A Conceptual Study on the Reading Habits of Grade Three Foundation Learners

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ABSTRACT Reading is an indispensable activity in as far as learning of a child is concerned. Reading enables learners to progress academically. There are different means in which reading as a notion and behaviour can be examined. It is as a result of utmost importance that each and every learner develops the reading habits so that they would be able to succeed in their studies. This paper explored the reading habits of grade three learners. The methodology used in this paper was investigated by employing consistent literature review using a combination of both the background and theoretical review methods. The results of the study indicate that numerous learners are still incapable to read or write, which also brings about the over-all matric achievement being dragged down in South Africa. The National Systemic Evaluation (NSE) concerning the performance of learners, the education departments own Annual National Assessment (ANA), the Southern Africa Consortium for Monitoring Education Quality (SACMEQ II) of 2004, and the Progress in Reading Literacy Study (PIRLS), they were found to be appalling in all these studies. Based on these findings, it is recommended that the books used for teaching reading to foundation phase learners be reviewed to change the content they are being taught. The strategies that are used to teach reading to learners should be changed to include better strategies that will be able to yield good results by the end of the day.