

Managing Teaching and Learning for Reading English as a First Additional Language

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KEYWORDS Instructional Leadership. Literacy. School Management Team. Head of Department

ABSTRACT Literacy is a critical aspect of learning in primary schools and forms a foundation for learners' education. Studies, however, show that many learners in Grade 3 cannot read at the expected levels. This problem has generated increasing public demand for schools in South Africa to produce learners who can read for pleasure, learning and enrichment. It is against this background that this study aims to examine the management of an instructional programme for reading English as First Additional Language in Grade 3. To achieve this aim, a qualitative research approach was followed to collect data through interviews, observations and document analysis. The results revealed weaknesses in the instructional leadership of School Management Teams, which the study attributes to a limited understanding of their roles in this area. The study concludes by calling for professional development programme for those involved in the teaching of English as a First Additional Language.