

**Factors within the School That Affect the Teaching of English  
Reading in the Foundation Phase (FP) Grade 3****E.N. Ciske\* and J. Tebekana***Walter Sisulu University, Mthatha, South Africa**\*E-mail: eciske@wsu.ac.za***KEYWORDS** Ability. Language. Methods. Reading. Teachers. Test. Challenges.

**ABSTRACT** The paper aims to unearth the factors within the school that affect the teaching of English literacy (reading) in the Foundation Phase Grade 3 from the teachers' voices and as observed in the classroom. The study employed a qualitative approach in which semi-structured interviews were used to collect data from four purposively selected Foundation Phase teachers. Teachers were also observed teaching English reading in class. The findings show lack of/and non-availability of teaching and learning resources, relevance of teacher training to the teaching of English, lack of the most essential reading skills and the knowledge relevant for teaching reading. It was observed that classrooms were overcrowded and as such teachers could not pay individual attention. The paper concludes by suggesting that teachers should be provided with the necessary resources and be equipped with skills necessary to teach reading.