



Reading Strategies in the Foundation Phase (Grades R-3): Case Studies of Two Schools in the Libode District, South Africa

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ABSTRACT There is an outcry about learners who have reading difficulties. Learners in most schools whose first language is not English usually experience challenges in reading comprehension. The study sought to examine reading strategies Foundation Phase teachers use to improve learners' reading. A qualitative research case study was used. Data were collected through voice recorded semi-structured interviews with the permission of the participants in two rural purposefully selected schools. The sample consisted of four teachers from each selected school situated in the Libode District. All learners were isiXhosa Home Language speakers. Findings revealed that some teachers are interested in teaching reading, but others are not. Most use shared reading, reading aloud and independent reading. Teachers diagnose the reading difficulties and put in place interventions and, where possible, prevent reading difficulties. Grade R teachers have not been trained on how to teach reading; they receive very limited knowledge when they attend workshops.