Reading Ability and Syntactic Ability of Public Senior Secondary School Students in Abeokuta Metropolis, Ogun State, Nigeria

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Abstract

This study investigated the reading ability and syntactic ability of public senior secondary school students in Abeokuta metropolis Ogun state Nigeria. The study adopted the survey research design. Using a multi-stage sampling procedure, five public Senior Secondary Schools were randomly selected from Abeokutametropolis, and 50 SS II students were randomly selected from each school, yielding a total sample of 250 students. Two instruments were used for data collection:Reading Ability Test (r=0.) and Syntactic Ability Test (r=0.). Data collected were analysed using descriptive statistics of frequency counts, percentages, mean and standard deviation to answer the research questions, while the independent samples t-test was used to test the null hypotheses. The findings revealed that the level of reading ability of public Senior Secondary School students in Abeokuta Metropolis was high (weighted mean = 3.42; threshold = 2.50), while the level of syntactic ability was low (weighted mean = 13.04; threshold = 15.00). The study further revealed a significant difference in the reading ability of male and female students (t = 1.992; df = 248; p = .047), with male students recording a higher mean score (m = 3.58) than their female (3.29) counterparts. Similarly, a significant difference was found in the syntactic ability of male and female students (t = 2.564; df = 248), with male students (m = 13.75) again recording a higher mean score than their female (12.44) counterparts. Based on the findings of the study, it is recommended that English language teachers should emphasize syntax in reading instruction and that parents, school authorities and government agencies should provide reading materials, libraries and language laboratories to enhance students' literacy skills in Abeokuta metropolis.

Keywords: Reading ability, Syntactic ability, Gender, Senior Secondary School students, Abeokuta Metropolis

Introduction

Reading is the process of recognizing written or printed symbols letter, words, and sentences) and understanding their meaning in order to gain information, knowledge or enjoyment. It is not just saying words aloud, but involves comprehension, interpretation and thinking about what the writer is communicating. Reading is one of the fundamental skills that play a vital role in the educational development of individual. It involves comprehension, critical thinking, interpretation and the ability to relate ideas from a text to real life situation. Reading is a skill that involves a dynamic and purposeful interaction between the reader and a written text. It occupies a foundational and indispensable position in formal education. Reading is also regarded as a mental activity that requires concentration, understanding and interpretation of information presented in written form.

As the primary cognitive mechanism through which learners access, interpret, and assimilate knowledge across subject domains, reading ability is rightly regarded as the bedrock of academic achievement. Far from constituting a simple act of word decoding, reading is a complex, multidimensional cognitive enterprise that demands the simultaneous orchestration of several interrelated linguistic and cognitive competencies. It goes beyond mere pronunciation of words; it is a vital skill essential for literacy that plays an indispensable role in our lives. Reading is conceptualized in contemporary literacy scholarship as an active, constructive, and purposeful process of meaning-making, rather than a passive reception of information encoded on a page. The goal of reading is comprehension of the text, that is, the ability to make meaning out of a written text. Reading comprehension is the ability to read a text, understand its meaning, interpret the information presented, and relate it to prior knowledge. It involves identifying main ideas, understanding details, making inferences, and drawing conclusions from written material.

Torppa et al. (2020) conceptualize reading as a dynamic, goal-directed act of linguistic processing through which written symbols are mapped onto mental representations of meaning, underscoring that the reading act is simultaneously perceptual, linguistic, and cognitive in character. Oakhill, Cain and Elbro (2019) similarly affirm that reading is fundamentally a constructive enterprise: meaning does not reside passively in the text but is actively co-constructed by the reader through the integration of textual input with prior knowledge, linguistic schemata, and discourse-level inferential operations.

Gordon (2023) explained reading as a deep meaning making process that involves critical engagement, interpretation and thoughtful interaction with literacy and digital text. Ngwoke et al (2025) viewed reading comprehension as a vital skill that enables learners to interpret and understand what they read accurately in order to improve learning outcomes. Garba and Hussaini

(2024) described reading comprehension as an important aspect of English language learning that influences students' academic performance and achievement in schools. Mustapha (2026) explained reading comprehension as the ability of students to understand, analyze, and evaluate written texts through the activation of prior knowledge and appropriate instructional strategies.

However, having discussed reading and reading comprehension as an essential aspects of language learning that enable learners to access, interpret, and utilize information effectively. Reading comprehension, in particular, depends not only on the ability to recognize words but also on the learner's capacity to construct meaning from texts through interaction with language structures and contextual clues. The effectiveness of comprehension is therefore influenced by several linguistic and cognitive factors that determine how well learners process written information. Among these factors, reading ability and syntactic ability occupy a central position because they contribute significantly to fluency, sentence interpretation, and overall understanding of texts. Consequently, this discussion now focuses on poor reading ability and poor syntactic ability as major factors influencing learners' comprehension and academic performance.

Reading ability is the capacity of an individual to read, understand, interpret and make meaning from written or printed materials effectively and accurately. It involves several skills such as word recognition, pronunciation, fluency vocabulary development and comprehension. Huettig et al (2023) described reading ability as the skill of understanding and interpreting texts through cognitive and linguistic processes influenced by experience and background knowledge. Anyachebelu et al (2011) viewed reading ability as the learner's capacity to read fluently, comprehend information, and apply knowledge gained from texts to real-life situations. Bamgbose (2022) Defined reading as the ability to articulate written words and make sense of them through the knowledge of the relationships that bind such words and the contexts in which they are used.Kanwal et al (2024) defined reading as a systematic process which involves visualization of printed symbols or linguistic items through the mind for the actualization of meaning.

In the Nigerian L2 English educational context, reading ability assumes heightened significance, given that English is the sole medium of instruction from upper basic level and the language of all terminal public examinations. Studies have consistently documented alarming reading comprehension deficits among Nigerian secondary school students (Agbo, Kadiri and Ekwueme, 2019; Kayode, Olagunju and Netswera, 2022). The West African Senior School Certificate Examination (WASSCE) results released by the West African Examinations Council (WAEC) have repeatedly reflected poor performance in English Language comprehension and summary tasks, with the 2025 West African Senior School Certificate Examination (WASSCE) recording the lowest pass rates in five years, with only 38.32% of approximately 1.97 million candidates obtaining credits and above in at least five subjects including English Language and Mathematics. The importance of reading as both a cognitive tool and a social practice can scarcely be overstated. Mol et al (2011) demonstrated through meta-analytic evidence that reading volume functions as a self-reinforcing mechanism for intellectual development, operating as a significant independent predictor of vocabulary growth, verbal fluency, and general knowledge accumulation across the school years. At the institutional level, reading ability functions as a critical gatekeeper for academic advancement and professional access, given that performance in high-stakes examinations is mediated primarily through the capacity to decode, process, and construct meaning from complex written texts (Oakhill et al, 2019; Hoover and Tunmer, 2020).

Syntactic ability can be explained as the capacity to study, understand and apply the English language rules effortlessly. It is the ability to word-order grammatically and morphologically. Syntactic ability refer to the ability to understand and apply the rules governing sentence structure in a language. These skills are important in reading comprehension because learners must understand how words and phrases are arranged to derive meaning from texts. Researchers such as Tong, Yu, and Deacon (2024) found that syntactic ability significantly influence reading ability across different languages and educational levels. Similarly, Zheng et al. (2023) reported that grammatical knowledge contributes greatly to comprehension performance among learners. Therefore, poor syntactic knowledge may lead to difficulty in understanding written texts, low academic achievement, and poor communication skills among students specifically, Babalola (2023) established syntactic ability as a significant communicative and cognitive determinant of English reading comprehension outcomes among senior secondary school students in Oyo State. The present study extends this inquiry to the public secondary school context of Abeokuta Metropolis, Ogun State, where no dedicated empirical

investigation of this relationship has hitherto been conducted.

Statement of the Problem

At the heart of reading comprehension difficulty lies a cluster of basic linguistic competencies whose precise roles and connection remain insufficiently understood in the Nigerian secondary school environment. Syntactic ability, the capacity to process, analyze, and manipulate the grammatical structure of sentences, is widely recognized in international reading research as one of the most critical of these underlying competencies. Research has established clearly that secondary school students' competency in reading comprehension depends in significant part upon syntactic processing ability, and that syntactic competence distinguishes competent readers from their less competent peers. However, this established international insight has not been systematically investigated in relation to the reading ability of public Senior Secondary School students in Abeokuta Metropolis, leaving educators, curriculum designers, and policy makers without empirically grounded local evidence to inform interventions. The specific problem addressed in this study, therefore, is the scarcity of empirical evidence regarding the nature and extent of the relationship between reading ability and syntactic ability among public Senior Secondary School students in Abeokuta Metropolis. Without such evidence, teachers cannot identify the degree to which poor syntactic competence underlies observed reading comprehension difficulties, and curriculum planners cannot make evidence-based decisions about the allocation of instructional resources and the design of remedial literacy programmes. Furthermore, the extent to which demographic variables such as gender moderate the relationship between reading ability and syntactic ability in this population has not been investigated, despite evidence from diverse contexts that gender may be a significant differentiating factor in literacy performance. This study is therefore positioned to bridge this critical empirical gap by investigating what reading ability and syntactic ability of students in Abeokuta Metropolis.

Objectives of the Study

The broad objective of this study is to investigate the reading ability and syntactic ability of public Senior Secondary School students in Abeokuta Metropolis, and to examine the nature of the relationship between these two constructs. Specifically, the study seeks to:

1. Assess the level of reading proficiency among public Senior Secondary School students in Abeokuta Metropolis.
2. Determine the level of syntactic ability among public Senior Secondary School students in Abeokuta Metropolis.
3. Ascertain whether the reading ability of public Senior Secondary School students in Abeokuta Metropolis varies significantly by gender.
4. Establish whether the syntactic ability of public Senior Secondary School students in Abeokuta Metropolis differs significantly on the basis of gender

Research Questions

This study is guided by the following research questions:

1. What is the level of reading proficiency among public Senior Secondary School students in Abeokuta Metropolis?
2. What is the level of syntactic ability among public Senior Secondary School students in Abeokuta Metropolis?
3. Does the reading ability of public Senior Secondary School students in Abeokuta Metropolis vary significantly by gender?
4. Does the syntactic ability of public senior secondary school students in Abeokuta metropolis differ significantly on the basis of gender?

Research Hypotheses

Ho1: There is no significant difference in the reading ability of public senior secondary school students in Abeokuta metropolis based on gender.

Ho2: There is no significant difference in syntactic ability of public Senior Secondary School students in Abeokuta Metropolis based on gender.

Significance of the Research

This study is of significance to a broad spectrum of stakeholders in education: students, classroom teachers of English Language, curriculum developers, school administrators, educational researchers, and language policy makers at the state and national levels. For students, the findings will provide insight into the intimate connection between grammatical competence and reading comprehension ability. By understanding that syntactic expertise is a substantive predictor of how well they comprehend written texts, students will be motivated to engage more deliberately with the syntactic dimensions of the English language, including sentence structure, clause relationships, and grammatical transformations. This understanding may ultimately translate into

improved performance in both internal school examinations and high-stakes public examinations such as the West African Examinations Council (WAEC).

For teachers of English Language in public secondary schools in Abeokuta Metropolis and across Ogun State, the findings will provide empirically grounded evidence to inform instructional decisions. Teachers will be better positioned to understand the extent to which their students' reading comprehension difficulties may be rooted in syntactic deficiencies, and to design classroom activities that systematically build syntactic awareness alongside reading comprehension skills. The findings will challenge the common practice of treating reading and grammar as entirely separate curricular domains, encouraging instead an integrated and language-centered approach to literacy instruction. For curriculum designers and the Nigerian Educational Research and Development Council (NERDC), the study's findings will provide a diagnostic evidence base that can be used to review and strengthen the English Language curriculum at the Senior Secondary School level. The study makes a case for greater attention to the explicit development of syntactic competence as a pillar of reading literacy education, particularly in a multilingual L2 context such as Nigeria. For educational administrators and government officials in Ogun State, the findings will offer a data-driven assessment of the reading and syntactic ability levels of public Senior Secondary School students in Abeokuta Metropolis. This evidence can support the development of targeted intervention programmes, teacher professional development initiatives, and resource allocation strategies aimed at addressing identified deficits in language-based literacy outcomes.

For researchers and scholars in applied linguistics, language education, and reading studies in Nigeria, this study will add to the still modest body of empirical literature on the relationship between syntactic competence and reading comprehension in Nigerian L2 English educational contexts. The study will serve as a useful reference point and comparative benchmark for future studies in Ogun State and in other linguistically similar states across Nigeria and the West African sub-region. The study also carries important theoretical significance. It extends the application of the Simple View of Reading (Hoover and Tunmer, 2020) and contemporary frameworks of metalinguistic development, including syntactic awareness, to the Nigerian senior secondary school context, enriching the conversation on how international models of reading development translate to, and may require modification within, postcolonial, multilingual, L2 educational settings.

Scope of the Study

This study focused on the reading ability and syntactic ability of students in public Senior Secondary Schools in Abeokuta Metropolis, Ogun State, Nigeria. Abeokuta Metropolis, the capital of Ogun State, comprises the Abeokuta South and Abeokuta North Local Government Areas. The study is restricted to five public (government-owned) Senior Secondary Schools within these two local government areas, as these institutions reflect the conditions, resources, and student populations that are most representative of the broader public secondary education system in the metropolis and in Ogun State generally.

Results

Answering the Research Questions

Research Question one: What is the level of reading ability of public Senior Secondary School Students in Abeokuta Metropolis?

Table 1: Level of Reading Ability of Senior Secondary Students in Abeokuta Metropolis

Score Interval	Level	Frequency	Percentage
0-1	Low	13	5.2%
2-3	Average	97	38.8%
4-5	High	140	56%
Total		**250**	**100%**
Weighted Mean=3.42; Standard Deviation = 1.12; Threshold = 2.50			

Table 1 presents the level of reading ability of senior secondary students in Abeokuta Metropolis. The table shows that the reading ability of senior secondary students in Abeokuta Metropolis is high, seen in the weighted mean score of 3.42 which is greater than the threshold of 2.50. Of the two hundred and fifty participants of the study, 13 (5.2%) fell within the 0-1 score range; 97 (38.8%) fell within the 2-3 score range; and 140 (56%) fell within the 4-5 score range. In conclusion, the mean score of 3.42 which is greater than the threshold of 2.50 determined the high reading ability of senior

secondary students in Abeokuta metropolis.

Research Question 2: What is the level of syntactic ability of public Senior Secondary School Students in Abeokuta Metropolis?

Table 2: Level of Syntactic Ability of Senior Secondary Students in Abeokuta Metropolis

Score Interval	Level	Frequency	Percentage
0-10	Low	59	23.6%
11-20	Average	185	74%
21-30	High	6	2.4%
Total		**250**	**100%**
Weighted Mean = 13.04; Standard Deviation = 4.06; Threshold = 15			

Table 2 presents the level of syntactic ability of senior secondary students in Abeokuta Metropolis. The table shows that the syntactic ability of senior secondary students in Abeokuta Metropolis is low, seen in the weighted mean score of 13.04 which is lesser than the threshold set at 15. Of the two hundred and fifty participants of the study, 59 (23.6%) fell within the 0-10 score range; 185 (74%) fell within the 11-20 score range; and 6 (2.4%) fell within the 21-30 score range. However, the mean score of 13.04 which is lesser than the threshold determined the low syntactic ability of students.

Testing the Hypotheses

$H_0$1: There is no significant difference in the reading ability of public senior secondary school students in Abeokuta metropolis based on gender

Table 3: Summary of t-test Statistics on the Reading Ability of Male and Female Students

Variable		N	Mean	Std.D	t	Df	Sig. (2 tailed)	- Remark
Reading Ability of Male and Female Students	**Male**	112	3.5804	1.11208	1.992	248	.047	Significant
	Female	138	3.2971	1.12314				

Table 3 shows that there is significant difference between male and female students of public senior secondary school students in Abeokuta metropolis in their reading ability ($t = 1.992$; $df = 248$; $p = .047<0.05$). Hence, the null hypothesis is rejected. This suggests that male and female students significantly differ in their reading ability with male students having a slightly higher reading ability ($m = 3.58$) than females (3.29).

$H_0$2: There is no significant difference in the syntactic ability of public senior secondary school students in Abeokuta metropolis based on gender

Table 4: Summary of t-test Statistics on the Syntactic Ability of Male and Female Students

Variable		N	Mean	Std.D	t	Df	Sig. (2 tailed)	- Remark
Syntactic Ability of Male and Female Students	**Male**	112	13.7589	3.57732	2.564	248	.011	Significant
	Female	138	12.4493	4.33972				

Table 4 shows that there is significant difference between male and female students of public senior secondary school students in Abeokuta metropolis in their syntactic ability ($t = 2.564$; $df = 248$; $p = .011<0.05$). Hence, the null hypothesis is rejected. This suggests that male and female students

significantly differ in their syntactic ability with male students having a higher syntactic ability (m = 13.75) than females (12.44).

Discussion of Findings

This section discusses the findings presented in the preceding tables in relation to the research questions and hypotheses that guided the study, and situates the results within the wider context of reading and syntactic development among senior secondary school students.

Level of Reading Ability of Senior Secondary School Students

The finding on research question one revealed that the reading ability of public senior secondary school students in Abeokuta Metropolis is high. This result suggests that a substantial proportion of the students sampled demonstrated strong competence in reading comprehension tasks. This outcome may be attributed to the sustained emphasis placed on reading instruction within the English Language curriculum at the senior secondary level, where comprehension passages and reading exercises form a recurring component of classroom instruction and continuous assessment. It may also reflect the cumulative effect of reading skills developed across earlier stages of education, as reading ability is typically built incrementally from the primary school level through junior secondary school. This finding aligns with Wang et al (2022), who found that students who actively engage with reading activities demonstrate stronger reading ability and improved academic performance, a pattern consistent with the sustained classroom exposure to reading tasks experienced by the students in this study. It similarly agrees with Fakeye (2012), who established that Nigerian secondary school students with higher English language proficiency demonstrate significantly better reading comprehension, given that repeated engagement with WASSCE-oriented reading materials would be expected to strengthen such proficiency over time. However, the finding departs from the pattern of persistently poor reading comprehension performance among Nigerian secondary school students reflected in the Chief Examiners' Reports of WAEC and in Kayode, Olagunju and Netswera (2022), who similarly attributed such below-average performance to an over-reliance on mechanical comprehension exercises that fail to build the deeper language skills, including syntactic competence, that genuine reading comprehension requires. This inconsistency may be explained by differences in school location, instructional quality, or the specific reading materials and assessment procedures used across studies. This finding is encouraging as it suggests that, on the whole, reading instruction at this level is yielding measurable outcomes for the sampled schools, although a small proportion of students still fell within the low ability band, representing a group that may require targeted remedial attention.

Level of Syntactic Ability of Senior Secondary School Students

In contrast to the finding on reading ability, the result for research question two showed that the syntactic ability of the students was low. This finding indicates that many of the students struggled with tasks that required an understanding of sentence structure, grammatical relationships, and the rules governing the arrangement of words and phrases. This outcome is not entirely unexpected, as syntax represents a more abstract and rule-governed dimension of language proficiency compared to reading comprehension, which can often be supported by contextual guessing and general world knowledge. Syntactic competence, on the other hand, demands explicit knowledge of grammatical categories and sentence patterns, a skill area that is frequently under-emphasised in classroom instruction relative to reading and vocabulary. The low syntactic performance recorded may also be linked to the influence of students' first language structures on their use of English, a phenomenon common among second-language learners in multilingual settings such as Nigeria, where interference from indigenous language syntax can affect accuracy in English sentence construction. Additionally, the largely examination-driven approach to English Language teaching in many public schools may prioritize comprehension and essay writing over structured grammar instruction, leaving syntactic skills comparatively underdeveloped.

This finding is consistent with Agbo, Kadiri and Ekwueme (2019), who found that syntactic processing difficulties constituted a primary source of comprehension failure among Enugu State secondary school students, and with Kayode, Olagunju and Netswera (2022), who similarly identified syntactic complexity as a significant barrier to reading comprehension among Nigerian senior secondary school students. The finding, however, contrasts with Deacon et al (2017), whose study of school-age learners in a predominantly first-language English context found comparatively stronger syntactic awareness, a difference that may be explained by the distinct first-language and second-language learning conditions of the two populations. This finding underscores the need for a

more deliberate and structured approach to the teaching of grammar and sentence construction in senior secondary schools.

Gender Difference in Reading Ability

The test of the first hypothesis revealed a statistically significant difference in the reading ability of male and female students, with male students recording a higher level of reading ability than their female counterparts. This result is worth noting because it departs from the pattern reported in a considerable body of existing literature, where female students are frequently found to outperform males in reading-related tasks, a pattern often attributed to earlier language development and generally more positive attitudes toward reading among female learners. The reversal observed in this study may be peculiar to the specific sample and context of Abeokuta Metropolis and could be explained by several context-specific factors, including differences in the type and frequency of reading materials male and female students in these schools are exposed to, variations in classroom participation and engagement patterns, or differences in motivation toward the subject matter used in the reading assessment instrument. It may also reflect the influence of socio-cultural factors within the sampled communities that shape reading habits differently across gender lines. This finding agrees with Stoet and Geary (2019) and Reilly, Neumann and Andrews (2019), who established that gender constitutes a significant differentiating factor in literacy-related performance, lending support to the broader premise that reading ability is not gender-neutral, even though their international studies could not, on their own, establish the specific direction that such a difference would take within the Nigerian secondary school context. It, however, disagrees with Moi et al (2011), who established that female students' higher voluntary reading engagement provides them with greater cumulative exposure to complex texts and, by extension, superior reading comprehension outcomes. Whatever the underlying explanation, the finding suggests that reading interventions in this context should not assume a uniform pattern of gender advantage and should instead be responsive to the specific needs of both male and female learners.

Gender Difference in Syntactic Ability

Similarly, the test of the second hypothesis showed a statistically significant difference in the syntactic ability of male and female students, with male students again outperforming their female counterparts. As with the reading ability result, this finding is at variance with a substantial portion of existing literature, which often reports either no significant gender difference in grammatical competence or a slight advantage in favour of female students. The consistency of the male advantage across both reading and syntactic ability in this study is notable and suggests that the pattern is unlikely to be a chance occurrence limited to one skill area. This may point to broader contextual factors affecting the female students sampled, such as differences in instructional exposure, classroom dynamics, or the demands placed on female students outside of school that could affect study time and engagement with language learning tasks. It could also reflect characteristics specific to the schools and communities studied rather than a generalisable gender trend in syntactic competence.

As with the reading ability result, this finding agrees with Stoet and Geary (2019) and Reilly, Neumann and Andrews (2019), whose international evidence similarly established gender as a significant differentiating factor in literacy-related performance, even though their studies, being situated outside the Nigerian context, could not speak to the specific direction of this difference within Nigerian secondary schools. It, however, disagrees with Babalola (2023), whose Oyo State studyfound female students recording marginally higher mean syntactic ability scores than their male counterparts. This finding highlights the importance of further context-specific investigation into the factors driving gender-based performance differences in this population, rather than an uncritical extension of findings from other settings.

Conclusion

On the basis of the findings of this study, it is concluded that public Senior Secondary School students in Abeokuta Metropolis possess a high level of reading ability but a comparatively low level of syntactic ability. This divergence is instructive: it suggests that students in this population are able to derive meaning from texts of moderate complexity, most likely by relying on general comprehension strategies, contextual inferencing, and word-level recognition, even though their explicit command of the grammatical and structural rules governing English sentence construction remains underdeveloped. Taken together, the findings affirm that syntactic competence represents an area of latent vulnerability within an otherwise reasonably competent reading population, and that this vulnerability, if left unaddressed, may eventually constrain the developmental ceiling of students' reading comprehension, particularly as they progress to increasingly complex, multi-clausal

academic texts.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

1. English Language teachers in public Senior Secondary Schools in Abeokuta Metropolis should adopt an integrated approach to literacy instruction in which the teaching of grammar and syntax is deliberately woven into reading comprehension lessons, rather than being treated as an isolated curricular strand.
2. Curriculum planners and the Nigerian Educational Research and Development Council (NERDC) should review the Senior Secondary School English Language curriculum with a view to strengthening the explicit teaching of sentence structure, clause relationships, and grammatical transformation, given the low syntactic ability recorded in this study.
3. School administrators and government education agencies in Ogun State should organise regular professional development workshops for English Language teachers, focused specifically on pedagogical strategies for building students' syntactic awareness alongside their reading comprehension skills.
4. In view of the significant gender differences established in this study, teachers should employ differentiated and gender-sensitive instructional strategies, and should give particular attention to identifying and addressing the specific literacy needs of female students, without compromising the learning experience of their male counterparts.
5. Students should be encouraged to engage in wide, purposeful, and sustained independent reading, complemented by deliberate practice in grammar exercises, as a means of consolidating both their reading ability and their syntactic competence.
6. Parents and guardians should be sensitised to the importance of supporting their children's literacy development at home, including through the provision of age-appropriate reading materials and the encouragement of regular reading habits.

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