# READING FOR ALL: A CASE OF THE WHOLE SCHOOL READING IDENTIFICATION MODEL IN THE HARARE METROPOLITAN PROVINCE IN ZIMBABWE

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## ABSTRACT

This study on whole school identification was carried out in the Harare Metropolitan Province in Zimbabwe between 2008 and 2012 it acknowledges that reading for all is the cornerstone of all learning and without it children cannot progress in all the other subjects. Education for all children is not an adequate condition for all children including those with learning disabilities (LDs) since it may not always guarantee their success in learning. A school needs to ensure that all children with LDs including those without learn to read. However reading for all children is a daunting task as evidence shows that by seventh grade there are still non-readers in the Zimbabwean primary schools. This part of the study focuses on those few schools which were using the whole school reading identification models for reading to identify lessons which can be used by other schools. This was a qualitative research using a case study design. Using semi structured interviews and document analysis, data was collected from 6 primary school teachers from 4 primary schools selected from a pool of 27 primary schools. Data was verified by informants from the Head Office of the Ministry of Education and the Schools Psychological Services and Special Needs Education Department (SPS&SNE). The study found three types of permutations that the schools with a whole school reading identification model were using. By identifying the schools' best practices recommendations were made which schools can follow to improve children's reading competencies.

**Keywords**: Whole school reading identification model, reading, children with learning disabilities.