

**VOCABULARY, COMPREHENSION AND FLUENCY MODEL AND LITERACY
SKILLS DEVELOPMENT IN LOWER PRIMARY CLASSES IN
KYENGERA TOWN COUNCIL, WAKISO DISTRICT**

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15/U/15920/GME/PE**

**A RESEARCH REPORT SUBMITTED TO GRADUATE SCHOOL IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
A MASTER OF EDUCATION IN EARLY CHILDHOOD
DEVELOPMENT DEGREE OF
KYAMBOGO UNIVERSITY**

NOVEMBER, 2018

Declaration

I, Mbarebaki Winnie Bataringaya, hereby declare that this research report titled, “*VOCOF Model and Literacy Skills Development in Lower Primary Classes in Kyengera Town Council, Wakiso District*” is my work in its original form. It has never been presented to any institution of higher learning for any award of a diploma or degree. All contents thereof are mine, except where acknowledged.

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Approval

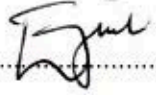
This is to certify that this research report titled, "*VOCOF Model and Literacy Skills Development in Lower Primary classes in Kyengera Town Council, Wakiso District*" is work done under our supervision and it is ready for submission with our approval.

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Dedication

I dedicate this thesis to my husband, Mr. Bataringaya Basil, for your support, inspiration and confidence in me. To my parents, you always knew I could reach any heights I set my eyes on. To my children, Patience and Emmanuel, for all the sacrifices you have had to make for the success of this study.

Acknowledgement

I wish to express my sincere gratitude to my supervisors: Dr. Ejuu Godfrey and Dr. Stephen Ndawula for their guidance; availability, input support and for reviewing my work which has jointly enabled me successfully complete this report. I also wish to appreciate the guidance received from different lecturers in the Faculty of Education and Development Studies of Kyambogo University during my stay at this University.

I would also wish to appreciate all my lecturers for their continuous and selfless mentorship. I am indeed grateful to all the respondents who participated in this study. Special recognition go to the head teachers: Mr. Kalyango John of Quality P/S Kyengera, Ms. Karungi Jean of Kidcare Junior School Kyengera, and Mr. Segujja Vicent of St. Aloysius Kyengera P/School. Words cannot express how grateful, I am for your co-operation, support and assistance during data collection.

My gratitude also goes to my classmates at Kyambogo University for their support in this journey. I also would not forget my family members especially for being there when I needed them. Last but not least, to the Almighty God for granting me the peace of mind that has enabled me complete this research.

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List of Abbreviations and Acronyms

ABEK	: Alternative Basic Education for Karamoja
CVI	: Content Validity Index
HECDI	: Holistic Early Childhood Development Index
LETRS	: Language essentials for teachers of reading and spelling
NCDC	: National Curriculum Development Centre
NIED	: National Institute for Educational Development
NULP	: Northern Uganda Literacy program
OECD	: Organisation for economic co-operation and development
PLE	: Primary Leaving Examinations
UNEB	: Uganda National Examinations Board
UNESCO	: United Nations Education, Scientific and Cultural Organization
UPE	: Universal Primary Education
VOCOF	: Vocabulary, Comprehension and Fluency

Abstract

Literacy skills are useful for the learners in academic and non-academic life, however, there was notable persistent poor performance of pupils in literacy for pupils in lower primary classes of primary schools in Wakiso district. These primary schools have been utilizing a number of different teaching models for literacy which appear to be weak models. This requires development of a new model. This study focused on exploring the VOCOF Model and its contribution in enhancement of Literacy Skills in Primary Schools. The study objectives were to examine contribution of VOCOF Model in enhancement of literacy vocabulary skills, establish relevancy of VOCOF Model in enhancement of literacy comprehension skills and to assess the role of VOCOF Model in enhancement of literacy fluency skills among learners in lower primary classes. An experimental design utilizing quantitative approach was adopted. A total of 60 pupils participated in the study. Systematic sampling method was used while literacy tests and participatory observations were utilised to gather information. Samples T-test was used to test for mean differences between tests. Results showed that VOCOF Model enhances literacy development among lower primary pupils. There was a significant mean difference between vocabulary tests at ($p= 0.034<0.05$), comprehension test at ($p= 0.000 <0.05$) and fluency at ($p=0.006<0.05$). All test scores obtained were above 60% to 96% qualifying VOCOF to be reliable. VOCOF Model enhanced literacy vocabulary skills through helping learners in letter recognition, exposure to new words, build listening and reading skills, distinguish in words by their sounds and motivating learners. It was also relevant in enhancement of literacy comprehension skills through improving learners' writing skills, deriving meaning from text, pictures, sounds and animations. It was also found that learners developed literacy fluency skills under VOCOF through speech of right words, accent and phonetics, reciting and building their vocabulary and comprehension skills from letters, words and pictures, and to express themselves in speech using the right punctuation, and grammar. The study concluded that VOCOF unlike other models significantly enhanced literacy skills holistically. Recommendations included the need for teachers of primary schools to adopt VOCOF model, alongside other models in their schools, begin demonstration basis in primary one and later enroll it on the entire lower primary class levels and enriching the VOCOF model to be utilised in all local languages used in the country. The need to design a model which can help in the teaching of numeracy and the effect of teachers' training on the implementation of VOCOF model required further research.

CHAPTER ONE

Introduction

Introduction

This study focused on VCOF Model and the enhancement of Literacy Skills in Lower Primary classes. It includes background to the study presented in its historical, theoretical, conceptual and contextual perspectives. It also covers the statement of the problem, research objectives, research questions, scope, significance of the study and conceptual framework.

Background to the Study

The background is presented in historical, theoretical, conceptual and contextual perspectives.

Literacy and literacy teaching has evolved over years since the times of civilization and invention of writing manuscripts (Walsh, 2013). The mode, choice and means to teach literacy depended on writing materials, teachers and language of instruction with Greek and Latin the most used (Wales & Kervin, 2014). In the period between 5th and 7th century, there was a widespread concern that literacy is an 'agent of change' (Olson 1975) resulting into development of a number of models to facilitate the teaching-learning of literacy.

Levy (2016) shows that historical developments of literacy are closely linked with introduction of formal education in the country. Countries, at different times, using different materials focused on improving their literacy levels through introducing written, read and spoken words as a formal instruction. While people, were fluent in their indigenous mother tongue languages, their ability to view literacy was elicited by improvements in the writing era, and advancement in technology (Levy, 2016). Failure to properly read was considered as illiteracy, although illiteracy additionally involves improved comprehension, vocabulary and fluency in speech, written and spoken words, and listening skills.

A brief glance back into history reveals that present-day definitions of 'literacy', and indeed 'illiteracy', are not as fixed as we would often like to believe (Mullis, 2012), and as such this teaching and learning literacy is a complex, but necessary area of instruction at an early age of a child's education. Research consistently indicates that due to individual differences, different lingual backgrounds, and motives for literacy development and assessment, there was need to have globally recognised models to facilitate in the teaching, learning, and assessment of learners in literacy (Mullis, Martin, Foy, & Drucker, 2012). This saw a rise of models of teaching literacy including Jolly Phonics (founded in 1992) and Letter Lands model (Letter Land International, 2014) as basis for teaching literacy. Nevertheless, these prevailing models have focused on a few sounds, and focus on sounds and pictures differently. This study focused on developing a new VOCOF model to facilitate the teaching and learning of literacy.

While a number of studies, over time have paid attention to Vocabulary, Comprehension and Fluency in literacy teaching, majority including the existing models have looked at them as separate entities, while Nugent, Gannon and Diarmuid (2016), considers them all as branch of the literacy tree. Modern times teaching of literacy is affected by changes in sounds, and interference of inter-tribal settlements whose phonetics, sound, accent, and literacy vary. This requires having a model that integrates vocabulary, comprehension and fluency holistically. VOCOF is to be a new model, emphasizing on teaching VOCOF elements in lower primary classes, and paying attention to words, sounds, and pictures and how existing models have failed to comprehensively cover them.

In Uganda, the development of models related with literacy in primary education remains a less ventured into area. Most schools use Jolly Phonics and Letter Lands to teach literacy, and implement literacy related programmes such as Northern Uganda Literacy program (NULP) in

primary schools (Dubeck & Gove, 2015). Focus on VOCOF Model remains a new area, although vocabulary, comprehension and fluency are emphasized in literacy teaching in primary schools, since almost all schools (including those in Wakiso district base on models in teaching of literacy, and the existing ones are not satisfactorily addressing vocabulary, comprehension and fluency components of literacy skills.

This study was guided by the holistic approach to language development as propounded by Ron Miller in 1996. The theory recounts that the focus of educationists is to adopt a curriculum that can help develop a 'whole-child' in various disciplines of learning (UNESCO, 2014). Holistic education is concerned with connections in human experience—connections between mind and body, between linear thinking and intuitive ways of knowing, between academic disciplines, between the individual and the community. In early child development and learning, a holistic approach emphasizes also developing the body, the soul and mind of learner, while building both the cognitive, psychomotor and affective domains- the 'head, the hand and heart' of the learner (Mayes, 2016). The literacy learner therefore, is able to see, take part, and be able to act by way of listening, reading, speaking and writing the material being taught.

According to the holistic approach, the teacher should ensure that all the areas key for literacy development are handled, and Lorin, Anderson, Krathwohl, Airasian, & Wittrock (2001) noted that literacy development in this case is based on comprehensive coverage of listening, reading, writing and speaking from the point of understanding, what letters, words, and pictures mean in relation with sounds associated. The learners should be able to re-enforce their learning through all components of literacy as a holistic approach. Literacy development with reference to the way they match the sounds, with words and pictures. By reflecting to the holistic approach, the literacy instructor ensures that learners' skills are developed concurrently

(Lorinet *al.*, 2001) - the learners are able to recognise words, with their sounds, and pictures to form sentences and texts.

Mkandawire (2015) also reverts to the fact that literacy development is reinforced, their skills develop, and children begin to read, recognise, identify not only words, but sounds and moving pictures for real. This perspective refers to the view that VOCOF Model where emphasis is on development of vocabulary, comprehension, and fluency not as separate components but a full composite learning set of components where all strategies are utilised to cause development in vocabulary comprehension and fluency (VOCOF) at ago. However, this study believed implementation of a holistic approach in literacy development can be achieved when the new VOCOF model is adopted. This study therefore, based on the holistic theory of literacy development to explore the relevancy of VOCOF model in literacy teaching.

The concept of literacy has had different perceptions and different scholars have defined literacy differently. In the view of Kame'enui (2012), literacy is the ability to read and write. However, the UNESCO (2015), definition of literacy is a learning experience where the learners' language skills of speaking, listening, reading and writing are taken care of. According to Bredekamp and Copple (2011), literacy is the ability to enrich the learners' ability to utilise the listening, reading, hearing, writing, speaking and recognition of text, pictures and words. In this study attention was put to all components of literacy training, and linked them with the VOCOF components of literacy instruction. Literacy in terms of vocabulary, ability to comprehend not only words but pictures, their representative words, and sounds and to speak these words out fluently is paramount in the early stages of their education (Massaro, 2015).

VOCOF Model covers vocabulary, comprehension and fluency. The concept of vocabulary embodies all that involves use of letters, words, and sentences to compose and put

together text (Sedita, 2005). Vocabulary is also considered as the stock of words the person knows or can use in speech (Quinn, 2011). Therefore, vocabulary involves words, their meanings, and connotations. In this study, Vocabulary was considered as a set of letters, and words, whose sounds and pronunciation are known and used in literacy development (Sonia, 2013). Attention was on how the learners could blend together letter text, sounds and pictures to form meaningful words, and focus was on how they could use these for literacy development.

Comprehension is yet another area that is embedded within VOCOF Model.

Comprehension is the ability to assemble words into phrases, and sentences (RAND, 2002), and the ease with which the student can use these composed sentences to provide successful reading, writing and spoken sounds. Studies including Garcia and Cain (2014) noted that comprehension involves recognition of words, attaching them meaning to assemble words and sentences. Reading, writing, speaking and listening to a well composed text, story, and poem is true position of comprehension enhancement in literacy. In this study, comprehension was examined in relation to ability to deduce meaning of different words, sentences and ensuring that the learner has attained highest levels of punctuation and grammar. Sonia (2013) recognizes that most of the meaningful story composition in literacy is a comprehension level. Comprehension in VOCOF Model play a considerable large part in literacy enhancement and development, vocabulary enriches the learners' ability to identify letters, words, sounds, and associated these to pictures, and words (Nugent *et al.*, 2016).

The other concept of literacy development is fluency. Fluency is the ability to decode a sound out of the words or pictures read or observed (Rasinski, 2004). Fluency in literacy development enables the reader to generate sounds out of the words, and correctly spell, pronounce, and provide a flow of words to provide meaning. Learners become independent

thinkers. when they can freely and clearly express themselves, with a clear, fluent and coherent speech (Calvert *et al.*, 2011). In this study, fluency was considered to mean ability of the learner to use a proper tone to speak accurately, with proper accent and flow a given text, paying attention to punctuation and word meanings.

In Uganda, literacy is an area of study that starts in pre-primary and covers the pre-school system and lower classes in primary schools. Literacy as a subject involves a set of learning experiences, which are blended according to the class/level of learners (NCDC, 2014). The literacy rates have for a long time in Uganda, an area that deserves improvement. Drawing reference to the P.2 literacy work, the UWEZO (2010) report notes that a few of the P.3- P.7 pupils could competently do well a P.2 literacy work, bringing into context the right vocabulary, comprehension and fluency desired. The UWEZO (2010) complements Namata (2010) who revealed that despite the existence of UPE, the achievement in literacy remain low especially in rural areas. The challenge however is wide spread even in urban areas such as Wakiso, Mukono, Mpigi, and Kampala, as the UWEZO report (2016) noted that only 56% of the pupils in middle and upper primary classes could competently do a P.2 literacy work.

With this alarming situation, a number of programmes including the Alternative Basic Education for Karamoja (ABEK), the Northern Uganda Literacy Programme (NULP), have been put in place to harmonize literacy performance rates. Most of the assessment is done at class work, and promotional level, with minimal national assessment done (Kaweza, 2013). Failure for learners to read by the end of Primary one could be linked with literacy gaps, and could be associated poor grades in English language later at PLE. Wakiso district is one of the leading performing districts in Uganda, but experiencing a challenge of literacy performances. In over 205 primary schools (private and public), in Wakiso District, literacy is taught in lower primary

classes, but UWEZO (2016) report, reveal that over 44% of the pupils by PLE cannot properly spell, write, or extract meaning from sounds and pictures in a literacy lesson. Moreover, 93 percent of the primary schools used NCDC guidelines, and recommended models such as Jolly Phonics and Letter Land.

These models however seem to have some short comings since there remain persistent poor scores in English at PLE, a subject that emerges from proper literacy development. While many pupils in Wakiso may be fluent at speech, they cannot comprehend some text and neither has developed vocabulary skills. This study focused on development of a new VOCOF model as a means to complement existing models in the teaching of literacy in primary schools. Detail of this study's information was drawn from selected schools in Kyengera Town Council, Wakiso District.

Statement of the problem

Literacy skills are useful for the learners in academic and non-academic life. Despite marked progress in increasing access to Primary Education in recent years in Uganda, there remain persistent reports of poor literacy skills among children in Lower Primary Classes (UWEZO, 2016). Many children in Primary 3 to 7 are unable to complete Primary 2 literacy level work, including the 60 percent who pass through early childhood education centres (UWEZO, 2014). In the UWEZO (2015) report, the performance of pupils Literacy was still low for children in Central I where Wakiso is located. The report shows that competence was 60.3% for local language and 50.0% for literacy in English Competence (UWEZO, 2015). This has been persistent as in 2016, only 56% of the urban based P3-P7 pupils including those in Wakiso District could do P.2 level literacy work effectively meeting expected vocabulary, comprehension and fluency aspects in a given P.2 literacy story (UWEZO, 2016). The UNEB

(2017) report further shows that English language whose foundation is effective literacy teaching in lower primary was one of the poorly performed subjects at PLE.

While these short falls are noted in the performance of literacy in Lower Primary Classes, Primary schools have been utilizing a number of teaching models including Jolly Phonics, and Letter Land to enhance literacy skills among learners for a long time. This could be an indication of weaknesses in the currently used models. Improving current literacy skills among lower primary learners requires a holistic look at vocabulary, comprehension and fluency aspects of literacy together in the teaching-learning process. This requires development of a new model. Nevertheless, no recent model has been devised to complement or challenge the existing models in the teaching of literacy. Therefore, this study focused on developing VOCO model and exploring its effectiveness in the teaching of vocabulary, comprehension and fluency literacy skills in Lower Primary classes. Reference was drawn from schools in Kyengera Town Council, Wakiso District.

Purpose of the study

To explore VOCO Model and its contribution in the Enhancement of Literacy Skills in Primary Schools in Kyengera Town council, Wakiso District.

Objectives of the study

- 1) To examine the contribution of VOCO Model in enhancement of literacy vocabulary skills among learners in lower primary classes.
- 2) To establish the relevancy of VOCO Model in enhancement of literacy comprehension skills among learners in lower primary classes.
- 3) To assess the role of VOCO Model in enhancement of literacy fluency skills among learners in lower primary classes.

Hypotheses

- 1) There is a significant contribution by VOCOF Model on the enhancement of Vocabulary skills among learners in lower primary classes
- 2) There is a significant contribution by VOCOF Model to enhance Comprehension skills among learners in lower primary classes
- 3) There is a significant role played by VOCOF Model in enhancement of Fluency skills among learners in lower primary classes.

Scope of the Study***Geographical scope***

The study was carried out in selected primary schools in Kyengera Town Council, Wakiso district. Selected schools were labeled as Schools A, B and C. These were selected because of their different backgrounds, enrollments and performance standards hence being potential to provide information about VOCOF Model and literacy teaching/learning.

Content scope

In this study, focus was on VOCOF Model elements as used in enhancement of literacy skills in lower primary classes. VOCOF Model and enhancement of literacy vocabulary skills, comprehension skills and fluency skills among learners were examined, basing on lower primary classes in selected schools.

Time scope

The study expounded on VOCOF Model and provides findings that make VOCOF a worthy utilizing model now and in the future for better enhancement of literacy skills in primary schools. The study was valid until a new model was generated complementing or contrasting the basics of VOCOF Model in the teaching of literacy.

Significance of the Study

This study is useful to different stakeholders in the following ways:

To the Parents of children in primary schools visited, the study provides information they can base on to encourage their children to watch and listen to videos that can enhance their vocabulary, comprehension and literacy skills. Such clips can be bought in education centres, and used at home and school.

The study provides information to the teachers especially those teaching literacy on the usefulness of adopting VOCOF Model in their teaching, and how they can utilise the VOCOF model for better classroom presentation. This is useful to teachers regarding their effectiveness in the teaching-learning process.

To the school Administrators, the study is a baseline up on which to encourage and motivate teachers to use VOCOF Model in teaching literacy to children in primary schools. It also helps the school headteachers to provide solution to perspectives of teachers regarding vocabulary, comprehension and literacy skills among learners.

This study findings are relevant to the Central Division Education Officers and other stakeholders at central government level in policy making, teaching of literacy effectiveness in primary schools and suggesting way forward regarding VOCOF Model and enhancement of literacy skills among learners in primary schools.

Conceptual framework

This study was conducted in line with conceptual framework defined in figure 1.1 below.

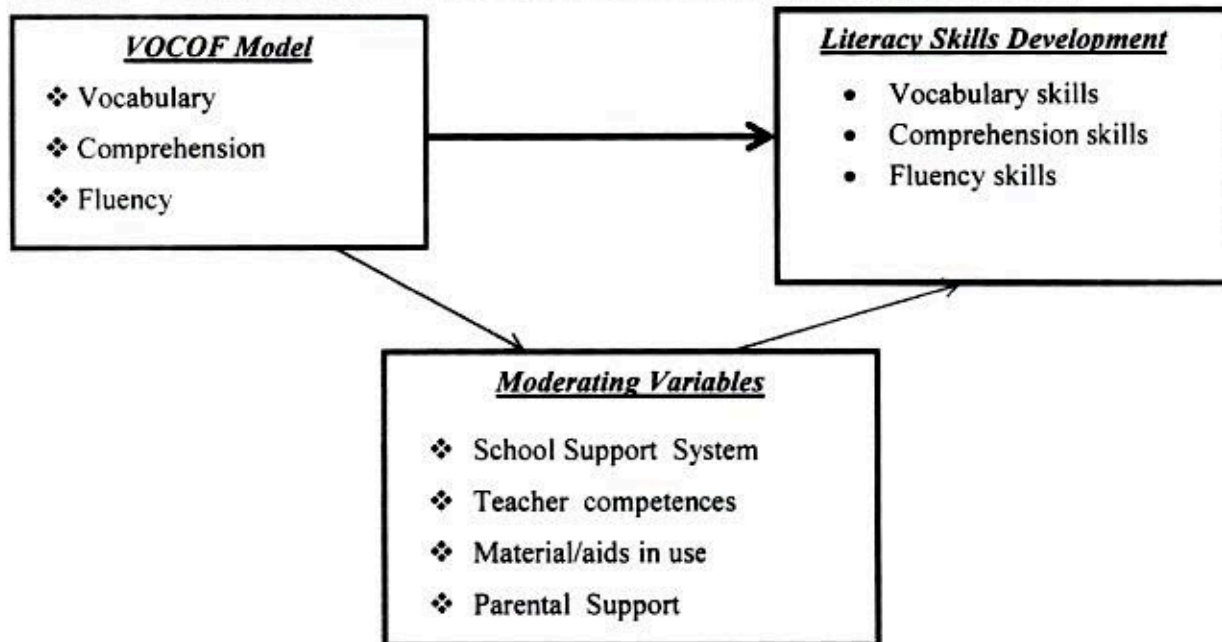


Figure 1.1: Conceptual framework for the VOCOF Model of teaching literacy
 Source: Developed by researcher in reference to Cowen, 2005.

Teaching literacy is a holistic enhancement of listening, speaking, reading and writing skills, basing on words, sounds, and how they are blended. This can be done through proper identification of sounds and letters, understanding animations and modeling them to form meaningful words- core aspects under VOCOF Model. VOCOF Model in this study was the independent variable and Literacy Development a dependent variable.

It is hypothesized that implementation of the VOCOF model can yield to high levels of vocabulary, comprehension and fluency skills in literacy development. However, this has not been tested. Proper sound, letters linked with their animations can improve vocabulary (Cowen, 2005), as they are properly blended to form sentences and complete stories this has a bearing on comprehension levels of the learners (Krashen, 2004), and subsequently is turned into a spoken word, coherently, and fluently to decode its meaning (Brown, 2012). On the contrary, literacy

development can arise when there is school support system with competent teachers, who can devise and use teaching materials properly. Parents also support literacy development at home. However, these exist as moderating variables and were held constant for this study.

Definitions of terms

In this study the following terms were used as defined:

Vocabulary is the body of words used in a particular language, a range of artistic or stylistic forms, techniques, or movements. In this study it specifically referred to set of words as used in literacy.

Comprehension is the act of thinking and constructing meaning of words, sounds, pictures before, during and after reading by integrating the information presented during a literacy lesson

Literacy is the ability of the person to engage in activities where he or is able to listen to sound, or read, write texts, and express him/herself while communicating with other people in the community.

Fluency is the ability of the person to speak, and make sounds that decode exactly the message in what they see, observe, and/read in a clearly, coherent and consistently.

Primary School is the basic level of education in Uganda consisting of a seven (7) years cycle) where children of at least 6-12 years attend to learning. It is the foundation level of education.

Teaching is the concerted sharing of knowledge and experience, organized within a discipline and directed towards provision of stimulus to the psychological and intellectual growth of a person by another person.

Limitations and Delimitations

- i. *The time factor.* Collecting meaningful data is a process that needs time. The researcher had limited time to comprehensively carry out the study. To solve this challenge, the researcher prepared a working schedule, utilised weekends and holidays to finish in time.
- ii. *Costs.* The researcher incurred exorbitant costs in printing and transport to and from the study area. To reduce these constraints, the researcher formulated a study budget.
- iii. *Refusal to respond.* Some respondents deliberately refused to participate in responding to the questions due to personal reasons. This required that the researcher assured them of what kind of study she was conducting as well as promising them confidentiality.

CHAPTER TWO

Literature Review

Introduction

This chapter consists the review of literature on VOCOF Model and Enhancement of Literacy Skills in Lower Primary Classes from previous textbooks, reports, magazines and studies. The literature on contribution of VOCOF Model in enhancement of literacy vocabulary skills, comprehension skills and fluency skills among learners in pre-primary school is reviewed as presented.

Models used for literacy development

Literacy development is an area of instruction that has been based on phonemic awareness, alphabetic principle, vocabulary, fluency and comprehension (NCDC, 2014). Teaching literacy for long time was a challenge with a few models in place to facilitate its teaching. However, the introduction of the Letter Land Model (Letter Land International, 2014), and also Jolly Phonics in 1992, made significant headway in the literacy instruction in many countries, Uganda inclusive.

A baseline study on Jolly Phonics in literacy instruction referred to in this study is that of Comfort, Udosen, Afangideh and Ikorok (2010). Comfort *et al.* (2010) examined the Jolly Phonics Strategy and the ESL Pupils' Reading Development in Nigeria. Comfort *et al.* (2010) adopted pretest-posttest experimental research design and a sample of 168 primary one pupils from five schools from the three senatorial district of Akwalbom State. Two intact classes in each school were selected from to form the experimental and control with Jolly Phonics as the treatment for the experimental groups. Their study found out that Jolly phonics was effective,

but not being used in all schools, and there was a limit of languages, words, and sounds which Jolly phonics could not properly address.

Not all the literacy skills were being supported especially in the local languages. With a poor authorship and publishing culture of text books in a local language, as well as translating them into English, it was hard to teach local languages using Jolly Phonics. Jolly phonics mainly was also found effective in urban areas compared to rural areas, where teachers could easily utilise text books for instruction. This leaves a gap for addressing the shortfalls of Jolly Phonics, which this study sought to answer by adopting the VOCOF Model.

Letter land is yet another most often used model in literacy teaching. The greatest emphasis of letter land is on sound blending, as a basis for literacy skills development. A baseline study about Letter Land referred to in this current study is that of National Institute for Educational Development, NIED (2015), in Namibia. The NIED (2015) study explored low levels of literacy and numeracy skills among learners in the lower grades (grades 1-4), using Jolly phonics, Montessori, and Letter Land approaches.

In their study, it was established that apart from mere speculations, Letter Land Model was not as effective as Montessori, and Jolly Phonics. Using Letter land model could not address all vocabulary needs of the children especially by providing a clear distinct meaning between words with the same sound, but varying spellings. Letter Land was not easily utilised in the Local language or in a community where children had different mother tongue language. These NIED (2015)'s findings provides a background to devise another model for literacy instruction, in form of VOCOF model.

Studies especially Campagna (2005) have noted that with a poor reading and authorship culture, there have been a challenge of enhancing literacy development from the local

perspective other than dwelling on the suggested models of Jolly Phonics and Letter Land. However, these do not necessarily pay attention to linguistic details in many African countries, where there are many more sounds, phonemics, and people have diverse backgrounds (Nalusiba, 2010). This has made literacy development a challenge, but educators persistently using these models due to lack of any feasible alternative.

VOCOF as model for literacy development

VOCOF is an acronym for Vocabulary, Comprehension and Fluency components of literacy instruction in lower primary curriculum as cited in National Curriculum Development Centre, (2014). As part of the instruction to teach literacy, developing the literacy model need to focus on the learners' needs, as well as developing their VOCOF skills and competencies. VOCOF Model emerges as a collaborative and yet practical model (Quinn, 2011) and a branch of the literacy tree (Nugent *et al.*, 2016). Sonia (2013) revealed that enrichment of VOCOF components in literacy does not only support literacy development at school but also at home. Thus developing the VOCOF Model remains indispensable.

Different studies (Massaro, 2015; ProLiteracy, 2014; Kame'enui, 2012), point closely at the relevancy and application of VOCOF Model. A number of primary schools have focused on applying VOCOF Model in learning in isolation. In Uganda, emphasis by National Curriculum Development Centre (NCDC, 2014), and the Early childhood Education department at the Ministry of Education strongly note that the use of VOCOF Model in literacy instruction, and encourage that teachers use all the possible models in place to enhance vocabulary, comprehension and fluency skills for the learners in lower classes of primary level of education.

VOCOF Model and enhancement of vocabulary skills among learners in primary school

Vocabulary refers to the words used when communicating (Hairrell, Rupley & Simmons, 2011). In the study by Adolf et al. (2011), effective literacy instruction requires paying attention to vocabulary skills. Emphasizing this, Pressley (2006) notes that vocabulary is important in learning to read, recognition of sounds, written text and is also important in improving comprehension and fluency (Cowen, 2005). Readers cannot understand what they read without knowing what the words mean and speak out these words they read properly. Vocabulary is felt in learners' comprehension and fluency abilities (Massaro, 2015). Therefore, vocabulary as a subset of VOCOF Model is ideal.

VOCOF Model increases learners' listening, speech skills and decoding skills (Gough, 2012). Children, who can sound out words based on letter-sound relationships, become proficient readers, when exposed to a rich vocabulary of words, repetitions and exposures. Similarly, in the ProLiteracy (2014) study, vocabulary is seen as one of the VOCOF Model vital in increasing the number of words a learner hears and is able to speak effectively. In doing this, vocabulary increases the learners' literacy in vocabulary acquisition and retention (Sticht & James, 2014).

VOCOF Model enhances learners' vocabulary opportunities. Vocabulary instruction is neither frequent nor systematic in most schools (Lesaux, Kieffer, Faller & Kelley, 2010), but when undertaken under VOCOF Model, it acts as a unifying factor to enhance complete vocabulary acquisition not only in reading, writing but also enrich comprehension and fluency.

According to Kame'enui (2012) a vocabulary in VOCOF Model helps to minimize educational problems and harmonize the teaching-learning environment. VOCOF Model simplifies sophisticated vocabulary for reading, writing, listening and speaking literacy aspects,

builds the learners' vocabulary by exposing the child to new terms and words and facilitates vocabulary, comprehension and fluency skills development (Whitehurst, 2008).

Practical application of VOCOF components in literacy helps the learners to comprehend abstract concepts and approaches to problem solving, by directly building them within their vocabulary. VOCOF sets pace at which learners pay attention to both word meanings (semantics) and the relationships (syntax). Most educators agree that vocabulary under VOCOF Model facilitates identification of meaning and context in which words are spoken (Kame'enui, 2012), complement oral competences (Nelson-Herber, 2016), word recognition, and links words to sounds and meaning (Wilkinson & Moore, 2010). VOCOF Model in practical sense ensures enrichment of vocabulary knowledge, oral fluency and reading comprehension.

McKeown *et al.* (2013) connects VOCOF to other components ideal for literacy development in schools and argues that VOCOF Model ensures accurate knowledge and use of words, what they are, their meaning and how they can be adopted in everyday dialects. Students learn vocabulary more effectively, when they speak, and memorize definitions (Senechal & LeFevre, 2009). Other studies (Hoff, 2013; Roy & Chiat, 2013, Trelease, 2015) also suggest that through application of VOCOF Model, vocabulary provides a room for learners to speak, and write what they learn, as comprehensions allows the learners to internalize, question and ask for meaning behind the text and story which improves skills and strategies of proficient reading and literacy at large. All of this is incredibly important, but vocabulary alone, it is not sufficient. There has been an improvement in literacy development on vocabulary domain, though some children still struggle with comprehension and fluency abilities. This can be influential in literacy enhancement, when VOCOF is taken in union and not in isolation of its components during literacy instruction.

VOCOF Model and enhancement of comprehension skills among learners in primary school

Comprehension is about constructing meaning from text for clarity and understanding (Pressley, 2006). When we comprehend, we gain new information (Duke, Pearson, Strachan, & Billman, 2011). Comprehension is the ability to assemble words into phrases and sentences (RAND, 2002).

VOCOF Model play an inclusive role and widens perspectives change the way we read, write, speak, listen, view and represent. Through VOCOF Model, learners are able to demonstrate independence, build strong content and knowledge, respond to the varying demands of audience, task, purpose and discipline, comprehend as well as critique (Opel *et al.*, 2012). Nagy & Scott (2000) write that a person who knows a word can recognize it, and use it, to construct meaning for a text has develop high levels of comprehension while Brown (2012) reveals that each VOCOF Model components supports the other.

Comprehension helps learners to get wider knowledge about the use of words in multiple contexts, their grammatical forms and meaning they communicate (Nagy & Scott, 2000). Effectiveness in VOCOF Model provides a platform for a threesome support to comprehension enhancement in literacy instruction.

In the study by Perfetti (2007), VOCOF Model is cited as essential in ensuring in-depth efficiency in spoken language knowledge, especially for language development and comprehension. To achieve reliable literacy comprehension, comprehension skills need to confound with other literacy learning components of instruction. Melby-Lervag and Lervag (2011) adds that comprehension skills are less amenable when not supported by vocabulary and fluency skills. Improvement in VOCOF aspects acts in support to the comprehension effectiveness (Keenan *et al.*, 2008). More so, VOCOF Model facilities engrossed transfers of

skills across languages (Spencer, Quinn & Wagner, 2014), and is ideal for the success of each literacy tree component units (Nugent *et al.*, 2016). In real practice, VOCOF Model helps to adopt reliable vocabulary, comprehension and enhance fluency from one language to another.

In countries where the most medium used in learning is a second language from the mother-tongue, Willingham and Lovette (2014), reveals that VOCOF Model provides a strong means of supporting proficiency in all languages. However, there is no transfer of reading comprehension skills when vocabulary and fluency levels are not enriched. Teachers utilise VOCOF Model for many purposes, but undoubtedly as a means to improve, monitoring, assessment and supervision, they subsequently improve not only comprehension but also literacy and fluency skills at large. The ability of the teachers use VOCOF Model in literacy instruction, helps to distinctively examine each component in enhancing teachers' role in meeting curriculum demands, facilitate assessment of vocabulary depth, grammar, narrative and listening comprehension (Opel *et al.*, 2012).

Bennett-Armistead, Duke, & Moses (2009) points out that comprehension in VOCOF Model is relevant for grammar. As children grow, they learn the grammatical structure of their language, expand their vocabulary, and fluency, but this is possible when they gain comprehension skills (Bennett, *et al.*, 2009). Comprehension is ideal for making associations and fluency (Pressley, 2006). VOCOF Model makes comprehension inter-complementary to other literacy instruction components.

Studies (Stark *et al.* 2016; Duke *et al.* 2011) show a positive relationship between comprehension and improving literacy instruction skills. VOCOF model considers handling the learner from easier levels to difficult skills and tasks (Roy & Chiat, 2013). Teacher attitudes work in tandem to undervalue home language, to improve comprehension levels, but this also

depends on how they handle VOCOF components in instruction (Hungu & Thuku, 2010).

VOCOF is requirement that the child's needs from the teacher in pursuant to improvement on literacy skills. The above authors provide an in-depth analysis of how relevant is VOCOF Model in literacy instruction not only at school but also at home, though this study focused on how VOCOF Model improves comprehension in literacy development at school.

VOCOF Model and enhancement of literacy fluency skills among learners in lower primary school

Most recent research suggests that fluency is associated with adequate levels of comprehension and decoding (Raskinski & Samuels, 2011). Studies including (Kuhn *et al.*, 2006; Rasinski, 2004) note that fluency in literacy development is the ability of the reader to sound out words with minimal errors, little mental effort and the subsequent ability of the reader to use appropriate expression, emphasis and pauses while reading. Fluency is one of the five components of literacy instruction (NCDC, 2014) and part of the literacy tree (Nugent, *et al.*, 2016). Hence fluency in VOCOF Model cannot function in isolation without vocabulary and comprehension in literacy development.

Many of studies focus on writing and speech fluency (Snow & Biancarosa, 2003), however literacy fluency can be seen in how learners are effective in reading and writing skills and proficiency should be recognized as an intrinsic part of this national literacy crisis. It also examines the tone, sounds phonetics, as well proper flow of punctuation, grammar, spellings and connoted meaning. Raskinski and Samuels (2011) adds that VOCOF Model builds the literacy fluency, improves writing strategies, summarization, collaborative writing, and writing for content learning. VOCOF Model helps to strengthen literacy development in learners boosting their fluency in speech (Olson, 2006). Strengthening the VOCOF Model helps to empower learners to become fluent by in improving the volume of their vocabulary and comprehension

they pick from the learnt vocabulary in writing and reading. Studies (National Commission on Writing, 2005; Shanahan, 2004) shows that VOCOF Model facilitates in content-area text arrangement, enhancing reading and writing skills and as such enhances fluency levels at writing and reading levels.

Hargrave and Senechal (2013) notes that through the principles of literacy development, mutual accomplishment, ensuring that children learn through guided participation and literacy is learnt to a holistic person and this is tested through learner fluency levels. Fluency helps learners cope with the pace of learning's tone, voice, pace, sounds and words change. Fluency is ideal especially for beginning readers (Hudson et al, 2005). Reading aloud helps learners to recognizes emantic units rather than focusing on graphic cues, gain comprehension, decoding skills, and vocabulary skills (Derrick & Ecclestone, 2008). While many factors may be at play in enhancing literacy skills among infants and young children, VOCOF Model may hardly be ignored neither underestimated.

Summary of the literature

Literacy taught in primary schools, lays a foundation for many other learning areas of reading, writing, spoken and expression skills (Brown, 2012). There has been substantial literature cited on VOCOF Model. These components ought to translate into competences for high literacy skill development. However, existing models used to teach literacy do not exhaust all the potential avenues of improving the vocabulary, comprehension and fluency levels of the learners as they study literacy. Jolly Phonics, the commonly used also cannot apply some words basing on their sounds and is limited to only 42 sounds. As such it is important to adopt a new model. The new VOCOF model cannot only complement Jolly Phonics and Letter Land and handle vocabulary, comprehension and fluency components of literacy holistically.

CHAPTER THREE

Methodology

Introduction

This chapter presents the methods to be used for this study on VOCO Model and enhancement of literacy skills in lower primary classes. The chapter consists of research design, study population, sample size, sampling methods, data collection tools, validity and reliability of tools, data analysis, data variables measurements and ethical considerations.

Research Design

This study adopted an experimental design utilizing both qualitative and quantitative approaches. The researcher explored the applicability of VOCO Model in literacy instruction by conducting a lesson as an experiment in Primary two class for each of the selected schools. A classical experimental design (Sarantakos, 2005) was utilised to ascertain the relevance of the VOCO model in enhancement of literacy skills in lower primary classes. This design was appropriate because it ensured direct testing of VOCO model in teaching of literacy skills.

Study population

The study population was selected from primary schools in Kyengera Town Council, Wakiso District. The population was specifically drawn from three (3) primary schools coded as A, B and C. Basing on their term I enrollment reports (2018), the selected schools has a total enrolment of 820 pupils in lower primary (P1-P3) classes of whom 204 pupils are in P.2 class. There are nine (9) administrators and 17 teachers for literacy in lower primary classes. A target population of 204 was selected considering P.2 as a sample unit and representative for this study.

Primary Two (P.2) were selected because it is middle of the lower primary section and hence presents a good representative source of data. The distributions of these pupils were presented in Table 3.1 below.

Table 3.1: Population of pupils in selected primary schools

Category of respondents	Selected Schools for the Study			Target Population
	School A	School B	School C	Total
Administrators	04	02	03	09
Teachers for Literacy for P1-P.4	7	5	5	17
Pupils in School	308	229	283	820
Pupils in P.2	76	60	73	204

Source: Records of the Deputy/Headteacher of Selected Schools, Term I, 2018

Sample

A total of 60 pupils were selected as sample for this study through probability sampling. From each school, twenty (20) pupils were selected considering ten (10) male and ten (10) female. These were selected through probability sampling allowing them to pick “yes” marked papers from the boxes. All pupils will have a chance to participate in the study, but only those who pick the yes marked papers qualified.

Sampling techniques

Systematic sampling was used to select participants whereby pupils were given papers to pick Yes/No. Those who picked Yes marked papers were considered to participate in the tests. Twenty (20) children were selected per school from Primary Two (2) class making a total of 60 respondents.

Data collection methods and Instruments

Instrumentation

The researcher used literacy tests, participatory observations and recording to gather information.

Instruments

The researcher used Vocabulary, Comprehension and Fluency Tests to collect the study data. The tests were self-prepared following the standard tests format of the same variables. The choice of words to use, statements and information in the tests depended on study objectives.

Data collection procedure

Data collection commenced immediately after completion of the research proposal and preparing study tools. The researcher prepared data collection tools and pre-tested them. An introduction letter was obtained from Kyambogo University to introduce the researcher to the respondents. The letter was copied to headteachers of selected schools. With informed consent of the respondents, the researcher collected data for the study. Data was collected according to the objectives:

On the contribution of VOCOF Model in enhancement of literacy vocabulary skills among learners in primary schools, attention was on how the use of VOCOF Model helps learners to identify letters, sounds, pictures, word formation, and blending letters to form meaningful words.

The relevancy of VOCOF Model in enhancement of literacy comprehension skills among learners in primary schools was measured. Under this section, focus was on VOCOF Model facilitates the learner to understand the correct meaning and spelling of words, blend words/pictures to form a sentence, and ability to form more than one sentence with correct meaning, punctuation and grammar.

The role of VOCOF Model in enhancement of literacy fluency skills among learners in primary school was assessed basing on VOCOF components in facilitating, pronunciation, accent, and accuracy in speech, speech flow, identification of punctuation of marks basing on the tone of speech.

Validity and Reliability

Reliability and validity tests of tools are very important for quality control of data (Mbabazi, 2009). The researcher tested the tools for validity and reliability.

Validity

The instruments were critiqued by the supervisors, lecturers and fellow ECD students to identify ambiguities. Identified issues with the tools mandated their review and editing. Tools were tested for validity to suit the purpose of the study (Ahuja, 2010). After necessary adjustments, the instruments were pretested for content validity index using the formula;

$$\text{CVI} = \frac{\text{Number of items regarded relevant}}{\text{Total number of items}}$$

$$\text{CVI} = \frac{16}{20} = 0.8$$

Number of question items recommended by experts to be correct was 16 on vocabulary test. The content validity stood at 0.8.

The instruments were valid when their computed validity value is above 0.7 (Trochim, 2010).

Reliability

The reliability was ensured by testing the instruments for the reliability of values (Alpha values). According to Sekaran (2001), Alpha values for each variable should not be less than 0.6 for the statements in a study reliable instrument. The variables under this study were subjected to Cronbach alpha test and when they show alpha values above 0.7, they were considered reliable. The Cronbach's Alpha value .73 was obtained (Table in Appendix).

Data Analysis and Management

Collected data was edited to identify and eliminate errors made by respondents. This was done by checking, if all questions were answered accurately and according to instructions.

Quantitative data was entered into the computer for analysis using the SPSS to get descriptive statistics in form of mean, frequencies, percentages, and generation of graphs. Key parameters were measured. For instance for vocabulary was measured basing on the ease with which letter, sounds, spellings, words and pictures were decoded.

On the second objective, emphasis was on number of pupils who could properly spell words and form sentences by filling in the missing words in the passage, showing understanding and connecting meanings.

Fluency was tested basing on the number of children who could provide proper accent, flow, and tone and read out the passage provided with accuracy and speed. Scores were presented by frequencies, percentages and histograms generated by SPSS version 20.0. Samples T-test was run to test for the mean differences between pretest and post-test on literacy.

Ethical considerations

The researcher obtained a letter of introduction from Kyambogo University. The views of each respondent were treated with confidentiality and the instruments were anonymous. The researcher fully observed the rights to privacy, used pseudonyms A, B and C rather than mentioning the real names of the schools and sought for formal consent from respondents.

CHAPTER FOUR

Presentation of the findings and Interpretation

Introduction

This chapter presents the findings that were obtained regarding VOCOF Model and Enhancement of Literacy Skills in Lower Primary Classes. The survey study was undertaken in Kyengeru Town Council, Wakiso District in Uganda. The results presented are based on the original sample of 60 pupils both males and females from Primary Two class.

VOCOF and Enhancement of Literacy among lower primary school children

The contribution of VOCOF Model in enhancement of literacy vocabulary skills, relevancy of VOCOF Model in enhancement of literacy comprehension skills and role of VOCOF Model in enhancement of literacy fluency skills among learners in lower primary classes.

The hypothesis of this study is that VOCOF enhances literacy among lower primary school children. Literacy was conceptualized as vocabulary, comprehension, and fluency whereas VOCOF was conceptualized as sounds, letters and words, Animations and modeling. In this study children (respondents) were taught sounds, letters and words through animations and modeling. Modeling and animations were recorded on Compact Disc (CD) for future references and reflections by teachers and other stakeholders in teaching and learning. VOCOF was a strategy and a model to direct their learning during the pilot study. The Acronym VOCOF stands for: Vocabulary, Comprehension and Fluency.

After modeling, for two weeks, the participants were subjected to a test to check the relevance of VOCOF and the results are discussed in the subsequent sections of this chapter. The researcher demonstrated the practicability of VOCOF through demonstrating the sounds of

words correctly to the learners, suggesting synonyms of the sampled words, simplifying the vocabulary to their level for more understanding, re-reading practices together and check for meanings. All participants that were chosen to participate in the study are currently in Primary Two. The learners were of mixed ability and a mixture of gender, male and female alike.

In pre and post testing for this study, learners were assessed using the vocabulary, comprehension, and fluency tests. The scores were connected from raw scores to scale scores, allowing for different tests to be used to cater for different grade levels and comparison of scores to be possible. Pre-test and post-test scores for each of the vocabulary, comprehension and fluency tests were established as presented below.

Vocabulary Tests

Table 4.1: Respondents Vocabulary Score for Pre-test

	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61-70	25	41.7	41.7	41.7
	81-90	35	58.3	58.3	100.0
	Total	60	100.0	100.0	

Table 4.1 findings indicate that 35 pupils (58.3%) out of 60 who participated in the test scored between 81-100% and 25 pupils out of 60 pupils scored between 61-70% in the test.

Table 4.2: Vocabulary Score for Post Test*Vocabulary Test Scores*

	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	1.7	1.7	1.7
	55	5	8.3	8.3	10.0
	75	19	31.7	31.7	41.7
	80	15	25.0	25.0	66.7
	85	6	10.0	10.0	76.7
	90	10	16.7	16.7	93.3
	95	4	6.7	6.7	100.0
	Total	60	100.0	100.0	

Field Data, 2018

Table 4.2, findings indicate that 54 pupils (90%) out of 60 who participated in the test scored between 75-100% and only 6 pupils out of 60 pupils scored between 40-55% in the vocabulary test. The test comprised of the following vocabulary, adopted from the curriculum for primary Two. The Vocabulary test comprised of 20 items that required pupils to read and understand and use in constructing a grammatically correct sentence as demonstrated, modeled in the pre-test or practice sessions of VOCO. Every grammatically correct, constructed sentence earned 5 marks to the pupil undertaking the test; hence the maximum marks expected were 100%.

Table 4.3 Paired Samples T-Test for mean differences for pre-test vocabulary and Post-test vocabulary

		<i>Paired Samples Test</i>							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Vocabulary Test Scores - Vocabulary Post Test Two Scores	-3.516	12.51642	1.61586	-6.75000	-.28333	-2.17	59	.034

Table 4.3 results indicate that the p-value obtained is .034 written as ($p < .05$). If the significant (2-Tailed) value is less than .05, it's concluded that there is a statistically significant difference between two conditions. Therefore, results from Table 4.3 shows that there is statistically significant difference between pretest vocabulary mean scores and post vocabulary mean scores.

Comprehension Tests

Regarding comprehension, both pre-test and post-test were undertaken. The findings for Pre-test and post-test are presented in Tables 4.4 and 4.5 below.

Table 4.4: Respondents Comprehension Score for Pre-test

	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	71-80	25	41.7	41.7	41.7
	91-100	35	58.3	58.3	100.0
	Total	60	100.0	100.0	

Table 4.6 results indicate that p-value is .000 ($p = .000$). If $p \leq .000$, it means that there is a significant difference between two conditions. Therefore, there was a statistically significant difference between pretest comprehension mean scores and post comprehension mean scores.

Fluency tests

The pre-test and post-test score results were also established as presented below

Table 4.7: Respondents Fluency Score for Pretest

<i>Fluency Score</i>					
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	71-80	22	36.7	36.7	36.7
	81-90	6	10.0	10.0	46.7
	91-100	32	53.3	53.3	100.0
	Total	60	100.0	100.0	

Findings in Table 4.7, indicate that 32 pupils (53.3%) out of 60 who participated in the test scored between 91-100% and 28 pupils out of 60 pupils scored between 71-90% in the test

Table 4.8. Respondents Fluency Scores for Post-Test

<i>Fluency Test Scores</i>					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid 60	1	1.7	1.7	1.7	
	75	14	23.3	25.0	
	76	9	15.0	40.0	
	80	8	13.3	53.3	
	81	7	11.7	65.0	
	84	1	1.7	66.7	
	85	10	16.7	83.3	
	86	1	1.7	85.0	
	89	5	8.3	93.3	
	96	1	1.7	95.0	
	100	3	5.0	100.0	
Total 60		100.0	100.0		

Table 4.8, findings indicate that 59 pupils (98.3%) out of 60 who participated in the test scored between 75-100% and only 1 (1.7%) pupil scored between 60% in the test. The scores were generated basing on the number of words read correctly and speed, measured in terms of minutes. 100 words were to be read in 1minute and 30 seconds (90seconds).

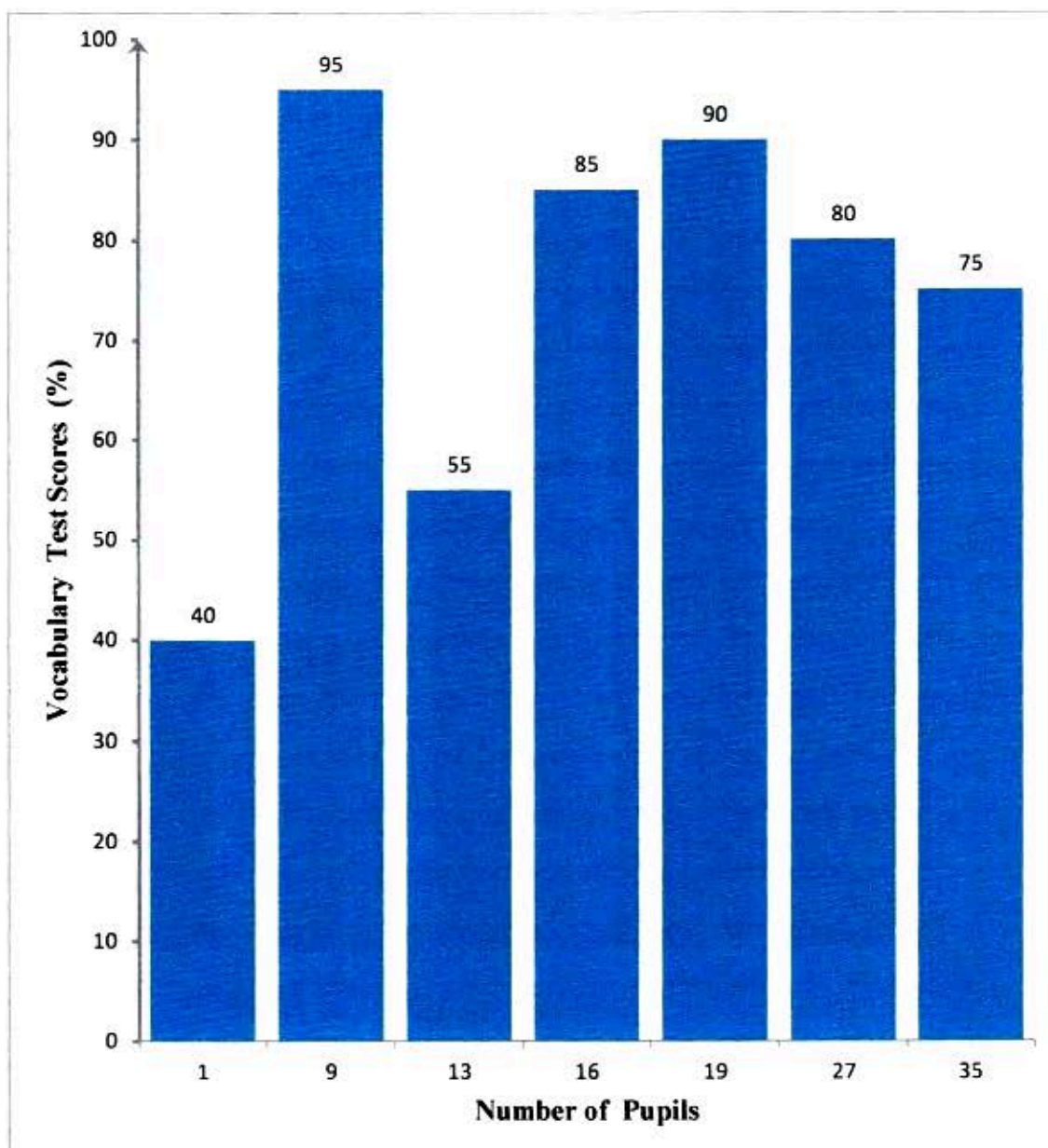
A pupil was required to read the passage of 100 words, with accuracy and speed. The duration targeted was 90 seconds in total, which is 1 minute and 30 seconds.

Table 4.9 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Fluency Post Test Two Scores - Fluency Test Scores	2.2500	6.12753	.79106	.66709	3.83291	2.844	59	.006

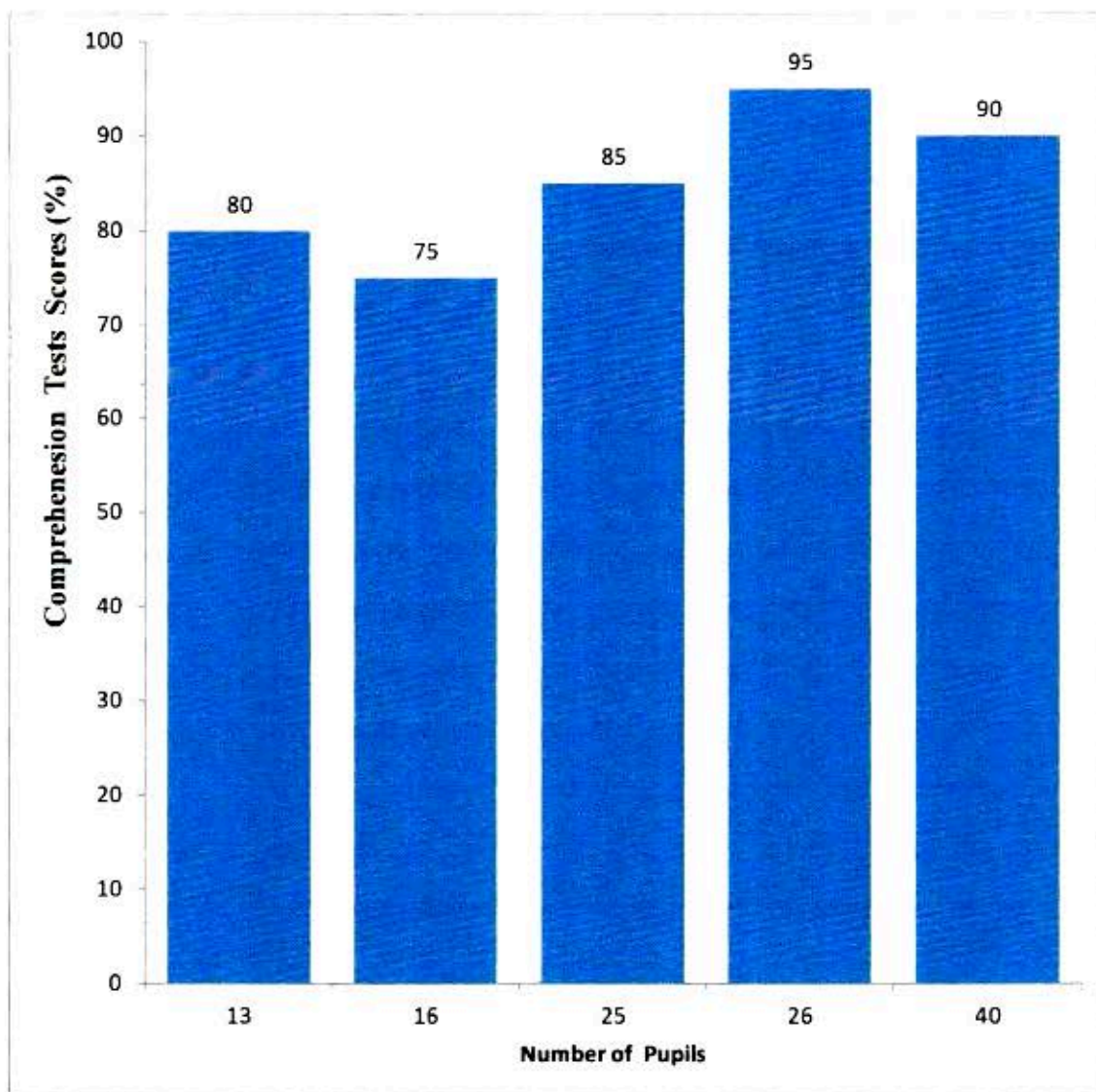
Table 4.9 results indicate that the p-value obtained is .006 written as ($p < .05$). If the significant (2-Tailed) value is less than .05, it's concluded that there is a statistically significant difference between two conditions. Therefore, results from Table 4.9 shows that there is statistically significant difference between the pretest fluency mean scores and post fluency mean scores.

Figure 4.1: Histogram showing the performance of pupils in vocabulary Test



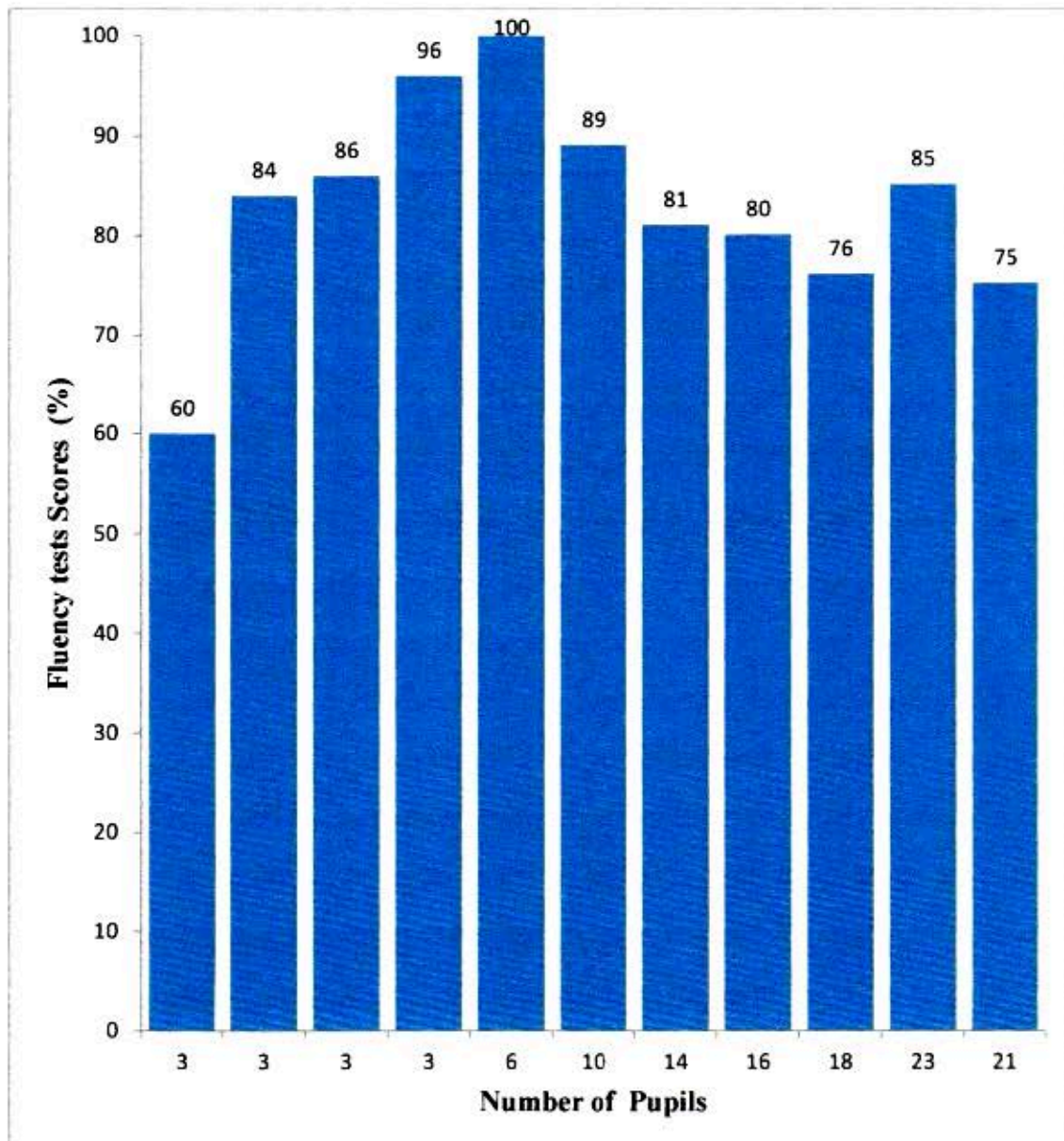
Results indicated on the Figure 4.1, indicate that almost all pupils that participated in the study scored above 75% in Vocabulary tests except one pupil who scored 40% in the administered tests.

Figure 4.2: Histogram showing the performance of pupils in Comprehension Test



Results from Figure 4.2 indicate that all 60 pupils that participated in the study scored above 75% in Comprehension tests.

Figure 4.3: Histogram showing the performance of pupils in Fluency tests



Results from Figure 4.3 indicate that all pupils that participated in the study scored above 60% in Fluency test administered.

Table 4.10: Comparison of Vocabulary, Comprehension and Fluency Scores

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Comprehension Test Scores	60	75.00	95.00	87.8333	6.06229
Fluency Test Scores	60	60.00	100.00	81.0333	7.13066
Vocabulary Test Scores	60	40.00	95.00	78.8333	11.02258
Valid N (listwise)	60				

Table 4.10 shows that Comprehension test was the best performed, whereby pupils got the average score of 87.83%, followed by Fluency test scores of 81.03% and finally Vocabulary test with 78.83%.

CHAPTER FIVE

Discussion, Conclusion and Recommendations

Introduction

In this chapter, the findings from chapter four are discussed, conclusions drawn and recommendations made in line with the study research questions. The purpose of this study was to explore VOCOF Model and its contribution in the enhancement of Literacy Skills in Primary Schools in Kyengera Town Council, Wakiso district.

Literacy Test and Measurements

A reading comprehension test which comprised of narrative texts was designed to test both the pupils' reading comprehension, vocabulary and their oral fluency. The text length was 334 words. Texts in the narrative forms were chosen because pupils in lower primary school are familiar with story as their textbooks contain many narrative texts and they are highly exposed to prose of literature too. The reading passages were checked to match them with their level and the curriculum. These passages were used to control the effects of text difficulties as research has shown that prosody might decline when students read more complex texts (Benjamin & Schwanenflugel, 2010). Therefore, using simple to advanced passages provided a more holistic context of testing.

Questions from the passage to test comprehension were formed and arranged in the order according to the revised version of Bloom's taxonomy (Krathwohl, 2002): remembering, understanding, applying, analyzing and evaluating. The purpose of this arrangement was to ensure that the test covered various aspects, to add varieties and complexities to the test, and to make the assessment more comprehensive to meet the expectations of VOCOF model in the

current study. Five (5) marks were given for the correct answer of each question. The total mark for each test was computed to 100%.

Objectives of the Study

Objective One: VOCOF enhances Vocabulary Skills amongst lower primary learners

In recent years, the need for vocabulary development has come to the forefront of literacy instruction. As early as the primary grades, readers begin to acquire a significant number of vocabulary knowledge through reading. By the end of second grade, average children have acquired approximately 6,000 root-word meanings, but the lowest 25% have acquired only 4,000 (Biemiller, 2006).

The results obtained from Paired Samples T-Test indicated that there was no statistically significant mean difference between Vocabulary Pretest and Vocabulary Post Test ($p > 0.05$) because pupils had mastered most of the vocabulary through modeling practices, and they became conversant with common words knowledge and understanding, which they applied in the post test to maintain the higher score of between 60% to 96%.

These findings from the study shows that lower class pupils benefited from VOCOF model and exhibited high comprehension performance as shown by the results. This implies that VOCOF was so significant and would improve more on the vocabulary of school children hence accepting the alternative hypothesis which stated that, VOCOF Model enhances vocabulary development among lower class learners. Neddenriep et al. (2010) concluded that implementing repeated readings with practice, feedback, and modeling ultimately resulted in an overall increase in comprehension. It is therefore important for teachers to embrace VOCOF model, to begin implementing vocabulary strategies to increase pupils' vocabulary skills as a component of

literacy because if pupils experience vocabulary difficulties, they are less likely to have the appropriate knowledge base and vocabulary necessary for comprehension of texts in content-area classes. Additionally, Fresch (2008) found that the main source of difficulty for students is knowing the meaning of words, if they are even able to pronounce them. As pupils move beyond primary classrooms, literacy instruction shifts from learning the processes of acquisition, genre, text type, and structure to utilizing those systems of language to gain knowledge of concepts and content. These systems of language contain a much wider variety of specific content-based vocabulary, and what strategies students have learned in primary grades may not always transfer to those content areas.

If readers are not proficient in using vocabulary strategies, they will struggle with gaining comprehension from content-related texts. Stanovich (1986) suggests that the relationship between vocabulary instruction and reading comprehension is complex, and the results of children who enter school with a limited vocabulary find reading difficult. Research shows that the best solution involves a consistent and persistent investment in vocabulary development, which can be implemented through a variety of ways (Ebbers & Denton, 2008).

Without intervention, literacy deficits in their early years of education will follow a downward spiral as they progress into middle and high school years. This is why VOCOF Model is the focus for this study to intervene in a situation that may hamper literacy development amongst primary pupils. When looking at increasing comprehension in content areas through vocabulary instruction, it is important to consider the types of words that are encountered in various texts and the words are categorized. The language the students are expected to learn in various content areas, such as science and mathematics can be challenging because most vocabulary terms in these areas are low-frequency, technical words that only appear in content-specific

contexts (Hedrick, Harmon, & Wood, 2008; Taboada & Rutherford, 2001). Academic language is a specialized language; both oral and written language of academic settings facilitate communication and thinking about disciplinary content. Struggling readers experience difficulty with comprehension and the ability to think critically about concepts and ideas when they are unfamiliar with vocabulary. When looking at increasing comprehension in content areas through vocabulary instruction, it is important for teachers to include strategies that address the individual learner.

VOCOF Model embraces cognitive strategies which include having the student address their own thoughts about a word or concept and understand what he or she knows about it. From that experience, the student can utilize his or her schema to establish a connection between prior knowledge and construction of meaning. Secondly, a certain level of direct explicit instruction should occur, which involves defining the word and the context in which it is used. Finally, students should see how the word is used and how the meaning relates to its context and content. Vocabulary instruction should also include opportunities for students to repeatedly encounter the words in a variety of contexts.

Multiple exposures allow students to gather more information about its meaning. Using and applying many examples of a word reinforces word knowledge. However, most teachers in area of science, social studies, and mathematics are more comfortable teaching concepts and may not be familiar with teaching vocabulary to improve comprehension related to textbooks. Many readers entering fourth grade have just acquired the fundamentals of literacy and *learning-to-read*, whereas the tasks required in content-area classrooms expect readers to be proficient in *reading-to-learn* from expository texts, a skill that Chall, Jacobs, and Baldwin(1990) explain is not emphasized during the earlier years of reading development. This literature motivated the

researcher to think of VOCOF Model because as pupils encounter vocabulary related to content areas other than English, such as social studies, mathematics, and science, they are required to utilize their background knowledge and prior experiences about a topic to make sense of the word. Pupils utilize their concept knowledge and context to make meaning. The language the students are expected to learn in various content areas, such as science and mathematics can be challenging because most vocabulary terms in these areas are low-frequency, technical words that only appear in content-specific contexts (Hedrick, Harmon, & Wood, 2008; Taboada & Rutherford, 2001).

Where possible, in addition to teaching words necessary for understanding the text, teachers are advised to select academic words that appear across the curriculum and that belong to morphological families (Ebers & Denton, 2008). Morphological awareness refers to recognizing the presence and of morphemes (the smallest meaning units in language) in words. Rich instruction should include questioning, providing brief explanations, pointing, clarifying, and repeating when teaching higher level vocabulary to promote vocabulary development (Sobolack, 2011). In selecting which words to teach, content-specific vocabulary must not be overlooked. In general, pupils should be directly taught words that represent key concepts or big ideas. According to Nagy (1998), fundamental to comprehending text is possessing vocabulary knowledge. As pupils encounter content related vocabulary without knowing the meaning, their ability to comprehend the content may be compromised.

Building upon this principle of vocabulary and comprehension, Nagy and Scott (2000) report that a child must be able to comprehend the meaning of 90-95% of the words in a passage in order for it to be fully understood. An effective approach to content area vocabulary is one that "must take into account the different roles that words play in a text and must utilize methods

that help students build new concepts” (Armbruster & Nagy, 1992, p. 550). Although students may learn the meaning of a word related to certain content, they should be able to transfer vocabulary meanings in other contexts. According to Nagy (1998), effective and explicit instruction of vocabulary has three components; integration, repetition, and meaningful use. When teaching new words, teachers need to relate them to other words and concepts. Instructional methods include modeling, guided practice, checking for understanding, and multiple opportunities for practice with explicit and timely feedback (Jitendra, Edwards, Starosta, Sacks, Jacobson, & Choutka, 2004).

By modeling providing timely feedback, pupils can become comfortable with the strategies and will use them automatically and independently. The ability to use strategies automatically and independently is reflective of the schema theory as it involves students relating unknown words to concepts, with an emphasis placed on students’ background or existing knowledge (Harmon et al., 2005). Once the pupils are able to utilize their background knowledge, they are able to utilize new words in other areas. Pupils also need to interact with new words on a regular basis across a variety of contexts so its meaning can be automatically accessed during reading (Stahl & Fairbanks, 1986).

Finally, once pupils have acquired knowledge of a word, they should be able to use it in the proper context. The higher level of engagement pupils have with a word, the more likely the pupil will learn and retain the word’s meaning. It’s upon this background that VOCOF Model would be embraced and recommended because it has been piloted and it gave positive results.

Objective Two: VOCOF enhances Comprehension skills among lower class learners

The objective of this study is to establish the relevancy of VOCOF Model in enhancement of comprehension skills among learners in lower primary classes in Kyengera Town council, Wakiso district. The hypothesis for this objective was that VOCOF model enhances the development of comprehension among lower class learners. Results show that there was a statistically significant mean difference between pretest and post-test.

Findings indicate that all 60 pupils (100%) out of 60 pupils who participated in the tests scored between 60%-95% in the test. However, the difference came in due to difficulty of post-test whereby 14 students out of 60 scored between 60-65% compared to the first pretest where all pupils that participated in the test scored 75%. Most schools do not detect fluency or comprehension difficulties until the second or third grade (McCardle et al., 2001), because the reading skills focused on until the fourth grade is phonemic, and not based on fluency and comprehension.

Basing on both test scores by the pupils, it's worth noting that VOCOF Model is relevant in enhancement of comprehension skills among learners. According to Crowe (2005), studies show feedback given during oral reading improves children's word accuracy, reading comprehension and fluency. Intervention programs involving comprehension-building skills, like remedial reading, strengthen vocabulary (McCardle et al., 2001). This method of practice increases language skills and builds general knowledge setting a foundation for basic life skills. These studies are in agreement with the practices of VOCOF Model that emphasized the modeling of reading for comprehension, engaging pupils to read passages for comprehension and whenever they could encounter any difficulty or error, they could be corrected on spot. This made pupils confident in reading and understanding variety of vocabulary

through passages and answering of questions based on the passage hence supporting the relevance of VOCOF model.

Objective Three: VOCOF plays a role in enhancement of Fluency skills among lower class learners

The purpose of fluency test was to assess the role of VOCOF Model in enhancement of literacy skills among learners in lower primary classes.

The paired Samples t-test results indicated that there were no statistically significant mean differences between Fluency pretest and post-test, because all 60 pupils who participated in the tests scored between 60% to 100% in both tests. They maintained the high score making VOCOF a reliable model. The VOCOF Model intended to model reading fluency by demonstrating reading to learners using experts and animations. Pupils were exposed to reading practices with speed and accuracy before being subjected to a test. According to Courbron (2012), reading with appropriate speed is an indication that the reader has a functional working memory, able to chunk the words together, and can comprehend the words read.

In relation to this, there was research evidence which pointed to the relationship between reading rate and reading comprehension (O'Connor, Swanson & Geraghty, 2010). Practice using VOCOF Model enhanced pupils' fluency skills and this was evidenced by the test scores whereby all sampled pupils scored above 50%. Experimenting VOCOF in advance was deemed imperative because it prepares and familiarizes the pupils with reading texts hence enhancing their literacy skills. Meyer (2002) suggests that fluency instruction needs to be added to a balanced instructional program as early as kindergarten. Young students at-risk for reading difficulties should receive formal fluency training in conjunction with a strong program of decoding, word recognition and comprehension.

Fluency is the ability to read a text quickly, accurately, and with proper expression (National Reading Panel, 2002). Despite the close correlation, clinical case studies reveal that fluency and comprehension are independent in some exceptional first language readers. However, more recent studies have found that fluency training helps second language learners (Denton, 2000; De La Colina, et al., 2001). Students benefit from modeling, assisted reading, guidance or feedback from peers, tutors, parents, teachers (Shanahan, 2004) which is one of the objectives of VOCOF Model. The kind of text to teach fluency should be texts that range from slightly difficult to quite hard.

The facilitator should use hard text when teaching fluency and easier text when students are just reading it without instructional emphasis on fluency attention (Hintze, Daly, & Shapiro (1998); O'Connor, et al., 2002; Morgan, et al., 2000. It is recommended that a pupil reads with words per minute speed as follows ; Grade 1: 60 wcpm, Grade 2: 90 wcpm, Grade 3: 110 wcpm if he/she has no reading fluency disability (Hasbrouck & Tindal, 2005; Taylor, 1960) and this is the strategy or scoring criteria that VOCOF tests adopted in this study. The VOCOF Model advocates and emphasizes more practices of repeating vocabulary many times by learners to master pronunciations, sounds and punctuations. This is in agreement with studies done by Levy, Nicholls, & Kohen (1993) who postulated that repeated readings increase learners' sensitivity to misspellings on later readings.

Conclusions

Results of this study contribute to the literature by providing evidence for the relevancy and role of VOCOF Model in enhancing literacy development conceptualized as vocabulary, fluency and comprehension among primary school pupils. As explained in the previous chapters, especially in the findings section, VOCOF model is being suggested as an alternative to the existing models in the teaching of literacy. In light of the above findings, the following conclusions can be made:

Firstly, the study concluded that there are a number of prevailing models used in the teaching of literacy in lower primary schools, but these seem to work complementary and not able to stand on their own, and as such formulating a new model is ideal. The study established that the VOCOF model facilitates learners to identify, recognise, and connect words, sounds and hence be able to widen their vocabulary. Learners are also able to distinguish words by their sounds, and animations. Hence, viable to conclude that the VOCOF model will contribute in enhancement of literacy vocabulary skills among learners in lower primary classes.

Notably, the study found out that the VOCOF model when well implemented can be useful in helping learners to blend letters into words, then text and stories in a holistic manner basing on sounds, and animations. Learners are able to develop in speech flow, coherency, and proper punctuation, which is a form of enhancement of literacy comprehension skills. This it can be concluded that VOCOF model when implemented enhances comprehension literacy skills.

Finally, the study concluded that the role of VOCOF Model in enhancement of literacy fluency skills among learners in lower primary classes was high. This was evidenced in the findings that when properly implemented, VOCOF as a model will facilitate learners' ability to

read louder, fast, accurately, and translate what they see, and hear into well punctuated spoken literacy skills.

Recommendations

On the basis of the findings of this study, the following recommendations are worth considering for further study/implementation.

To the Head-teachers of primary schools in Uganda, there is need for them to consider adopting the VOCOF model and try it out alongside other models in their schools. This can begin on a demonstration basis in primary one where this study focused, and later enroll it on the entire lower primary class levels.

This study considers vital to focus on enriching the VOCOF model so that it can reflect and be accommodative in all local languages in Uganda, given that literacy and thematic curriculum are by policy taught in lower primary schools. To this effect the study recommends that the model be adopted, and policy makers fund its translation to commonly used languages in Uganda such as Runyankole/Rukiga, Runyoro/Rutoro, Lukhozho, Lugisu, Ludaama, Lusoga, Ateso, Alur, Luganda, Akarimajong, to benefit all schools and pupils country wide.

The study further recognizes that there are a number of contributions the VOCOF model presents to the enhancement in the teaching of literacy, but has a weak spot in the area of writing skills. As a result the study suggests that efforts need to re-blend it further so that it can be widened to support more the writing skills as it done to other literacy skills such as reading, speech and listening.

The study by policy recommends that the Ministry of Education and Sports takes control in provision of relevant technology that can make the implementation of VOCOF model a success such as provision of ready-made DVDs, clips for teachers to use and/or train teachers in making these assistive devices. This can enhance the implementation of the VOCOF and as such make it more relevant in the teaching and learning of literacy in lower primary schools in Uganda.

Limitations and Suggestions for Future Research

Although this study provides support for VOCOF Model for enhancing Vocabulary, fluency and comprehension for lower primary pupils, there are several limitations that should be taken into consideration when interpreting the findings.

The most significant limitation of the study design is the lack of a control group. Without a control group it is unclear if the VOCOF model solely contributed to the improvement in reading fluency and comprehension or if fluency and comprehension naturally increase over the academic year due to developmental maturation occurring during this time frame. Additionally, because of the small sample size of this study, findings may not generalize to the larger population. Gender differences were not considered because the researcher assumed that all pupils irrespective of their gender are similar and study under similar conditions. Gender may affect fluency and comprehension skills and therefore should be taken seriously for future research. Directions for future research in the area of measuring the relevance of VOCOF model include randomized controlled study in which selected pupils are randomly assigned to the remedial reading group and to a control group.

Recommendations for further research

More research is needed to:

- i. Investigate and design a model which can help in the teaching of numeracy which was not considered under this study
- ii. There is a need for a cross sectional survey to explore the effect of teachers' training and awareness as regards the implementation of the VOCOF model.
- iii. Furthermore, there should be an effort to study the efforts of the government in improving the teaching of literacy in lower primary schools since the introduction of thematic curriculum.

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Appendices

Work plan

STEPS IN THE RESEARCH PLAN	DEADLINE FOR COMPLETION
Development of Research Problem	April, 2017
Reviewing of Literature related to the problem	April/May, 2017
Writing of the proposal draft	June to December, 2018
Studying of the population and VCOF Model practicability	February to March, 2018
Submission of the proposal	March 2018
Design of a research plan	
Gaining access/getting permission to work in a particular area/have access to data, etc.	March, 2018
Literature review	April ,2018
Design and testing of questionnaire (VCOF Pre-Test), if appropriate	April, 2018
Design of a final questionnaire/schedules (VCOF Post-test)	July, 2018
Editing of completed questionnaires, grouping and coding of data, entering data into a computer	July, 2018
Design and testing of a computer program	July, 2018,
Analysis of data	July, 2018
Report up of findings	September, 2018,
Presentation of final research product(s)	October, 2018

Literacy Tests

A

Testing Vocabulary

1. Sound and read

Aa	Ee	Ii	Oo	Uu	Ww	Yy
Bb	Pp	Ff	Mm	Dd	Tt	Rr
Ll	Nn	Zz	Ss	Jj	Cc	Gg
Kk	Hh					

2. Sound, blend and read.

Aa	Ee	Ii	Oo	Uu
l-i-v-e	live	co-m-p-o-u-nd	compound	
si-ster-s	sisters	ch-ase-s	chases	
bro-th-er-s	brothers	a-way	away	
f-a-th-er	father	b-all	ball	
m-o-th-er	mother	s-tay	stay	
h-o-u-se	house	t-all	tall	
t-r-ee	tree	b-i-g	big	
c-a-t	cat	f-oo-t-b-all	football	
r-a-t-s	rats	n-e-t-b-all	netball	
h-o-m-e	home	s-u-nn-y	sunny	

3. Read the following words.

name	away	mother	tree	father
Live	like	house	chases	rooms
Have	is	tall	rats	big
Sisters	At	compound	My	sunny
brothers	Two	cat	Home	shade
Stay	With	football	netball	

4. Make sentences using the following words.

name	I am My name Kalule Emmanuel. ✓
live	I live at Kyengera. ✓
sisters	I have two sisters. ✓
brothers	I have two brothers. ✓
father, mother	I have a father and a mother. ✓
house	We live in the same house. ✓
tree, tall	My father cut down that tall tree. ✓
compound	We like playing in compound. ✓
chairs	We have big chairs at home. ✓
cat	Our cat got an accident. ✓
rats, chase	Cats like to chase rats. ✓
home	We like mopping the house at home. ✓
Sunny	It is a sunny day. ✓
rooms	There are four rooms in the house. ✓
shade	People need a lot of shade when it is a sunny weather. ✓
netball	My sister likes playing netball. ✓
football	My brother likes playing football. ✓

5mks per sentence (20 sentences)

Testing Comprehension

Fill in missing words to complete a story

My name is Kalule Emmanuel. I live at Kyongera. I have two brothers and two sisters. We stay with our mother and and father. Our house is big. It has five rooms and a big compound. There is a tall tree in the compound, it gives us shade on sunny days. My brothers play football. My sisters play netball. We have a cat at home. It chases away rats. Are there rats at your home? I like my home.

85

5mks per dash (20 dashes)

Testing Fluency

Read the story below

My name is Kalule Emmanuel. I live at Kyongera. The name of my school is Kid Care Junior School. I am in Primary two. I have two sisters. I have two brothers. We all go in the same school. We stay with our mother and father. Our house is big. It has five rooms and a big compound. There is a tall tree in the compound, it gives us shade on sunny days. My brothers play football. My sisters play netball. We have a cat at home. It chases away rats. Are there rats at your home? I like my home.

100 words in 1.5 minutes - 100mks

6.26.21

Testing Vocabulary



1. Sound and read

Aa	Ee	Ii	Oo	Uu	Ww	Yy
Bb	Pp	Ff	Mm	Dd	Tt	Rr
Ll	Nn	Zz	Ss	Jj	Cc	Gg
Kk	Hh					

1. Sound, blend and read.

wa-l-k	walk	co-m-p-o-u-nd	compound
cro-ss	cross	ch-ai-rs	chairs
roa-d	road	Pe-nc-il	pencil
bu-sy	busy	b-all	ball
c-a-r	car	d-e-sk	desk
Sch-oo-l	school	Mo-nd-ay	monday
tea-ch-er	teacher	T-ue-s-day	Tuesday
Si-ster	sister	We-dne-s-day	Wednesday
bi-cy-cle-s	bicycles	Th-ur-s-day	Thursday
h-o-m-e	home	Fr-i-day	friday

Read the following words.

name	book	Tuesday	tree	Thursday
live	busy	house	Monday	rooms
walk	cars	tall	Friday	big
Sister	chairs	compound	school	teacher
brothers	bicycles	cat	Home	ball
cross	desk	football	netball	pencil

1. Make sentences using the following words.

name This is my name. ✓
 live I live in Kampala. ✓
 walk I am walking to home. ✓
 cross I am crossing the road. ✓
 Busy road The road is busy. ✓
 cars The cars are at home. ✓
 teacher The teacher is teaching. ✓
 compound The compound is dirty. ✓
 bench The children are sitting on a bench. ✓
 Sister brother I love my sister and brother. ✓
 primary I am in primary two. ✓
 bicycles The man is riding a bicycle. ✓
 school The school has much children. ✓
 desk The babies are sitting on a desk. ✓
 Tuesday Yesterday was Tuesday. ✓
 Thursday Thursday is the fifth day of the week. ✓
 Book read The teacher is reading a book. ✓

5mks per sentence (20 sentences)

85
 100

Testing Comprehension

Fill in missing words to complete a story

My name is Busingye Audrey. I live at Kampala. Everyday, Monday, Tuesday, Wednesday, Thursday and Friday I go to school. I go with my father and mother, they help me to cross the road. The road is very busy all the time. There are many cars and people. Our father has a big compound. When we reach school, we find the teacher waiting for us. I am in primary two. I sit on the chair with my two things, I read my book. The teacher loves me and I love my school.

5mks per dash (20 dashes)

60
100

Testing Fluency

Read the story below

My name is Busingye Audrey. I live at Kampala. The name of my school is * Quality Nursery and Primary school. I am in Primary two. Every day, Monday, Tuesday, Wednesday, Thursday and Friday I walk to school. I go with my sister and brother. They help me to cross the road. The road is very busy all the time. There are many cars and bicycles. Our school has a big compound. When we reach school, we find the teachers waiting for us. I sit on the bench with my two friends. I read my books. The teacher loves me and I love my school. How many days make a week? Seven days make a week. How many days do you come to school? Five days I come to school. Mention them Monday, Tuesday, Wednesday, Thursday and Friday.

$$120 - 90 \text{ mins} = 30$$

$$\frac{(90 - 30)}{90} \times 100\% = 66$$

$$\frac{60}{90} \times 100\%$$

$$\frac{600}{9} = 66.66$$

$$= 67\%$$

100 words in 1.5 minutes – 100mks

2 mins

Test One			Test Two		
75.0	85.0	96.0	85.0	60.0	67.0
85.0	90.0	84.0	60.0	65.0	50.0
85.0	95.0	86.0	99.0	75.0	80.0
80.0	90.0	85.0	95.0	60.0	87.0
80.0	90.0	76.0	70.0	85.0	76.0
55.0	80.0	89.0	60.0	90.0	69.0
75.0	95.0	85.0	95.0	60.0	87.0
80.0	95.0	100.0	95.0	60.0	87.0
75.0	90.0	76.0	75.0	85.0	89.0
75.0	90.0	81.0	75.0	90.0	81.0
80.0	90.0	75.0	80.0	90.0	75.0
40.0	75.0	80.0	95.0	85.0	85.0
85.0	95.0	75.0	90.0	85.0	80.0
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95.0	85.0	85.0	80.0	85.0	60.0
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90.0	80.0	75.0	90.0	85.0	76.0
90.0	75.0	80.0	85.0	95.0	86.0
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75.0	85.0	89.0	60.0	65.0	50.0
85.0	90.0	85.0	99.0	75.0	80.0
85.0	95.0	76.0	95.0	60.0	87.0
80.0	95.0	80.0	70.0	85.0	76.0
55.0	75.0	75.0	60.0	90.0	69.0
85.0	95.0	75.0	95.0	60.0	87.0
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75.0	90.0	81.0	85.0	95.0	76.0
80.0	90.0	75.0	95.0	60.0	87.0
75.0	90.0	76.0	95.0	60.0	87.0
75.0	90.0	81.0	80.0	90.0	75.0
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55.0	80.0	89.0	75.0	90.0	76.0
75.0	95.0	85.0	75.0	90.0	76.0
80.0	95.0	100.0	75.0	90.0	76.0
75.0	90.0	76.0	75.0	90.0	81.0
75.0	90.0	81.0	75.0	90.0	81.0



KYAMBOGO UNIVERSITY
FACULTY OF EDUCATION

P. O. BOX 1, KYAMBOGO - KAMPALA, UGANDA
 TEL: +256-41-285037/285001

Website: www.khu.ac.ug Email: teachereduc@kyu.ac.ug

DEPARTMENT OF TEACHER EDUCATION & DEVELOPMENT STUDIES

Your Ref:

Date: 19/4/2018

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION

I would like to introduce to you MBAREBAKI WINNIE BATARINGAYA
 Reg. No. 15/U/15920/GME/PE..... who is our student pursuing a
 Masters Degree in Early Childhood Development (GMEC). One of the
 requirements of the Course is for each finalist to do a research on the
 approved areas of study of the students' choice.

The purpose of this letter is to introduce the student to you so that you
 can assist him/her in collecting the necessary data for the research
 report from your school/office/organization. The topic of his/her
 research is VOCOF Model and the Enhancement
of Literacy Skills in Lower Primary Classes in
Kyengeru Town Council, Wakiso District.

The Department will be most grateful for any assistance rendered to
 enable the student carry out the research in your school/office/
 organization.


Yours faithfully,

Dr. Grace Lubaale
HEAD OF DEPARTMENT

Received and accepted

JEAN KARUNGI
 HEAD TEACHER




KYAMBOGO UNIVERSITY
FACULTY OF EDUCATION

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TEL: +256-41-285037/285001

Website: www.khu.ac.ug Email: teachereduc@kyu.ac.ug

DEPARTMENT OF TEACHER EDUCATION & DEVELOPMENT STUDIES

Your Ref:

Date: 20/4/2018

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

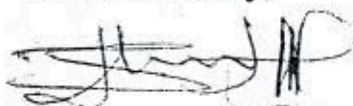
RE: LETTER OF INTRODUCTION

I would like to introduce to you MBAREBAKI WINNIE BATARINGAYA
 Reg. No. 15.14.1.5.920.1GMEIPE who is our student pursuing a
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Yours faithfully,



Dr. Grace Lubaale
HEAD OF DEPARTMENT




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DEPARTMENT OF TEACHER EDUCATION & DEVELOPMENT STUDIES

Your Ref:

Date: 20/4/2018

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,


RE: LETTER OF INTRODUCTION

I would like to introduce to you MBAREBAKI WINNIE BATHRINGAYA
 Reg. No. 15(U)159201GME1PE..... who is our student pursuing a
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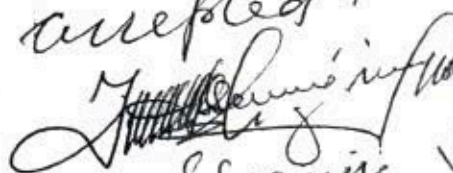
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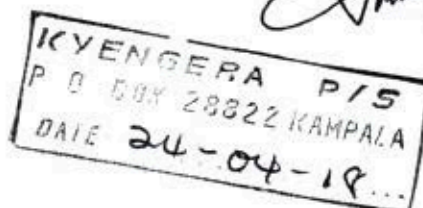
The Department will be most grateful for any assistance rendered to
 enable the student carry out the research in your school/office/
 organization.

Yours faithfully,



Dr. Grace Lubaale
HEAD OF DEPARTMENT

Received and
 accepted:

 Sseguzza Vincent
HEAD OF DEPT.



Testing Vocabulary

1. Sound and read

Aa	Ee	Ii	Oo	Uu	Ww	Yy
Bb	Pp	Ff	Mm	Dd	Tt	Rr
Ll	Nn	Zz	Ss	Jj	Cc	Gg
Kk	Hh					

2. Sound, blend and read.

Aa	Ee	Ii	Oo	Uu
l-i-v-e	Live	co-m-p-o-u-nd	compound	
si-ster-s	Sisters	ch-ase-s	chases	
bro-th-er-s	Brothers	a-way	away	
f-a-th-er	Father	b-all	ball	
m-o-th-er	Mother	s-tay	stay	
h-o-u-se	House	t-all	tall	
t-r-ee	Tree	b-i-g	big	
c-a-t	Cat	f-oo-t-b-all	football	
r-a-t-s	Rats	n-e-t-b-all	netball	
h-o-m-e	Home	s-u-nn-y	sunny	

3. Read the following words.

Name	Away	mother	Tree	father
Live	Like	House	chases	rooms
Have	Is	Tall	Rats	big
Sisters	At	compound	My	sunny
brothers	Two	Cat	Home	shade
Stay	With	football	netball	

4. Make sentences using the following words.

name	_____
live	_____
sisters	_____
brothers	_____
father, mother	_____
house	_____
tree, tall	_____
compound	_____
chairs	_____
cat	_____
rats, chase	_____
home	_____
Sunny	_____
Rooms	_____
Shade	_____
Netball	_____
Football	_____

5mks per sentence (20 sentences)

Testing Comprehension

Fill in missing words to complete a story

My name _____, I live at _____, I have two _____ and _____ sisters. We _____ with _____ mother _____ father. Our _____ is big. It has five _____ and a big compound. There is a _____ tree in the _____, it gives us _____ on sunny days. My brothers _____ football. My sisters play _____. We have a cat at _____. It _____ away rats. Are there _____ at your home? I like my _____.

5mks per dash (20 dashes)

Testing Fluency

Read the story below

My name is _____. I live at _____. The name of 09
 my school is _____. I am in Primary two. I have two sisters. I 12
 have two brothers. We all go in the same school. We stay with our mother and father. Our house 15
 is big. It has five rooms and a big compound. There is a tall tree in the compound, it gives us 14
 shade on sunny days. My brothers play football. My sisters play netball. We have a cat at home. 14
 It chases away rats. Are there rats at your home? I like my home. 10
17

100 words in 1.5 minutes – 100mks

<i>Reliability Statistics</i>	
Cronbach's	
Alpha	N of Items
.73	60