g. starting with the same letters as grade 1 – some of the most common ្រ series consonants, and a few common vowels)		✓ to include some similar SM from preschool	✓ to include some similar activities from preschool