

## **Research-based Instructional Reading Strategies to Enhance Reading Ability in Learners: A Compelling Case**

**Ndileleni P. Mudzielwana**

*University of Venda, Department of Early Childhood Education,  
Thohoyandou, 0950, South Africa*

**KEYWORDS** Shared Reading. Guided Reading. Read Aloud. Independent Reading. Foundation Phase

**ABSTRACT** Teaching reading skills is the core business of every teacher especially during foundation phase (primary schools). A teaching and learning agenda that informs teaching and learning in the university should be meticulously designed. In this concept paper the researcher interrogates key considerations in the teaching of reading in foundation phase. The researcher begins by examining- What actually reading is? Philosophical underpinnings that inform about teaching of reading skills should inform the basis for a teaching and learning agenda. In this paper, the researcher interrogates key instructional reading strategies that should taken into account while developing reading skills in children. The researcher argues that in order to meaningfully develop reading ability there is a need to be thoroughly grounded in theories related to teaching reading skills. Such theories inform practice and are considered within the broad context of the purpose of foundation phase in the given context.