

ANNA FOUNDATION

Impact Report June 2026

A Monitoring and Evaluation study
of the impact of the Anna
Foundation's 3R's Programme

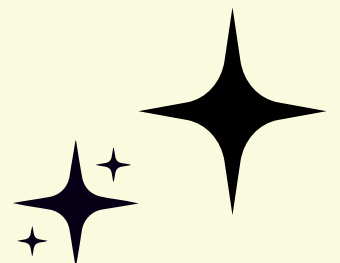


Mid-Year Academic Assessment

The Anna Foundation conducts internal assessments to determine learners' ability to read with comprehension, which has been the main focus of the academic part of our program since the beginning of 2024.

Early intervention in reading is crucial for learner academic success in later years. A significant part of our intervention strategy is making sure learners know their individual letter sounds and digraph sounds, can blend letter sounds together into words on a phonetic level, can read sentences, and can then eventually understand what they are reading and make deductions from this content.

The Anna Foundation conducts reading comprehension assessments in June and in November to assess learner progress. These tests have stayed the same in the past three years. For the sake of this report, we provided an English sample of the assessments. The children were all assessed in their home language, Afrikaans.



Grade R

Grade R learners generally don't know how to read, and know very few letter sounds in the middle of the year.

The Grade R June test only assesses how many single-letter sounds Grade R learners can correctly identify when an unfamiliar teacher shows flashcards of the letters of the alphabet. It is an individual verbal test that gives a mark out of 10 using the rubric to the right.

Letters	Marks
Learner knows 0 letters	0
Learner knows 1-2 letters	1
3-4	2
5-7	3
8-10	4
11-13	5
14-16	6
17-19	7
20-22	8
23-25	9
26	10

The Grade R Rubric



Letters	Marks
Learners knows 0 letters	0
Learners knows 1-8 letters	1
Learners knows 9-18 letters	2
Learners knows 19-26 letters	3

The Grade 1 Rubric

1. cat
2. eat
3. chair
4. The sun shines.
5. She likes her house.
6. The four children are happy.
7. There are three friends.



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The Grade 1 Words and Sentences

Grade 1

In Grade 1, learners learn single-letter sounds and sight words in school. In June, many of them should know most of the letter sounds of the alphabet and quite a few high-frequency words. Generally, they can't read paragraphs yet.

The Grade 1 June test assesses how many single-letter sounds a Grade 1 learner can correctly identify and whether they can read single words and sentences and correctly match them to a picture to show their comprehension of what they are reading. To the left is the rubric that is used to assess the single letter sounds and the list of words and sentences.

Grade 2

Grade 2 learners should be able to read and understand full sentences. The Anna Foundation June reading comprehension test follows a proper reading comprehension format. The learners are provided with a short paragraph that they should read without any help. They are then given ten short questions about the text that they should also read without any help from an invigilator. If they can't read the paragraph or the questions, they will not be able to answer the questions.



Today is warm. The boys are playing soccer. I hear the school bell ring. We walk to our blue classroom. Our classroom is very big.

Teacher sits on a big chair. The children are working hard. There are ten children in our class today.

The Grade 2 Text

Grade 3 to Grade 5

The reading comprehension test for each grade after Grade 2 follows the same format. Grade 3 to Grade 5 learners are expected to read an unseen text and questions without any help from the invigilator. With each higher grade, the text gets progressively longer, and in the intermediate phase, the questioning follows a hierarchical structure that ensures that a certain number of questions are of a lower-, middle- and higher order cognitive level. As learners progress through the grades, they are expected to have a deeper understanding of what they are reading.

Five dogs play with a ball in the forest. They are kicking, falling and rolling in the grass. Five cats are laughing in the tree.

"You dogs are too dumb and clumsy. You can't kick as well as we can," they say.

"We can," says the dogs. "Come and play soccer against us tomorrow," says the cats. "If we win, the dogs must go fetch milk in the farmer's barn. If the dogs win, the cats will go pick the farmer's lemons." "Sounds good," says the dogs.

The dogs must make a quick plan now. The fast cats play soccer very well. Donny Dog grins. He has a plan.

The next day the dogs and cats play as well as they can. Cathy Cat scores the first goal. Just before the break, Davey Dog scores a goal. Everyone is sure that the cats are going to win. Just before the end of the match, Donny Dog wants to kick the ball into the goal box. Caleb Cat tries to stop him. Will he get the goal?

Suddenly a dead snake falls right in front of Caleb cat. He gets a big fright and jumps into the tree. Donny dog scores a goal. The match is over.

The dogs are going to celebrate. Donny Dog laughs. His smart plan with the snake worked!

The Grade 3 Text



We are always hesitant to compare results across different grades and need a big enough new project with enough learners in a grade across multiple years to have a sufficiently large sample size to track the impact our programme is making. Fortunately, we started a new project at a rural school at the beginning of 2024 that meets these requirements.

Formally assessing learners late in the afternoon after they've had a long day of school brings its own challenges. As an after-school programme, this is our only accessible time to evaluate the children, and as such, we must consider this impact on their overall performance.

We have studied the scores of 39 current learners from Grade 2 to Grade 5 who have attended this project since it opened at the beginning of 2024 and who have completed the June assessment every year since they started. The scores of learners who joined after June 2024, learners who missed assessments and learners who moved away, were not used for this study.

The June Reading assessment scores of the following learners were part of this study:

- Twenty-nine new Grade R learners joined the after-school project in 2026 and only completed the 2026 assessment.
- Eight learners were in Grade R in 2025, and in Grade 1 in 2026.
- Eight learners were in Grade R in 2024, in Grade 1 in 2025 and in Grade 2 in 2026.
- Seven learners were in Grade 1 in 2024, in Grade 2 in 2025 and in Grade 3 in 2026.
- Six learners were in Grade 2 in 2024, in Grade 3 in 2025, and in Grade 4 in 2026.
- Ten learners were in Grade 3 in 2024, in Grade 4 in 2025 and in Grade 5 in 2026.
- This gave us a sample group of between 6 and 10 learners in each grade, except for the new 2026 Grade R group, whose average we took as a whole.

It is worth noting that at this project our facilitators have also been doing extra individual reading intervention for an hour during school time in 2024 and 2025.



The results of the reading comprehension tests were as follows:

Grade	2024 June Reading Comprehension Average %	2025 June Reading Comprehension Average %	2026 June Reading Comprehension Average %
Grade R	18%	28%	10%
Grade 1	30%	33%	34%
Grade 2	5%	40%	35%
Grade 3	6%	35%	63%
Grade 4	*	12%	20%
Grade 5	*	*	27%

** This afterschool project didn't have any Grade 4 learners in 2024, and no Grade 5 learners in 2024 and 2025.*

The Grade R average dropped from 18% in 2024 to 10% in 2026 after climbing to 28% in 2025. It is worth noting that every Grade R group is brand new to the school system and the after-school project. There are more important developmental targets they have to reach by June, and knowing their letter sounds is not the main priority. The 2026 grade R class at this particular project doubled in size from 2025 to 2026. There was also severe flooding in the region of the school that disrupted schooling in the couple of weeks before the assessments were done in 2026. Both these factors would have a negative influence on the average score of these assessments.



The Grade 1 average has seen a steady upward trend from an average of 30% in 2024 to 34% in 2025. Both the 2025 and 2026 groups have attended the afterschool program for only a year and a half by the time they wrote these tests. They were still brand new to reading words.

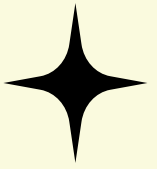
The Grade 2 average saw a climb from 5% in 2024 to 40% in 2025. In 2026, it dropped slightly back to 35%. The first Grade 2 group that was assessed when the project started in 2024 had been attending the aftercare project for only half a year and achieved an average score of only 5%. All but one of the six learners in the sample group got 0% for the test and the one who could read something only got 30%. In comparison, only three of the seven Grade 2 learners in the 2025 sample group got 0%, while the other three achieved marks higher than 50%. Similarly, four of the eight Grade 2 learners in the 2026 sample group got 0% for the test, while three of them achieved a score of 80%. Both groups that attended the after-school project in their Grade 1 year had more learners who could read sentences by middle Grade 2 than the group that did not attend aftercare in their Grade 1 year.

The Grade 3 average has seen a significant climb from 6% in 2024, 35% in 2025 and 63% in 2026. The first Grade 3 group that was assessed when the project started in 2024 had been attending the aftercare project for only half a year and achieved an average score of only 6%. Seven of the ten learners in this sample group got 0% for the test and the other three who could read something, only achieved scores of 30% or less. In comparison, only three of the six Grade 3 learners in the 2025 sample group, who have attended the after-school program for one and a half years, got 0%, while the other three achieved marks higher than 60%. All seven of the Grade 3 learners in the 2026 sample group, who have attended the aftercare for two and a half years, achieved marks higher than 30%, of which five were higher than 60%.

The Grade 4 average of the first group of Grade 4 learners that attended the after-school program in 2024 was only 12%, but increased to 27% in 2025. It is noteworthy that the same ten Grade 4 learners that achieved an average of 6% in Grade 3 in June 2024 and an average of 12% in June 2025, achieved an average of 27% in the much more difficult Grade 5 test. Seven of the ten couldn't read at all in their Grade 3 year in June 2024, but more than half of them achieved at least 40% at a Grade 5 level in June 2026.



Conclusion



The study shows significant improvement in the reading scores of learners who attended the Anna Foundation after-school programs for longer during the early years of schooling. This suggests that the Anna Foundation's after-school programme has a significant positive impact on

- foundational reading comprehension, and
- catching up learners who were far behind.



Thank You



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