

THE INFLUENCE OF EARLY GRADE READING ON PUPILS ACADEMIC  
PERFORMANCE IN SELECTED PRIMARY SCHOOLS IN RUKIGA DISTRICT

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## **ABSTRACT**

The study focused on assessment, establishing the influence of early grade reading on pupils' academic performance in selected primary schools in Rukiga District. The study was guided by three objectives and they included; to explore the principles of early grade reading instruction and their implications for early grade reading instruction in primary schools in Rukiga District; to determine the impact of early grade reading on pupils' academic performance in primary schools in Rukiga District; and to determine the teacher's role in developing early grade readers' reading competencies. A total sample of 103 respondents was considered for the study. This included the parish headteacher, teachers, and pupils. The researcher used both simple random and purposive sampling techniques in identifying the study sample population. The methods that **were** used in data collection included questionnaires, observation, and interviews. The data collected was edited, coded, entered into a computer and analyzed with Excel, a Microsoft statistical package. The results were presented in tables. Based on results from the study, According to the findings, 100% of the respondents agreed that there were several principles of early grade reading instruction and their implications for early grade reading instruction in primary schools in Rukiga District. These included Oral language is the foundation of learning to read and write. Books and texts for reading instruction should be varied in genre and form and should be plentiful. An evidence-based curriculum guides reading instruction. Teachers should be prepared to teach the reading program well. From objective two above, it was found out that

There are several impacts of early grade reading on pupils' academic performance in primary schools in Rukiga District. These included attention problems, English is more rapid and positively associated with a high initial reading level in fourth grade, Lower performing readers have a lower interest in reading, English is more rapid and positively associated with a high initial reading level in fourth grade. From the research, objective three was found to be aware of the teacher's role in developing early grade readers' reading competencies, and these included that teachers are responsive to the vast and varied needs of each child; teachers promote an educational climate that facilitates the desire to read; employ various behavioral and teaching strategies to promote pupil motivation