***Highlights of the Reading Kenya presentation***

* Reading Kenya’s (RKP) goal is to have teachers’ capacity built in teaching basic reading skills and creating thoughtful, life-long and independent readers.
* RKP aims to: (1) improve access to early grade reading for children through offering **multi-lingual story books** to schools, (2) strengthen the capability of teachers, parents, guardians, to **support reading in a multi-lingual setting.**
* There was an observed deficiency in reading materials in Kenya primary schools coupled with observed challenges in the teaching of reading skills among teachers.
* This called for training in strategies for teaching reading using a variety of stories
* The Reading Kenya study investigated the value of provision of storybooks and how this impacts literacy.
* Reading Kenya works with 70 public primary schools in Kajiado County to provide local and culturally-relevant and engaging books that pupils would want to read.
* The project promotes instructional strategies to help teachers engage children meaningfully with books to build higher order comprehension and critical thinking skills.
* Reading Kenya teachers are being trained in reading strategies: oral language development, Phonological awareness, Phonics and Phonological awareness, Interactive Read Aloud, Teacher Guided Reading, Language Experience Approach, and Know-Want to know, Learnt, Still want to know, Children’s writing, vocabulary and writing, all with the aim of building Reading Fluency, Reading Comprehension, and writing.
* Library support: Literacy instruction materials were also given to these schools in the form of story books in Kiswahili and English
* Teacher writers’ workshops have been conducted for the RK literacy teachers to write (creating and narrating from oral tradition) stories and informational texts in Maa, copying from the ASb model. Maa language stories were downloaded from the African Storybook website, printed on A4 paper and used in literacy teacher training sessions and teacher writers’ workshops to provide a model for story writing in the mother-tongue. Examples of titles used are: “*Olbene Oiro”, “Maape”, “Kainyoo pee eata Anansi inkejek isiet ronkeni”, “Inkera e emanoo”.*
* As a result of the workshops, 190 manuscripts of narrative stories and informational texts have been written in the Maa language by the Reading Kenya early grade teachers. These stories also have English translations.
* The National Book Development Council of Kenya (NBDCK) has presented 14 manuscripts from these to the publisher and 7 were accepted and are now in print to be used in RK schools.
* NBDCK hopes to share the yet-to-be published repertoire of Maa story manuscripts with ASb so that they can be worked out to be uploaded on the ASb website to enrich bank of resources for Kajiado Reading Kenya teachers.
* 4 existing English Language stories from local publishers have been translated into Maa and are in print to be used in the RK schools to increase availability of Mother-tongue written materials.
* Learning in the project schools has greatly improved.