rootED teaches a child to read English, starting from the very first sound and ending with a child who can pick up a page they have never seen and read it aloud at sixty words a minute, understanding what they read.

That last part is the national target. Under **NIPUN Bharat**, the government's mission for foundational learning, a child leaving Class 3 should be able to read an unfamiliar age-appropriate text at **at least 60 words a minute, correctly, with comprehension and clarity.**

rootED is built to get children there. Five levels, forty lessons each, taught in an ordinary classroom by an ordinary teacher, starting from the assumption that the child knows no English at all.

5	200	133	400	60
LEVELS	LESSONS	HOURS OF CLASS	WORKSHEETS	WORDS A MINUTE

WHY WE BUILT IT

Every couple of years the **ASER survey** knocks on several hundred thousand doors in rural India and asks children to read out loud. What it finds is the reason rootED exists.

In 2024, **23.4%** of Class 3 children in government schools could read a Class 2 level text. That was the best result in twenty years, and it still leaves three children in four arriving at Class 3 unable to read what they are handed. It does not fix itself later: **42.7%** of young people aged 14 to 18 could not read simple English sentences.

These children are not lazy and their teachers are not careless. They were never taught to read in a deliberate order, and then spent years being asked to learn from books they could not decode. A child who cannot read the textbook cannot learn the subject, and by Class 5 that gap has usually stopped closing.

> THE BIT THAT GETS MISSED
>
> Speaking a language is natural. Reading one is not. No child works out the alphabetic code just by being around print. Somebody has to teach it, one sound at a time, in an order where the child is never asked for something they have not yet been given the tools for.
>
> Most English teaching in Indian primary classrooms teaches *words*. rootED teaches *sounds*, and lets the child build the words.

WHAT WE ARE ACTUALLY AFTER

A child who finishes rootED can look at an English word they have never met and work it out. Not remember it. Work it out. Once a child can do that, everything they read teaches them something, and they stop needing an adult to tell them what the page says.

The whole point fits in one line. **Children learn to read, so that they can read to learn.** We are not trying to turn out fluent English speakers by Class 3. We want children for whom science, social studies, exams and eventually work are open, because the page is no longer shut to them.

WHY US

ScioLabs builds structured learning systems for classrooms with no specialists, no budget and no spare time. We built rootED because the schools we work with kept asking the same thing. They knew the children could not read English. What they wanted to know was what exactly to do on Monday morning. rootED is that answer, written out lesson by lesson, so a willing teacher with no phonics training can open it and teach.

Sources: NIPUN Bharat Mission guidelines, Government of India (2021). ASER Rural 2024 and ASER 2023, Pratham Education Foundation. The Class 3 figure refers to children in government schools.

THE FIVE LEVELS

Every level is forty lessons. A quicker class finishes one in about fourteen weeks, a slower one in twenty-two, and both do all forty. Nobody starts the next level until the last is passed.

LEVEL 1 Sounds into words

40 LESSONS · TYPICALLY UKG

THE CODE THEY LEARN

Listening for sounds before letters appear. All 26 letter sounds. Short words like *cat, pin, sun*, the vowel's second sound in *me, go, my*, then *sh ch th ng ck* and every blend — *hand, desk, frog, star*.

What opens up. They read a word nobody has taught them. Guessing is broken and simple joined-up text becomes readable.

READS	**121** words, at **20** a minute
GRAMMAR	Capitals, full stops, naming and doing words, *a / an / the* PRE-A1
SPEAKING	**10** fixed exchanges, used in every lesson
WRITING	Forms all 26 letters. No spelling yet.
SAYS & KNOWS	About **170** words, 6 topic groups

LEVEL 2 Letters together

40 LESSONS · UKG TO CLASS 1

THE CODE THEY LEARN

Goes back over Level 1's blends, then silent e — *cake, kite, bone* — plus *wh* and *ph*, clusters like *string* and *splash*, and joined words. Spelling starts here.

What opens up. Long vowels. Spelling begins and the texts stop being made entirely of short words.

READS	**176** words, at **30** a minute
GRAMMAR	Present tense, questions, negatives, *and / but* A1
SPEAKING	**20** exchanges. Asks as well as answers.
WRITING	Spells short words. Writes a sentence.
SAYS & KNOWS	About **320** words, 12 topic groups

LEVEL 3 The vowels

40 LESSONS · TYPICALLY CLASS 1

THE CODE THEY LEARN

Vowel teams in full — *rain, play, tree, leaf, boat, light, moon, blue*. Both spellings of a long vowel are taught side by side, so a child learns to try one and then the other instead of stalling.

What opens up. A real storybook becomes possible. This is the level that changes everything.

READS	**227** words, at **40** a minute
GRAMMAR	Past tense, prepositions, longer sentences A1+
SPEAKING	**30** exchanges. Tells what happened yesterday.
WRITING	Three or four linked sentences.
SAYS & KNOWS	About **480** words, 19 topic groups

LEVEL 4 Words that trick you

40 LESSONS · TYPICALLY CLASS 2

THE CODE THEY LEARN

The awkward parts. R-controlled vowels — *star, fork, bird, turn* — then *oi/oy, ou/ow, au/aw*, silent letters, soft *c* and *g*, and the words that catch everybody: *sea* and *see*, *read* and *read*.

What opens up. Reading for meaning instead of for effort. English stops being a decoding task.

READS	**337** words, at **50** a minute
GRAMMAR	Comparatives, *much / many*, agreement A2
SPEAKING	**40** exchanges. Describes and compares.
WRITING	Writes a paragraph. Picture composition.
SAYS & KNOWS	About **620** words, 26 topic groups

LEVEL 5 Writing with control

40 LESSONS · CLASS 2 TO 3

THE CODE THEY LEARN

Endings and prefixes — *-ed, -ing, -er, -est, un-, re-* — and the weak vowel in longer words. Very little new code here. Most of the time goes on using what they already have.

What opens up. They can write what they can say, and they are ready for Class 3–4 work. This is where English stops being a subject they are behind in and becomes a language they can use.

READS	**345** words, at **60** a minute — the NIPUN Class 3 mark
GRAMMAR	Joining words, clauses, sequencing a paragraph A2
SPEAKING	**50** exchanges. Narrates, explains, opines.
WRITING	Composition, letter, short narrative.
SAYS & KNOWS	About **700** words, all 34 topic groups

Word counts are drawn from the programme's own word banks. Reading speeds are targets, replaced with observed figures once a cohort has run. Grammar bands are mapped to CEFR.

WHAT ONE LESSON LOOKS LIKE

Every lesson has the same shape. The teacher learns the routine once, and after that only the content changes.

5 min	**Warm up.** Quick recall of sounds already known. Nothing new.
8 min	**The new thing.** One new sound or idea on the screen, said aloud together, with the teacher's exact words written out.
12 min	**Games.** Five to seven short activities using the new sound. The class is on its feet and talking.
8 min	**Reading.** A short text where every word can be worked out from the sounds taught so far. Never a word the child has no tools for.
7 min	**Worksheet.** The class page, done together. The homework page goes home in the bag.

Every lesson ends with the child reading something they could not read when they walked in. That is the whole design in one sentence.

WHAT THE TEACHER NEEDS TO BE

Not needed

- A degree in English
- Any training in phonics
- Fluent spoken English
- Time to prepare the lesson

Needed

- Comfort in the children's home language
- Willingness to say English sounds out loud
- A screen or projector, and a room
- One training session per level

Every lesson is scripted: what to say, what the children say back, what to do when they get it wrong, and how to run the lesson if the power goes. Sound recordings are built in, so a teacher unsure of an English sound never has to guess.

WHAT THE SCHOOL PROVIDES

- A room with space to sit and to move
- One screen, projector or large display
- A teacher or volunteer for the forty lessons
- Printing of the worksheets

HOW YOU KNOW IT IS WORKING

Four assessments run with every class group, in every level, each with an answer key and a sheet for recording where each child stands.

ASSESSMENT	WHEN	WHAT IT TELLS YOU
Pre	Before Lesson 1	What each child can already do, so nobody is taught what they know.
Mid 1	After Lesson 13	Whether the early sounds have stuck, early enough to slow down.
Mid 2	After Lesson 27	Whether the class is on track, and who needs extra time.
Post	After Lesson 40	What the class gained, and whether it is ready for the next level.

The results belong to the school, written in a form you can put in front of a parent, a board, a funder or a district officer without translating them first.

WHAT IT COSTS

One level, one centre

40 LESSONS · 6 MONTHS OF ACCESS · UP TO 100 LEARNERS

₹15,000

INCLUDING 18% GST

- **Onboarding** for the school
- **Teacher training** for the level
- **LMS access** for every teacher
- **40 complete lessons**, ready to run
- **40 class worksheets**, printable
- **40 homework sheets**, printable
- **4 assessments** with answer keys
- **Support from ScioLabs** throughout

One price, one level, one centre, with six months of access from the day the level is set up. That is comfortable room for forty lessons, which a quicker class finishes in about fourteen weeks and a slower one in twenty-two. A centre can run up to a hundred learners on a level, in as many class groups as suit the space and the timetable, and each level is bought on its own when the centre is ready for it.

rootED comes in your language. The programme is set up in the language your children already think in, and everything the teacher reads out is written in it. Choose from **Kannada, Tamil, Malayalam or Hindi** when the programme is installed.

For early learners, the words and sentences on screen can also carry an **optional translation** underneath, so a child who is still finding their feet in English has something to hold on to. It can be switched off as the class grows more confident.

The lessons themselves stay the same everywhere. That is what lets us train every teacher the same way, and what makes one centre's results mean something next to another's.

START WITH A PHONE CALL

Most of the centres we work with are a long way from anywhere, so we begin with a short call rather than a visit. Twenty minutes is usually enough for us to understand where your children are, what your room and your teachers can manage, and whether rootED is the right thing for you. We will say so plainly if it is not.

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