

Targeted Reading Interventions: A Bridge to Literacy Gaps among Key Stage 1 Learners

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ABSTRACT

This research assessed the effectiveness of targeted reading interventions in bridging literacy gaps among Key Stage 1 learners in selected schools under the East District of Toledo City Division for the school year 2025–2026, serving as a basis for developing enhanced reading activities tailored to learners' specific needs. Most teacher-respondents were female, aged 31–40, married, with bachelor's or master's level education, and one to three years of experience. They had very satisfactory performance ratings and participated in professional development at the division level. Learners were mostly at the Near Mastery level in reading fluency, comprehension, and word recognition, though some remained in the Lack Mastery and No Mastery categories, indicating a need for targeted support. Teachers strongly agreed that interventions were well implemented through appropriate reading materials, varied strategies, and regular progress monitoring. A significant relationship was found between learners' reading performance and the extent of intervention implementation, affirming that effective strategies positively influence reading outcomes. However, challenges were also identified, including limited reading time, minimal parental involvement, short attention spans, low learner motivation, teacher workload, and insufficient level reading materials. Less frequent but notable issues included large class sizes and limited teacher training. Overall, the study reveals that the strong implementation of targeted reading interventions is closely linked to improved literacy performance, yet addressing the identified issues is crucial to further enhance reading outcomes for Key Stage 1 learners.

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KEYWORDS: Administration and Supervision, Descriptive Method, Reading Interventions, Reading Performance, Toledo City, Philippines.

Rationale of the Study

Reading is a fundamental skill that serves as the foundation for all learning areas in the early stages of education. The ability to read fluently and comprehend texts enables learners to access knowledge, develop critical thinking skills, and participate meaningfully in academic and real-life contexts. In the primary years, particularly in Key Stage 1, ensuring that learners achieve basic literacy competencies is crucial for their overall academic success and lifelong learning. Without adequate reading skills, learners may struggle in other subject areas, leading to cumulative academic difficulties as they progress through the educational system (Celik & Aytin, 2021).

Despite efforts made through national literacy programs such as the Early Language, Literacy and

Numeracy (ELLN) Program and the Philippine Informal Reading Inventory (Phil-IRI), recent classroom observations and assessment results reveal that many young learners continue to exhibit reading difficulties. These challenges include poor word recognition, limited vocabulary, low reading fluency, and poor comprehension. Such literacy gaps hinder learners' ability to engage with grade-level texts and complete academic tasks independently. These persistent difficulties highlight the need for more focused and systematic interventions that specifically target the reading needs of struggling learners (David, Balingit, & Capulong, 2023).

Targeted reading interventions are designed to address these specific literacy gaps through structured, evidence-based instructional practices

such as guided reading, phonics instruction, paired reading, and small-group or individualized support. These interventions allow teachers to meet learners at their current reading level, provide appropriate materials, and employ varied strategies to strengthen their reading skills. When properly implemented, such interventions can significantly improve learners' reading fluency, comprehension, and word recognition-core skills essential for academic achievement in all subject areas (Rivera & Garcia, 2022).

However, the successful implementation of targeted reading interventions requires careful consideration of various factors, including the appropriateness of reading materials, the use of engaging and diverse teaching strategies, and consistent monitoring of learner progress. Teachers often face challenges such as lack of training, limited resources, time constraints, and insufficient assessment tools, which can compromise the effectiveness of these interventions. Additionally, learners' individual differences, such as motivation, attention span, and home literacy support, further influence the outcomes of reading interventions in the classroom (Santos & Villanueva, 2021).

Given these realities, it becomes imperative to assess the extent to which targeted reading interventions are being implemented and to determine their effectiveness in improving the reading performance of Key Stage 1 learners. A clear understanding of the current practices, strengths, and areas for improvement in reading interventions can help

educators, school administrators, and policymakers in enhancing literacy programs and closing the literacy gaps among young learners (Mendoza et al., 2023).

Hence, the researcher conducted this study to assess the effectiveness of targeted reading interventions in bridging literacy gaps among Key Stage 1 learners, with the goal of providing evidence-based recommendations for improving reading instruction and promoting better learning outcomes in the early grades (Tolentino & Reyes, 2024).

Theoretical Background

This study was supported by theories such as the Constructivist Theory (Jean Piaget, 1972); Socio-Cultural Theory (Lev Vygotsky, 1978); Automaticity Theory (LaBerge & Samuels, 1974); and the Information Processing Theory (Atkinson & Shiffrin, 1968). This is also reinforced by Philippine legal bases such as the Republic Act No. 10533 – Enhanced Basic Education Act of 2013 (K to 12 Law); Department of Education Order No. 14, s. 2018 – Policy Guidelines on the Implementation of the National Reading Program; and the DepEd Order No. 18, s.2025 – Academic Recovery and Acceleration through Learning (ARAL).

Constructivist Theory, introduced by Jean Piaget, underscores that learners actively construct their own knowledge by linking new experiences to existing cognitive structures. In reading development, this principle suggests that young learners are more likely to develop literacy skills when materials and activities resonate with their prior experiences and understanding.

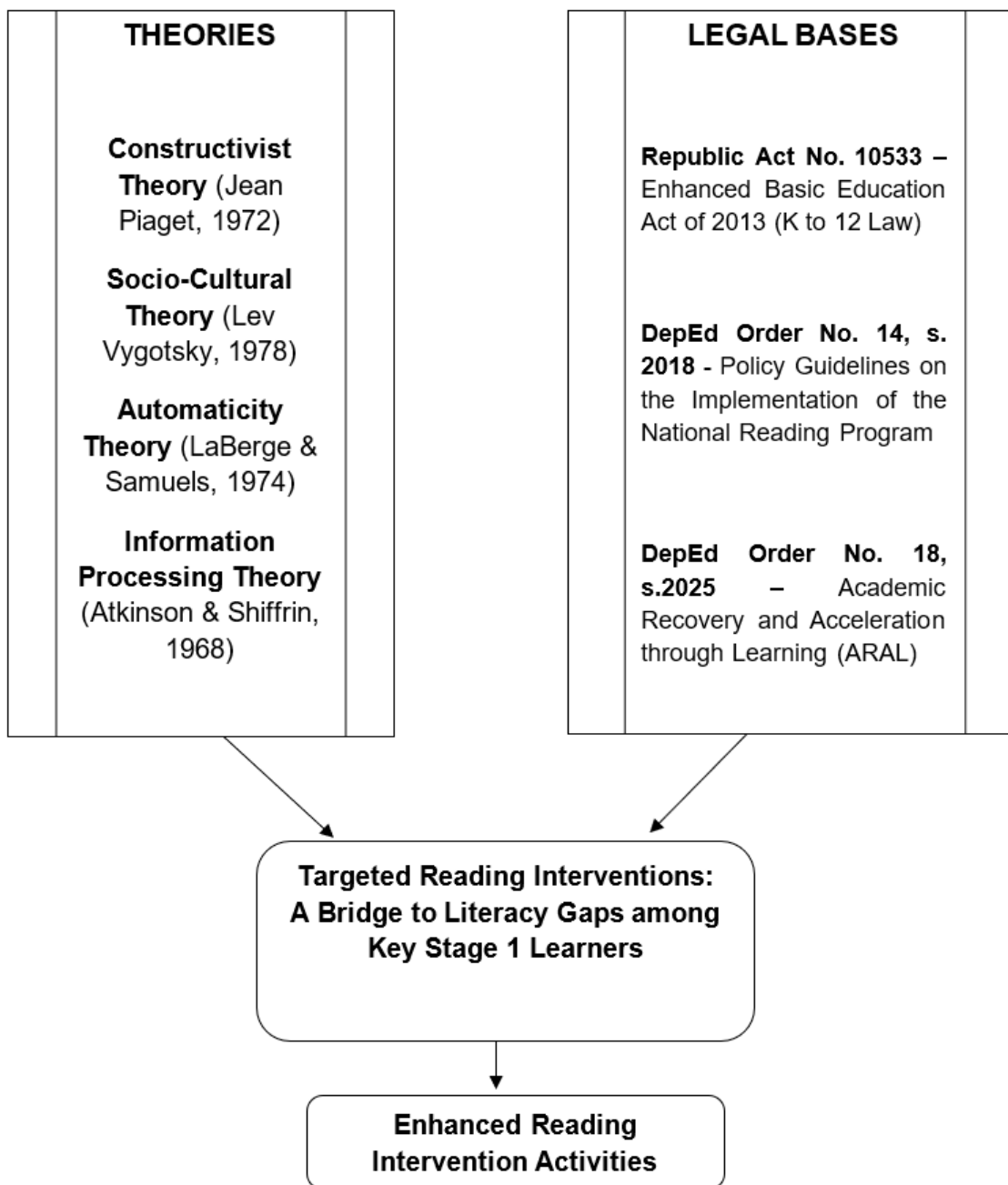


Figure 1 The Theoretical – Conceptual Framework

A study by Shabani and Panahandeh (2021) demonstrated that when children engaged in reading tasks tailored to their cultural and personal contexts, their ability to comprehend and retain textual information significantly improved. This finding reflects the essence of constructivist learning, which advocates for teaching methods that consider the individual learner’s background.

Moreover, research highlights the effectiveness of constructivist-based interventions in early reading programs. For example, a 2022 classroom-based study in Philippine public schools revealed that when reading materials were contextualized to reflect local themes and familiar settings, learners showed higher participation levels and better comprehension outcomes compared to those who used generic texts.

This aligns with the notion that learning is most effective when it is meaningful and directly connected to a learner's reality, supporting the appropriateness of reading materials in your intervention focus.

Constructivist practices also promote the use of interactive learning strategies, such as story reconstruction, dramatization, and group discussions, to deepen learners’ understanding of reading content. A 2023 study by Bader and Arar (2023) emphasized that when primary students engaged in collaborative reading tasks that encouraged personal interpretation and reconstruction of stories, their reading comprehension scores improved considerably. These interactive and participatory tasks are central to constructivist classrooms and directly align with the

use of varied and engaging reading strategies in your study.

Lastly, the emphasis on continuous assessment and adaptation of instructional materials to suit learners' developmental stages is a constructivist priority. Recent research by Puspitasari et al. (2022) suggests that regular formative assessments, aligned with constructivist principles, enable teachers to identify individual learning gaps and adjust reading interventions accordingly. Such monitoring not only guides instructional decisions but also reinforces the learner's ability to self-regulate and reflect on their reading progress, addressing the critical area of monitoring and assessment within your study framework.

Lev Vygotsky's Socio-Cultural Theory emphasizes that learning is a fundamentally social process, taking place through interactions with more knowledgeable others, such as teachers or peers. This is particularly relevant to reading development among early grade learners, where guided instruction and dialogue play a central role. Vygotsky's concept of the Zone of Proximal Development (ZPD) highlights that learners can achieve higher levels of understanding when scaffolded by capable facilitators. In reading instruction, this translates into teacher-led support and peer interaction to help learners decode, comprehend, and construct meaning from texts. Studies like those of Sukhram and Hsu (2021) found that socially interactive reading programs produced measurable gains in vocabulary, comprehension, and motivation among young readers.

Guided reading is one instructional model deeply rooted in Vygotsky's framework. It positions the teacher as a scaffold, supporting learners through structured reading sessions until they are capable of reading independently. A 2022 Philippine-based study published in the *Asia Pacific Journal of Education, Arts and Sciences* demonstrated that learners in guided reading groups achieved higher comprehension levels and fluency compared to those in traditional whole-class reading settings. This indicates the practical value of socially scaffolded instruction in bridging literacy gaps during Key Stage 1.

Another instructional method supported by Socio-Cultural Theory is Reciprocal Teaching, which fosters dialogue-based learning through strategies like questioning, summarizing, clarifying, and predicting. This approach engages learners in joint meaning-making, consistent with Vygotsky's view of language as a primary tool for cognitive development. A meta-analysis by Setiawan and Kusumawardhani (2023) reported that Reciprocal Teaching significantly

improved reading comprehension across diverse early-grade learners in Southeast Asia. The collaborative and reflective nature of this strategy reinforces learners' ability to think critically and internalize comprehension strategies, which directly supports the use of varied and engaging reading strategies in your study.

Furthermore, socio-cultural theory also underscores the influence of the learning environment, including cultural tools and norms, on literacy development. Research by Mendoza and Espiritu (2022) emphasized that when learners were exposed to literacy tasks embedded in local context-such as community-based stories or culturally familiar texts-they showed increased confidence and participation during reading instruction. This confirms that reading interventions are more effective when they respect learners' social and cultural realities. Incorporating culturally responsive materials and facilitating interactive classroom environments align with the theory's tenets and strengthening the contextual effectiveness of targeted reading interventions in Key Stage 1 classrooms.

Automaticity Theory, as proposed by LaBerge and Samuels (1974), explains that reading fluency is achieved when word recognition becomes so automatic that the reader can focus entirely on comprehension rather than decoding individual words. This theory highlights the importance of repetitive exposure and practice with words to achieve effortless and rapid recognition. Recent studies such as that of Rasinski et al. (2021) emphasize that fluency-building activities, including repeated reading and timed reading drills, significantly contribute to the development of automaticity among beginning readers. Learners who are not yet automatic readers often struggle with comprehension because their cognitive resources are consumed by decoding tasks rather than understanding text meaning.

Phonics instruction, sight word recognition, and guided oral reading are common strategies rooted in this theory and are crucial in early literacy interventions. A 2022 intervention study conducted in Indonesia demonstrated that early-grade learners who underwent systematic phonics instruction with an emphasis on high-frequency word practice achieved greater reading speed and accuracy compared to those who received unstructured reading activities. These findings support the idea that structured, skills-based reading interventions foster automaticity and, in turn, fluency-a key area measured in your study.

Moreover, Automaticity Theory underscores the role of appropriate reading material tailored to learners'

decoding abilities. When learners are provided with decodable texts suited to their reading level, they are more likely to engage in fluent reading practices that promote automatic word recognition. A Philippine-based classroom study by De la Cruz and Aquino (2023) reported significant improvement in reading fluency scores among Key Stage 1 learners who used leveled readers in daily guided reading sessions. This finding reinforces the necessity of matching reading materials to learners' current abilities to support the development of automatic processing.

Finally, the theory also stresses the importance of regular monitoring and feedback to help learners progress toward automaticity. Teachers who employ progress-monitoring tools, such as fluency charts and reading logs, provide learners with immediate feedback, which encourages sustained practice and skill reinforcement. In a study by Nguyen and Gu (2022), learners who received continuous feedback on reading speed and accuracy showed remarkable improvement in both fluency and comprehension levels. This affirms that effective monitoring and assessment, an indicator in your study, are essential in helping learners automate word recognition, ultimately bridging literacy gaps in early reading stages.

Information Processing Theory, proposed by Atkinson and Shiffrin (1968), likens human learning to the functions of a computer-where information is received, processed, stored, and retrieved when needed. In the context of reading development, this theory emphasizes the importance of input clarity, meaningful processing, and retrieval opportunities. A study by Chen and Chang (2021) confirmed that when learners are presented with organized and scaffolded reading tasks, their ability to encode and retrieve information improves significantly. This highlights the importance of presenting reading materials and tasks in a structured manner to promote better understanding and retention among young learners.

The theory also suggests that the capacity of working memory plays a critical role in reading comprehension and word recognition. When too much effort is spent on decoding unfamiliar words, fewer cognitive resources are available for comprehension. Research by Sweller et al. (2022) showed that the use of phonics-based approaches and repeated word exposure reduced the cognitive load on working memory, allowing learners to focus on extracting meaning from texts. This finding supports the role of phonics and fluency practice in freeing up mental resources necessary for comprehension-one of the areas measured in your study.

Additionally, the inclusion of frequent assessments and feedback mechanisms in reading interventions aligns with the principles of Information Processing Theory. Learners benefit from immediate feedback that corrects errors and reinforces correct responses, thereby improving information storage and retrieval processes. A 2023 experimental study in Southeast Asian classrooms found that students who received consistent formative assessments during guided reading sessions demonstrated better comprehension and word retention compared to those who did not. This underscores the relevance of monitoring and assessment in enhancing the information processing capabilities of young readers.

The theory also accounts for the necessity of practice and repetition to transfer information from short-term to long-term memory, which is critical in the development of reading fluency and automatic word recognition. A study by Puspitasari et al. (2022) emphasized that repeated reading activities helped primary learners retain vocabulary and decoding strategies over time, resulting in lasting improvements in fluency and comprehension. This evidence supports the importance of integrating repeated practice, appropriate reading materials, and regular progress monitoring into targeted reading interventions to optimize learners' cognitive processing and long-term literacy development.

Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, mandates the strengthening of early literacy skills as part of its goal to provide a quality, inclusive, and globally competitive basic education system. The law emphasizes the need for developmentally appropriate learning materials and activities that match learners' capacities and needs, especially in the early grades. This provision aligns directly with the use of targeted reading interventions aimed at addressing individual reading difficulties among Key Stage 1 learners. Studies such as that of Bernardo et al. (2021) have underscored the importance of differentiated instruction in improving literacy outcomes among Filipino students, demonstrating that adherence to the K to 12 curriculum's requirements for learner-centered and level-appropriate instruction results in better reading proficiency and reduced learning gaps.

DepEd Order No. 14, s. 2018 provides a clear framework for strengthening reading programs in schools through the Philippine Informal Reading Inventory (Phil-IRI) and other literacy assessments. This order highlights the necessity of regular reading diagnosis, progress monitoring, and the provision of appropriate interventions for struggling readers-practices that are central to the targeted reading

interventions investigated in this study. Recent reports from the Department of Education (2022) revealed that schools fully implementing these guidelines have shown improvements in reading fluency and comprehension among Grades 1–3 learners, validating the significance of assessment-driven and intervention-based reading programs in addressing literacy gaps early in a child's educational journey.

DepEd Order No. 18, s. 2025, institutionalizes the Academic Recovery and Acceleration through Learning (ARAL) program, a strategic initiative by the Department of Education aimed at addressing learning losses and accelerating academic performance, particularly in foundational skills such as literacy and numeracy. The ARAL program emphasizes the use of targeted, data-driven interventions to help struggling learners catch up to grade-level expectations. This legal issuance underscores the importance of early identification of learning gaps and the provision of focused support through small-group instruction, differentiated learning strategies, and the deployment of appropriate learning resources.

Aligned with the goals of ARAL, this study on targeted reading interventions supports the broader vision of DepEd in creating responsive and inclusive educational recovery efforts. The ARAL framework highlights the urgency of restoring foundational literacy skills as a prerequisite for higher-order learning competencies. Moreover, it empowers schools to customize interventions based on learner profiles and assessment data, which aligns directly with the purpose of this research—to determine the effectiveness of such tailored interventions among Key Stage 1 learners.

Additionally, DepEd Order No. 18, s. 2025 calls for the collaborative involvement of stakeholders, including teachers, school heads, and parents, to ensure the success of learning recovery programs. This reinforces the importance of assessing the actual implementation and outcomes of reading interventions in schools. By examining how these strategies are applied in real classroom settings, the study contributes to the national agenda of sustaining learning continuity and ensuring no child is left behind.

Furthermore, the ARAL program promotes the use of flexible learning options, remedial sessions, and enhancement activities tailored to learners' specific needs. These principles serve as a guiding framework for evaluating the effectiveness of targeted reading interventions, as they align with the core components of the ARAL initiative. The study therefore supports

the operationalization of this DepEd Order by providing localized data and recommendations for improving intervention practices.

The theories and related studies were used and deemed most appropriate in the study since they were the major variables in investigating the problems addressed in the research.

THE PROBLEM

Statement of the Problem

This research assessed the effectiveness of targeted reading interventions in bridging literacy gaps among Key Stage 1 learners at identified schools of East District Toledo City Division during the school year 2025–2026 as a basis for the development of an enhanced tailored reading intervention activities.

Specifically, it answered the following inquiries:

1. What relevant information can be taken from:
 - 1.1. teachers'
 - 1.1.1. age and gender;
 - 1.1.2. civil status;
 - 1.1.3. highest educational attainment;
 - 1.1.4. length of service;
 - 1.1.5. performance rating;
 - 1.1.6. relevant training, seminars and workshops;
 - 1.2. learners' age and gender?
2. As perceived by the respondents, what is the extent of implementation of targeted reading interventions in terms of the following approaches:
 - 2.1. appropriate of reading materials to learners' reading levels;
 - 2.2. use of varied and engaging reading strategies and
 - 2.3. monitoring and assessment of learner reading progress?
 - 2.4. reading comprehension and
 - 2.5. word recognition?
3. What is the current level of reading performance of Key Stage 1 learners in the following areas based on standard reading assessments:
 - 3.1. reading fluency;
 - 3.2. reading comprehension and
 - 3.3. word recognition?
4. Is there a significant relationship between the extent of targeted reading intervention implementation and the reading performance level of learners?
5. What challenges encountered in the implementation of targeted reading interventions in the Key Stage 1?

6. Based on the findings, what improved reading intervention activities for reading performance among Key Stage 1 learners can be expedited?

Statement of Null Hypothesis

Ho1. There is no significant relationship between the reading performance level of learners and the extent of targeted reading intervention implementation.

Significance of the Study

This study investigated the effectiveness of targeted reading interventions in bridging literacy gaps among Key Stage 1 learners in the selected research environment. The findings of this study were expected to provide meaningful insights and practical contributions to the following stakeholders:

Department of Education. The study may offer valuable data that could support the refinement of existing reading intervention programs, such as the Early Language Literacy and Numeracy (ELLN) Program and the Philippine Informal Reading Inventory (Phil-IRI), to strengthen DepEd's efforts in addressing literacy gaps at the early grade levels.

Education Policymakers. The results of this study may serve as a valuable reference for policymakers in crafting data-driven and evidence-based policies related to early literacy development. By identifying which reading interventions are most effective in improving literacy outcomes, education leaders can allocate resources more strategically, enhance curriculum frameworks, and support nationwide reading programs.

School Heads/Administrators. The results may serve as a basis for school heads in formulating policies and programs that enhance reading instruction, allocate resources for effective intervention materials, and ensure the regular implementation of reading progress monitoring among Key Stage 1 learners.

Teachers. They may gain insights into the importance of selecting appropriate reading materials,

utilizing varied and engaging reading strategies, and conducting regular assessment and progress monitoring to improve the reading abilities of their learners.

Learners. The study directly benefits learners by promoting the use of tailored reading interventions that address their specific literacy needs, thereby enhancing their reading fluency, comprehension, and overall academic performance.

Parents. The study may help parents recognize the importance of supporting their children's reading development at home and collaborating with teachers to sustain learners' progress in literacy skills.

Researcher. The research experience will deepen the researcher's understanding of effective reading instruction strategies and interventions applicable to young learners, contributing to professional growth and competence in the field of education.

Future Researchers. The study will serve as a valuable reference for future researchers who wish to explore similar topics in reading interventions, literacy development, and early grade education, thereby enriching the body of knowledge in this field.

RESEARCH METHODOLOGY

This section includes the technique for analysis including the approach to be used, the nature of the sample, the test site, participants, testing instruments, data collection techniques, mathematical data processing, ranking measures and terminology descriptions.

Design

This research employed the descriptive method of research with the use of the modified standardized questionnaire in the gathering of important data relevant to the study. A descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection.

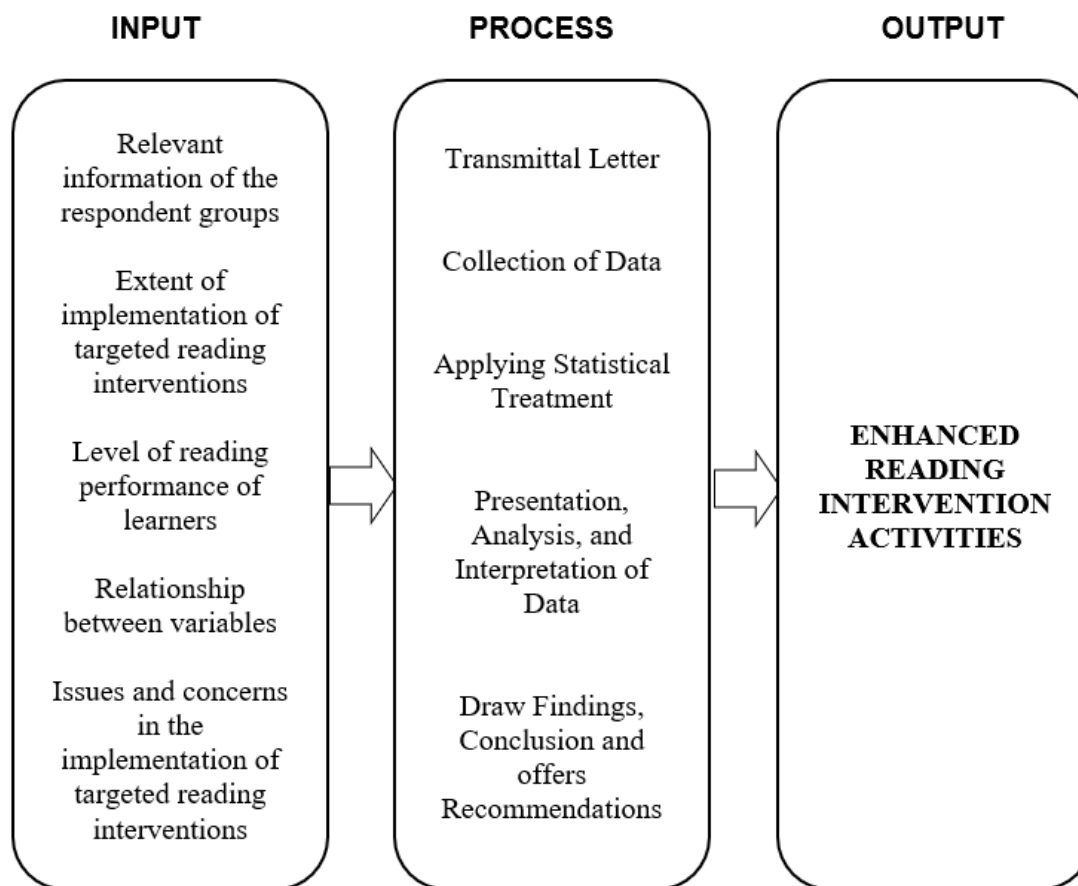


Figure 2 The Flow of the Study

Flow of the Study

The input of the study includes the relevant information of the respondent groups in terms of age, gender, civil status, highest educational attainment, number of years in service, performance rating, and relevant training, seminars and workshops attended. This also covers the extent of implementation of targeted reading interventions in terms of the appropriateness of reading materials to learners’ reading levels; use of varied and engaging reading strategies and monitoring and assessment of learner reading progress. Moreover, this also measures the current level of reading performance of Key Stage 1 learners in the following areas based on standard reading assessments. Meanwhile, this tests the relationship between the extent of targeted reading intervention implementation and the reading performance levels of Key Stage 1 learners. Lastly, the issues and concerns encountered by teachers and learners in the implementation of targeted reading interventions in the classroom are also taken into consideration.

The process of the study includes the research procedure that was strictly followed guided by the research approach it employs which is the descriptive-correlational method of research.

The output of the study was an enhanced reading intervention activities.

Environment

The Schools Division of Toledo City is a component of the Department of Education (DepEd) Region VII (Central Visayas). It became an independent division in 1963 when Toledo was declared a city, separating from the Cebu Province Division. Presently, the Division is composed of fifty (50) public elementary schools, three of which are the respondents’ schools located in East District.

Tongkay Elementary School, Loay Elementary School and Upper Campo 8 Elementary School are under the East District of Toledo City Division. All are considered small schools with less than a hundred learners in Key Stage 1 and with 1 teacher in each grade level.

The schools, although small in size, have achieved recognition by receiving awards across various categories. Their accomplishments demonstrate that despite their limited scale, they excel in multiple areas and have been acknowledged for their diverse strengths. This highlights the schools' ability to deliver quality outcomes and gain commendations in different fields.

Tongkay Elementary School was honored as the first-place winner in the Division Search for the Nestlé Wellness Campus Best Implementing School for the school year 2021-2022. This award recognizes the school's outstanding efforts and exemplary implementation of the wellness program, highlighting its commitment to promoting a healthy and supportive learning environment. The achievement reflects the school's dedication to fostering student well-being and overall campus excellence.

Loay Elementary School received several awards showcasing its students' talents and achievements in various competitions. In the 2024 DSPC, the school secured 1st place in Science and Technology Writing (Filipino) and 3rd place in Feature Writing (Filipino). Additionally, the school earned 2nd place in the Read-a-thon (Filipino and English) during the 2024 CFOT. In athletic competitions, the school also excelled, with a student winning 1st place in the girls' javelin throw at the 2024 District Meet. These awards demonstrate the school's diverse strengths in academics, language, and sports.



Figure 3 Location Map of the Study

Respondents

The respondents of the study were the teachers and learners at the identified schools of East District Toledo City Division. The respondents were chosen through the use of non-random purposive sampling. The inclusion criteria were as follows: a) that they are teachers and learners in the research locale, b) that they have been in the profession for more than a year and c) that they are willing to participate and cooperate in the said undertaking.

The Key Stage 1 learners were one of the respondents of this study since their age and gender were taken into consideration.

Table 1 shows the distribution of respondents.

Table 1 Distribution of Respondents

Schools	Respondents		
	Teachers	Learners	Total
Tongkay Elementary School	3	38	41
Upper Campo 8 Elementary School	3	77	80
Loay Elementary School	3	92	95
Total	9	207	216

Instrument

This study utilized a research instrument adapted from existing DepEd-aligned assessment tools to evaluate the extent of targeted reading intervention implementation and its effectiveness in addressing literacy gaps among Key Stage 1 learners. Specifically, the questionnaire was developed based on and aligned with the principles and components of the Early Language, Literacy, and Numeracy (ELLN) Program and the Philippine Informal Reading Inventory (Phil-IRI). By anchoring the instrument on these DepEd-recognized frameworks, the study ensures validity, relevance, and consistency with national standards in early literacy assessment and intervention.

The first part of the questionnaire gathers the profile of respondents. For teachers, it includes age, gender, civil status, highest educational attainment, years of service, performance rating, and participation in relevant reading-related training. For learners, it covers basic demographic information such as age and gender.

The second part measures the extent of implementation of targeted reading interventions. It focuses on three key indicators: appropriateness of reading materials, use of varied and engaging reading strategies, and monitoring and assessment of learner progress. Thirty statements are rated using a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5).

The third part assesses learners' reading performance in terms of fluency, comprehension, and word recognition. Data for this section will be obtained from existing reading assessments such as the Phil-IRI, with proper consent from parents and school officials.

The fourth part addresses the issues and concerns encountered during the implementation of reading interventions. Respondents will be asked to identify challenges related to materials, time constraints, learner readiness, parental involvement, and other factors that affect the effectiveness of the interventions.

To ensure its clarity and reliability, the questionnaire was reviewed and validated by experts in reading instruction and educational research. Their feedback was used to refine the final version of the instrument.

Data Gathering Procedure

In the gathering of data, this research followed a step-by-step process.

First, a letter was made address to the principal of the selected five small schools in the Division of Toledo City for approval of the conduct of the study.

After the letter was approved, the questionnaires were personally distributed to the respondents. The respondents were given ample time of 15-20 minutes to answer the questionnaire.

Data was then collected and subjected to further presentation, analysis, and interpretation of data.

The final draft was submitted for finalization and corrections.

Statistical Treatment of Data

The answers of the respondents were subjected to statistical treatment with the use of the different non-parametric measures:

Simple Percentage. This statistical treatment determined the relevant information taken from teachers' age and gender, civil status, highest educational attainment, number of years in service, performance rating and relevant training, seminars and workshops attended as well as the learners' relevant information.

Weighted Mean. Computation of the mean was employed to assess the extent of implementation of targeted reading interventions in terms of the appropriateness of reading materials to learners' reading levels; use of varied and engaging reading strategies and monitoring and assessment of learner reading progress.

Chi-square. This statistical treatment determined whether there is a relationship between the extent of targeted reading intervention implementation and the reading performance levels of Key Stage 1 learners.

Scoring Procedure. The following were the parametric limits of the study:

Weight	Range	Response Category	Verbal Description
5	4.21 - 5.00	Strongly Agree	The respondent strongly agree that the described practice is consistently evident
4	3.41 – 4.20	Agree	The respondent agree that the described practice is frequently evident
3	2.61 – 3.40	Neutral	The respondent is undecided or observe the described practice occasionally
2	1.81 – 2.60	Disagree	The respondent disagree that the described practice is evident
1	1.00 -1.80	Strongly Disagree	The respondent strongly disagree that the described practice is evident

DEFINITION OF TERMS

For better and clearer understanding of the study, some of the terms are operationally defined as how it is used in the study:

Issues and Concerns. These are the challenges encountered by teachers and learners during the implementation of targeted reading interventions. In this study, issues may include lack of instructional materials, insufficient training, time constraints, learner readiness, and limited parental involvement.

Reading Performance. This refers to the learners' proficiency in reading-related skills such as fluency, comprehension, and word recognition. In this study, reading performance is assessed using results from standardized reading assessments like the Philippine Informal Reading Inventory (Phil-IRI), supported by teacher observations and learner outputs.

Reading Comprehension. The ability of learners to understand, interpret, and derive meaning from written texts, including identifying key ideas, making inferences, and drawing conclusions.

Reading Fluency. The ability to read a text accurately, quickly, and with appropriate expression, which supports overall understanding and enjoyment of reading.

Word Recognition. The skill of accurately identifying and pronouncing written words, including both familiar and unfamiliar words, which forms the foundation for fluent reading and comprehension.

Relevant Information. This refers to the profile of the teachers and learners of the research environment, covering their gender, highest educational attainment, length of service, and relevant training, workshops and seminars attended.

Gender. The designation of the teachers as male or female is alluded to in this report.

Highest Educational Attainment. Below are the highest rates of teacher qualification in this study: BA; with MA; Full Fledge; MA; with Ed. D., Full Fledge, MA. Complete Fledge Ed. D., and sections.

Length of Service. This is the amount of time that the teachers spent teaching in their 5 years, 6-15, 16-25, 26-35 and 36-45 years.

Relevant Seminars and Training. This refers to educational events or a large lecture course that feature one or more subject matters, delivering issues via lecture and discussion through a renowned speaker that help teachers acquire knowledge, skills, competencies, and updates about teaching and other related fields.

Targeted Reading Interventions. These refer to structured instructional strategies designed to address the specific reading difficulties of learners. In this study, interventions include activities such as guided reading, phonics instruction, paired reading, and individualized or small-group sessions aimed at improving literacy skills.

Appropriateness of Reading Materials. This refers to the relevance, suitability, and level-appropriateness of the reading texts and resources used during intervention sessions.

Monitoring and Assessment. This pertains to the systematic process of evaluating learners' progress in reading during and after the implementation of interventions.

Use of Varied and Engaging Reading Strategies. This refers to the application of diverse, interactive, and learner-centered teaching methods during reading interventions.

2. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data obtained from the respondents of the study with the corresponding analysis and interpretation. The respondents of this study consisted of 9 teachers and 207 learners from East District, Toledo City Division.

This chapter comprised five (5) distinct sections.

The first part deals with the relevant information of the respondents in terms of their age, gender, civil status, highest educational attainment, number of years in service, performance rating, and relevant training, seminars, and workshops attended.

The second part of this chapter deals with the current level of reading performance of Key Stage 1 learners in the following areas based on standard reading assessments, reading fluency, reading comprehension, and word recognition.

The third part assesses the extent of implementation of targeted reading interventions in terms of appropriateness of reading materials to learners' reading levels, use of varied and engaging reading strategies, and monitoring and assessment of learner reading progress.

Moreover, this study tests the relationship between the reading performance level of learners and the extent of targeted reading intervention implementation.

Lastly, the issues and concerns encountered by teachers and learners in the implementation of targeted reading interventions in the classroom were also taken into consideration in this study.

RELEVANT INFORMATION OF THE RESPONDENTS

The following tables reveal the relevant information of the respondents in terms of their age, gender, civil status, highest educational attainment, number of years in service, performance rating, and relevant training, seminars, and workshops attended.

Age. Table 2 presents the profile of the respondents in terms of age.

Table 2 Age Profile

Age	Frequency (n=9)	Percentage (100%)
50 years old and above	1	11
41-50 years old	2	22
31-40 years old	4	44
21-30 years old	2	22
Total	9	100
Average	37.67	-
Standard Deviation	9.06	-

The age distribution of the respondents, as seen in Table 2, reveals that the majority belong to the 31–40 years old bracket, comprising 44% of the total sample. This suggests that most of the teacher-participants are in their mid-career stage, a period often associated with the stabilization of teaching competencies and increased professional maturity. According to the Philippine Institute for Development Studies (PIDS, 2021), mid-career educators often contribute significantly to instructional quality, having acquired both pedagogical experience and classroom management skills. These teachers are typically more receptive to implementing new teaching strategies and policies compared to their older counterparts.

The data also show that 22% of the respondents are between 21–30 years old, suggesting a presence of relatively younger teachers who are at the early stages of their professional journey. This group typically brings energy, fresh perspectives, and adaptability—especially in incorporating digital and learner-centered approaches. As highlighted in a study by Castillo and Dulla (2022), early-career teachers in the Philippines often benefit from mentoring and peer collaboration to improve classroom effectiveness, especially in the context of evolving education demands post-pandemic.

Meanwhile, another 22% of the respondents fall within the 41–50 years old range. This age group reflects a seasoned segment of the teaching workforce that can offer institutional memory and leadership within their

schools. Research by Francisco and Morales (2023) emphasized that this demographic often assumes mentoring roles, supports school governance initiatives, and is instrumental in bridging traditional and modern teaching practices. However, this group may also experience challenges with educational technology adoption, which necessitates targeted capacity-building programs.

Only 11% of the respondents are 50 years old and above, representing a near-retirement cohort with extensive teaching experience. Teachers in this category have often witnessed the evolution of several curricula and are valuable resources for professional development programs. However, as noted by the Department of Education (DepEd, 2020), older teachers may also require tailored health, well-being, and technological support to remain effective in contemporary classrooms. Their institutional knowledge and long-standing commitment can contribute significantly to mentoring and policy implementation.

With an average age of 37.67 years and a standard deviation of 9.06, the teacher-respondents reflect a balanced mix of youth and experience. This combination enhances the potential for dynamic collaboration and professional synergy among staff. The age distribution implies that educational interventions and leadership training programs must cater to a multi-generational workforce with varied needs and capabilities. As the Department of Education continues to implement the MATATAG Curriculum and other reform agendas, it is crucial to tailor professional development efforts to the distinct characteristics of each age group to ensure sustainable and inclusive educational growth.

Gender. Table 3 presents the profile of the respondents in terms of gender.

Table 3 Gender Profile

Gender	Frequency (n=9)	Percentage (100%)
Female	9	100
Male	-	-
Total	9	100

The gender profile of the respondents, as depicted in Table 3, clearly indicates that all the teacher-participants in this study are female. The absence of male respondents underscores the longstanding trend of a predominantly female workforce in the teaching profession in the Philippines. This distribution aligns with national statistics that have consistently reported a higher percentage of women in elementary and secondary education roles, reflective of both cultural tendencies and vocational interests in the education sector (DepEd, 2021).

Historically, teaching has been perceived as a nurturing vocation, a perception that has contributed to the feminization of the profession. Recent studies conducted in the Philippine context have emphasized that female educators bring distinct strengths such as empathy, effective communication, and a collaborative approach to classroom management. These attributes have been particularly highlighted during the rapid shifts in teaching modalities prompted by the COVID-19 pandemic, where adaptability and interpersonal skills became critically important (PIDS, 2022).

The complete predominance of female teachers in this sample may also reflect broader societal patterns regarding gender and work. Over the past decade, there has been a growing body of research discussing the gendered dimensions of employment in the education sector. Filipino culture, which often associates caregiving and teaching with female roles, continues to influence recruitment and retention in schools, even as efforts are underway to encourage a more gender-balanced workforce in various sectors, including education (Castillo & Reyes, 2023).

This overwhelming presence of women in the teaching field has both benefits and challenges. On the one hand, female educators have been instrumental in establishing supportive learning environments that foster emotional and academic growth among students. On the other hand, some scholars argue that the lack of gender diversity might limit the range of teaching perspectives and leadership styles available in schools. Consequently, policy discussions have been intensifying around strategies to better balance gender representation by creating incentives for male educators to join and remain in the profession (Montero, 2022).

In conclusion, the 100% female composition of the teacher-respondents in this study is not an anomaly but rather a reflection of the entrenched gender dynamics within the Philippine education system. The data underscores the need for ongoing research and policy reforms aimed at understanding the benefits of a diverse teaching workforce. As the country continues to evolve its educational practices and policies, the insights drawn from such gender profiles will be essential in shaping a more inclusive and balanced future for teaching professionals.

Civil Status. Table 4 reveals the profile of the respondents in terms of their civil status.

Table 4 Civil Status Profile

Civil Status	Frequency (n=9)	Percentage (100%)
Married	6	66
Single	3	33
Total	9	100

Table 4 shows that out of the nine respondents, the majority-66% (6 teachers)-are married, while 33% (3 teachers) are single. This distribution highlights that most of the participating teachers are balancing their professional roles alongside familial responsibilities. According to the Philippine Statistics Authority (PSA, 2021), the majority of employed women in education, particularly those over 30, are married, reinforcing the cultural norm where teachers are also often homemakers and caregivers. This dual responsibility can influence their work-life balance, stress levels, and even classroom performance.

Married teachers often bring a strong sense of stability and long-term commitment to the profession. Studies conducted in the Philippine context have observed that civil status, particularly marriage, can be associated with enhanced patience, communication skills, and emotional intelligence-qualities beneficial to teaching (Torres & De Guzman, 2022). However, these teachers may also experience increased challenges, such as role conflict and time management issues, especially when balancing household duties and professional development responsibilities.

On the other hand, the 33% single respondents represent a portion of the workforce that may have greater flexibility for career advancement, professional training, and further studies. Research by Dizon and Evangelista (2023) on young, single educators in the Philippines found that they tend to be more mobile and adaptable, often engaging more actively in extra-curricular and school-wide programs. Their relative freedom from familial obligations may provide them with more time to focus on classroom innovation and academic pursuits.

Civil status can also influence teachers' social interactions and leadership roles within the school environment. Married teachers are often perceived as more experienced and are sometimes favored for leadership or mentoring roles. However, this dynamic can unintentionally sideline younger, single teachers from advancement opportunities, leading to professional inequities. A 2022 study by the Southeast Asian Ministers of Education Organization (SEAMEO INNOTECH) emphasized the importance of equitable support systems that value teacher contributions regardless of marital status.

In conclusion, the civil status profile of the respondents-dominated by married individuals-mirrors the broader demographic trends among Filipino teachers. Both married and single educators bring unique strengths and challenges to the teaching profession. Recognizing these dynamics can help school leaders design inclusive support mechanisms such as flexible work arrangements, targeted wellness programs, and equitable professional development opportunities. A nuanced understanding of civil status not only aids in promoting teacher well-being but also contributes to a more supportive and productive educational environment.

Highest Educational Attainment. Table 5 shows the highest educational attainment of the respondents.

Table 5 Highest Educational Attainment

Highest Educational Attainment	Frequency (n=9)	Percentage (100%)
With units in Doctorate Degree	1	11
With units in Master's Degree	4	44
BSEEd/BSEEd Graduate	4	44
Total	9	100

Table 5 reveals that the majority of the respondents have pursued education beyond a bachelor's degree, with 44% (4 out of 9) having earned units in a Master's Degree. Another 44% are graduates of Bachelor of Science in Elementary Education (BSEEd), while 11% (1 respondent) has earned units in a Doctorate Degree. This data reflects a highly credentialed group of educators, most of whom have engaged in postgraduate studies, a trend consistent with the Department of Education's thrust to promote continuous professional development among Filipino teachers (DepEd Order No. 42, s. 2017).

The significant portion of teachers holding Master's units indicates an ongoing commitment to academic advancement and professional growth. According to a study by De Chavez and Manansala (2021), Filipino

educators pursuing master's degrees often cite motivations such as career progression, specialization in content areas, and improved classroom instruction. The presence of these respondents in the sample suggests that schools are fostering a culture that values higher education and lifelong learning—key components of teacher quality and curriculum responsiveness.

Equally notable is that 44% of the respondents have completed only their bachelor's degrees. While these teachers have met the minimum qualifications for teaching in basic education, the growing complexity of classroom instruction, especially with the implementation of the MATATAG curriculum, requires enhanced pedagogical strategies that are often developed through postgraduate education. As emphasized by PIDS (2022), teachers with only undergraduate degrees may need stronger access to training opportunities, especially in differentiated instruction, digital literacy, and assessment frameworks.

The 11% of respondents with units in a Doctorate Degree reflects a more advanced tier of professional development, typically linked to leadership aspirations, research involvement, and academic influence within the school or district. According to Santiago and Delos Reyes (2023), doctorate-level educators in the Philippines are often tapped for curriculum development, instructional supervision, and mentoring roles. This aligns with DepEd's policy direction to strengthen school-based instructional leadership by empowering teacher-scholars and experts within the system.

In conclusion, the respondents demonstrate a commendable level of academic preparedness, with a combined 55% having pursued postgraduate studies. This profile supports the belief that the pursuit of higher education among teachers correlates with improved instructional delivery and leadership readiness. However, to further strengthen the teaching force, schools and educational policymakers must provide more structured pathways, scholarships, and incentives for advanced studies. A well-educated teaching workforce is foundational to achieving the long-term goals of quality, equity, and resiliency in the Philippine education system.

Length of Service. Table 6 indicates the number of years in service of the respondents.

Table 6 Length of Service

Length of Service	Frequency (n=9)	Percentage (100%)
More than 6 years	2	22
4-6 years	-	-
1-3 years	7	77
Total	9	100
Average	3.11	-
Standard Deviation	2.18	-

Table 6 presents the respondents' length of service, showing that a significant majority—77% (7 out of 9)—have been teaching for only 1 to 3 years. Meanwhile, 22% (2 respondents) have been in the service for more than 6 years, and none fall within the 4 to 6 years range. The average teaching experience is 3.11 years, with a standard deviation of 2.18, indicating that most respondents are early-career teachers. This composition reflects a relatively young workforce, possibly due to recent hiring trends, early retirements, or reassignments influenced by the Department of Education's staffing adjustments post-pandemic (DepEd, 2021).

The high percentage of novice teachers points to a school or division that is undergoing renewal or expansion in personnel. Early-career educators are known for their enthusiasm, adaptability, and openness to new teaching strategies, especially in technology-integrated instruction. According to Reyes and Cruz (2022), younger teachers in the Philippines often exhibit higher levels of digital fluency and are more receptive to reforms such as the MATATAG curriculum and blended learning models. However, this group also requires substantial mentoring and support to develop effective classroom management skills and professional resilience.

The presence of 22% experienced teachers (more than six years in service) is crucial in ensuring instructional continuity and peer mentoring within the school community. These seasoned educators often play vital roles in school-based in-service training (INSET), learning action cells (LACs), and curriculum contextualization. As noted by SEAMEO INNOTECH (2021), experienced teachers in the Philippines serve as anchors of institutional memory and are instrumental in guiding newer teachers through instructional and administrative challenges.

The absence of respondents in the 4–6 years service range may reflect a localized trend or administrative gap in hiring and retention during that period. This pattern could suggest staff movement due to promotions, transfers, or career shifts during the height of the pandemic and its aftermath. A study by Dela Peña and Villanueva (2023)

highlighted that teacher attrition and inter-school movement in the Philippines often peak within the 4–6-year mark due to burnout, lack of promotion opportunities, or relocation, making this a critical period for retention-focused interventions.

In conclusion, the dominance of early-career teachers in the respondent group highlights both the promise and vulnerability of the current teaching force. While these teachers bring energy and adaptability, they also require systematic support mechanisms such as mentoring, instructional coaching, and capacity-building programs. Strengthening teacher retention policies, fostering peer collaboration, and leveraging the expertise of veteran educators are essential to building a stable and high-performing workforce that can respond effectively to the evolving demands of Philippine basic education.

Performance Rating. Table 7 shows the performance rating of the respondents.

Table 7 Performance Rating

Performance Rating	Frequency (n=9)	Percentage (100%)
Outstanding	-	-
Very Satisfactory	8	88
Satisfactory	1	11
Total	9	100

The distribution of performance ratings among the respondents shows that a large majority-88%-were rated “Very Satisfactory,” while the remaining 11% received a “Satisfactory” rating. Notably, no respondent achieved an “Outstanding” performance rating. This performance trend reflects a teaching workforce that generally meets or exceeds the expectations set by the Department of Education's Results-Based Performance Management System (RPMS), which aligns with the Philippine Professional Standards for Teachers (PPST) as outlined in DepEd Order No. 42, s. 2017.

A “Very Satisfactory” rating indicates that the majority of teachers consistently perform above standard requirements in key result areas such as instructional competence, learner outcomes, and professional growth. According to Tolentino and Baluyot (2022), such performance levels are typical among educators who actively engage in Learning Action Cells (LACs), attend capacity-building seminars, and implement effective classroom strategies. These teachers often demonstrate reliability, accountability, and initiative in both teaching and non-teaching tasks, which contributes significantly to school-wide improvement.

The presence of a “Satisfactory” rating, though representing only one respondent, highlights the variability in teacher performance and suggests potential areas for support or professional development. Research by Dizon and Carreon (2021) suggests that early-career teachers or those assigned to challenging school contexts may initially struggle with lesson planning, classroom management, or assessment practices. This underlines the importance of providing differentiated coaching, peer mentoring, and close instructional supervision to help all teachers meet or exceed expectations.

Meanwhile, the absence of any “Outstanding” performance ratings raises important questions about the feasibility and accessibility of attaining the highest performance tier under the RPMS-PPST framework. Earning an “Outstanding” mark typically requires teachers to consistently exceed expectations, serve as instructional leaders, and contribute to innovation and research. SEAMEO INNOTECH (2023) notes that despite many teachers demonstrating competence, factors such as high administrative workload, large class sizes, and limited resources often inhibit performance at the highest level.

In conclusion, the performance rating profile of the respondents reflects a capable and committed teaching force, with most teachers operating at a very satisfactory level of competence. To move toward excellence, schools must foster enabling environments that support continuous growth, recognize exemplary practices, and reduce systemic barriers that hinder peak performance. By investing in professional development, coaching, and leadership opportunities, education stakeholders can help teachers reach the “Outstanding” benchmark, further elevating the quality of education in Philippine public schools.

Relevant Training, Seminars, and Workshops Attended. Table 8 presents the highest level of appropriate training, seminars, and workshops attended by the respondents.

Table 8 Relevant Training, Seminars, and Workshops Attended

Relevant Training, Seminars, and Workshops Attended	Frequency (n=9)	Rank
Division	6	66
Regional	1	11
National	1	11
International	1	11
Total	9	-

Participation in professional development activities among the respondents shows that the majority (66%) have attended relevant Division-level trainings, seminars, or workshops. Meanwhile, 11% of the respondents have each participated in Regional, National, and International training programs. This distribution indicates that while localized capacity-building efforts are widely accessible, opportunities for exposure to higher-level or global training platforms are more limited. These findings echo the trend identified in DepEd's 2022 Basic Education Development Plan (BEDP), which emphasized the importance of decentralized yet aligned professional development across all governance levels.

The strong representation of Division-level training attendance highlights the ongoing commitment of Schools Division Offices (SDOs) in the Philippines to deliver in-service training and learning sessions through Learning Action Cells (LACs), school-based seminars, and division-wide workshops. According to Llamas and Rivera (2023), such localized programs are effective in addressing context-specific needs such as curriculum implementation, differentiated instruction, and remedial teaching. However, there is also a growing call to enhance the depth and innovation of these division-level activities to ensure they remain aligned with national education reforms like the MATATAG Curriculum.

The relatively low participation in Regional and National trainings (11% each) may stem from logistical, financial, or selection-related constraints. In many cases, these opportunities are reserved for school heads, master teachers, or designated representatives, thus limiting widespread participation. As emphasized in a study by De Vera and Santos (2021), equitable access to high-level training is essential to ensure that all teachers, regardless of rank or school assignment, benefit from current pedagogical trends, assessment reforms, and policy updates. Without this, there may be discrepancies in instructional quality across schools and divisions.

Notably, one respondent (11%) has attended International training, reflecting a rare but valuable exposure to global educational practices. International trainings are often associated with participation in ASEAN teacher mobility programs, partnerships with NGOs, or scholarship-based initiatives. These experiences allow educators to bring back fresh perspectives, evidence-based practices, and cross-cultural competencies that can enrich local teaching approaches. As highlighted by SEAMEO INNOTECH (2022), international exposure can significantly contribute to innovation and leadership in education, especially in areas like digital learning and global citizenship education.

In conclusion, the respondents' training profile suggests that while division-level professional development is well-utilized, there remains a need to expand access to regional, national, and international training opportunities. A more balanced distribution of professional growth experiences can help bridge knowledge gaps, support differentiated instruction, and strengthen teacher leadership. DepEd, in collaboration with local and global partners, should consider broadening participation mechanisms and investing in technology-enabled training programs to ensure equitable and scalable teacher development across the Philippine education system.

Profile of Learners. The table below presents the profile of the Key Stage 1 learners from the research environment as to their age and gender.

Table 9 Age and Gender Profile

Profile	Frequency (n=207)	Percentage (100%)
Age		
10 years old and above	3	1.45
9 years old	5	2.42
8 years old	52	25.1
7 years old	66	31.8
6 years old	81	36.7
Total	207	100

Gender		
Female	116	56
Male	91	43
Total	207	100

The age distribution of Key Stage 1 learners reveals that the majority fall within the expected age bracket for early primary education. Specifically, 36.7% (76 learners) are 6 years old, 31.8% (66 learners) are 7 years old, and 25.1% (52 learners) are 8 years old. These age groups correspond appropriately to Grade 1 to Grade 3 learners under the K to 12 Basic Education Curriculum, confirming that most students are enrolled at an age-aligned grade level. According to DepEd (2020), appropriate age-grade placement is essential for optimizing foundational skill development, particularly in literacy and numeracy, which are the core focus areas in Key Stage 1.

The presence of older learners-2.42% (5 learners) aged 9 and 1.45% (3 learners) aged 10 years and above-suggests some degree of age irregularity. While relatively small in proportion, these figures may point to learners who experienced delayed school entry, grade repetition, or interruptions in schooling due to socio-economic or health-related challenges. Studies by the Philippine Institute for Development Studies (PIDS, 2021) highlight how poverty, lack of access to early childhood education, and family displacement can lead to older learners being placed in lower grade levels. This reinforces the need for targeted remedial and support programs within the classroom.

The inclusion of over-aged students in early grades can impact classroom instruction, particularly in multi-age group settings. Teachers may need to implement differentiated instruction strategies to accommodate the varying developmental levels, especially in reading fluency, comprehension, and numeracy. According to SEAMEO INNOTECH (2022), classrooms in low-resource public schools often host learners with diverse academic readiness, requiring adaptive teaching methods and inclusive learning materials to ensure all students are meaningfully engaged and progressing.

In terms of gender distribution, 56% (116 learners) are female, while 43% (91 learners) are male, with 1% likely attributed to rounding off or non-response. This slight majority of female learners aligns with national enrollment trends in early primary levels, as observed in PSA (2021) reports. Female learners often demonstrate higher school attendance and early reading proficiency, but it is important not to overlook the growing concern around male underachievement in the foundational years. Research by Dizon and Llego (2023) suggests that boys may lag in reading skills due to behavioral factors, learning preferences, or reduced parental support at home.

In conclusion, the profile of Key Stage 1 learners in this study reflects a predominantly age-appropriate and slightly female-majority group. However, the presence of over-aged learners and a gender gap-albeit modest-warrants attention. These findings emphasize the importance of early intervention programs, responsive teaching strategies, and gender-sensitive approaches to ensure equitable learning opportunities. By addressing age and gender-related learning needs early on, schools can lay a stronger foundation for learner development and academic success throughout the basic education cycle.

LEVEL OF READING PERFORMANCE OF LEARNERS

The following tables below showcase the reading performance level of Key Stage 1 learners based on standard reading assessments. This presents the data on their reading fluency, reading comprehension, and word recognition.

Reading Fluency. This refers to the ability to read text smoothly, accurately, and with appropriate speed and expression. Fluent readers can read aloud with few errors and can self-correct when needed, making reading more understandable and enjoyable.

Table 10 Reading Fluency

Reading Fluency	Grade or Score per Competency			
	Attained Mastery (90-100)	Near Mastery (80-89)	Lack Mastery (75-79)	No Mastery (60-74)
1.Learners demonstrate basic literacy in their first language, decode high-frequency and basic content-specific words to develop language for learning, and comprehend, respond to, and create narrative and informational texts based on real-life experiences.	42	66	55	44
2.Learners develop fluency in all language macroskills-the ability to listen, speak, read, and write accurately, quickly, smoothly, and with appropriate expression, integrating fluency across oral language, phonics, word study, vocabulary, and comprehension.	35	59	60	53

The reading fluency levels of the 207 Key Stage 1 learners indicate a mixed performance across the mastery continuum. Among the respondents, 20% (42 learners) were classified under "Attained Mastery", which reflects the ability to read with appropriate speed, accuracy, and expression with minimal errors. These learners demonstrate a high level of fluency, which correlates strongly with overall reading comprehension and academic success. According to Rasinski et al. (2021), fluent readers can allocate more cognitive resources to understanding text, making fluency a critical bridge between decoding and comprehension.

The largest proportion of learners, 32% (66 learners), fall under the "Near Mastery" level, suggesting that while their reading fluency is fairly developed, they still make occasional errors and may lack consistency in pacing or prosody. This group represents a promising cohort who, with sustained instruction and targeted interventions, could reach full mastery. Research by Suggate (2022) notes that learners in this band benefit most from guided repeated reading practices and scaffolded fluency tasks that build both automaticity and confidence in oral reading.

Meanwhile, 27% (55 learners) were categorized as "Lack Mastery," indicating that they have not yet developed the fluency skills necessary for grade-level expectations. These students may struggle with decoding efficiency, word recognition, and expressive reading-all of which hinder comprehension. Studies such as that by Kuhn et al. (2020) emphasize that fluency instruction must be intentional and explicit for students in this band, incorporating model reading, echo reading, and phonics reinforcement to build fluency from the ground up.

Of particular concern are the 21% (44 learners) who were classified under "No Mastery." This group shows significant difficulty in fluent reading and may read haltingly, inaccurately, or without expression. Their limited fluency may be symptomatic of broader foundational literacy gaps such as weak phonemic awareness or vocabulary limitations. As the Department of Education (DepEd, 2021) underscores in its Every Child a Reader program, early identification and intensive support for non-fluent readers is essential to prevent long-term literacy failure, especially by the end of Key Stage 1.

In summary, the data reveal that while over half of the learners (52%) are either near or fully fluent readers, nearly half (48%) are below mastery levels and are in need of targeted interventions. These findings call for differentiated reading instruction that meets learners at their current level while promoting progression toward fluency. Programs that integrate oral reading strategies, teacher modeling, and access to varied leveled texts are essential. Moreover, regular assessment using standardized fluency benchmarks, as recommended by DepEd Order No. 14, s. 2018, can help ensure early remediation and sustained reading growth.

Reading Comprehension. This pertains to the ability to understand, interpret, and respond to what is read. It involves grasping the main idea, recalling details, making inferences, predicting outcomes, and retelling the text accurately.

Table 11 Reading Comprehension

Reading Comprehension	Grade or Score per Competency			
	Attained Mastery (90-100)	Near Mastery (80-89)	Lack Mastery (75-79)	No Mastery (60-74)
1.The learner demonstrates basic literacy in their first language by decoding high-frequency and basic content-specific words, understanding how words are used in simple sentences to get and express meaning, and comprehending, responding to, and creating narrative and informational texts based on real-life experiences.	42	66	55	44
2.The learner answers simple questions about texts read, sequences a series of events in a literary selection, identifies elements of a story such as characters, setting, and key events, and locates specific information in the text to find answers to simple questions.	35	59	60	53

The reading comprehension results of the 207 Key Stage 1 learners reveal significant variation in performance levels. A total of 17% (35 learners) achieved "Attained Mastery", indicating that these students are able to comprehend texts with strong accuracy, including skills such as identifying main ideas, making inferences, and retelling key information. Learners at this level demonstrate cognitive engagement and strong decoding skills, aligning with findings by Snow and Matthews (2021), who emphasized that early comprehension skills are foundational for lifelong learning and academic achievement.

Meanwhile, 29% (59 learners) fall under the "Near Mastery" category, showing developing proficiency in understanding text but still requiring improvement in certain areas such as inference-making or sequencing. These learners often benefit from scaffolded reading strategies and structured question-answer activities. Research by Elleman and Oslund (2020) stresses that comprehension can be improved through strategies like reciprocal teaching, think-alouds, and explicit instruction in text structures, which are especially effective for learners approaching mastery.

An equal proportion, 29% (60 learners), are classified under "Lack Mastery." These learners may grasp basic information but struggle with deeper comprehension tasks such as interpreting implicit meanings, drawing conclusions, or connecting ideas across sentences. Such gaps could stem from limited vocabulary, weak decoding fluency, or insufficient background knowledge. As noted by Kispal (2021), comprehension difficulties at this stage can be addressed through exposure to varied texts, oral discussions, and vocabulary-building activities embedded in reading lessons.

The 26% (53 learners) identified in the "No Mastery" category are of particular concern. These learners face major challenges in understanding even simple texts, which may affect their engagement and confidence in reading activities. They are likely in need of intensive, individualized support. According to the findings of Shanahan et al. (2022), targeted interventions focusing on both language comprehension and word recognition are necessary to close persistent comprehension gaps in early grades. Furthermore, the use of visuals, story mapping, and oral retelling exercises can help solidify understanding among struggling readers.

In summary, while 46% of learners demonstrate at least near mastery in reading comprehension, a larger percentage-55%-lack sufficient mastery, indicating a need for sustained instructional focus on meaning-making and interpretive skills. These results echo the challenges highlighted in DepEd's Basic Education Development Plan (2022–2030), which underscores the importance of strong early literacy foundations. Educators must therefore employ a balanced reading approach that integrates decoding with explicit comprehension instruction, using contextualized and culturally relevant materials to support diverse learner needs.

Word Recognition. This involves the ability to identify and read written words quickly and accurately. It includes recognizing sight words and decoding unfamiliar words with ease, which supports reading fluency and comprehension.

Table 12 Word Recognition

Word Recognition	Grade or Score per Competency			
	Attained Mastery (90-100)	Near Mastery (80-89)	Lack Mastery (75-79)	No Mastery (60-74)
Read CVC (Consonant-Vowel-Consonant) words.	42	66	55	44
Recognize and read CCVC words with clusters and diphthongs.	35	59	60	53

The data on learners' word recognition skills show a promising yet uneven distribution of reading proficiency among Key Stage 1 learners. A total of 48 learners (23%) achieved "Attained Mastery", indicating they can recognize words accurately and automatically, including both sight words and phonetically regular words. These learners likely possess strong phonemic awareness and decoding strategies, which are essential in early literacy development. According to Castles, Rastle, and Nation (2020), automatic word recognition plays a critical role in freeing cognitive resources for comprehension, making this group well-positioned for further reading growth.

The largest proportion of learners, 71 or 35%, fall under the "Near Mastery" category. These students are developing their ability to identify words swiftly but may still experience occasional hesitations or require support with unfamiliar or multisyllabic words. Instructional approaches such as repeated reading and explicit phonics can help bridge their gaps. Bigozzi et al. (2021) emphasize that systematic phonics instruction combined with word exposure in meaningful contexts accelerates word recognition and builds confidence in young readers.

24% of the learners (49 individuals) are classified as "Lack Mastery," suggesting limited automaticity in recognizing both high-frequency and decodable words. These students may rely on sounding out or guessing strategies, which can slow down reading fluency and interfere with comprehension. Research by Ehri (2022) supports the idea that direct instruction in word families, along with scaffolded decoding practice, is essential for learners at this level to improve their recognition accuracy and speed.

The "No Mastery" category includes 39 learners (19%), who struggle significantly with word recognition, likely impacting both their reading fluency and overall comprehension. These students may be in the early stages of phonological and orthographic development. A study by Foorman et al. (2021) stresses that early and intensive interventions focusing on phonemic awareness, letter-sound correspondence, and high-frequency word instruction are key to supporting learners with significant decoding difficulties.

In summary, although 58% of learners fall within the mastery or near mastery levels in word recognition, a considerable 43% still lack automatic word reading ability, indicating a need for strengthened early reading interventions. The results reinforce the importance of systematic and explicit instruction in foundational literacy skills, as advocated in the Philippine Department of Education's National Reading Program (DepEd Order No. 13, s. 2018). Educators should implement consistent, differentiated instruction using a blend of phonics, word recognition drills, and contextual reading activities to help all learners build robust reading foundations.

Summary on the Level of Reading Performance of Learners. The table below presents the summary level of the reading performance of the Key Stage 1 learners of the research environment in terms of their reading fluency, reading comprehension, and word recognition.

Table 13 Summary on the Level of Reading Performance of Learners

Competencies	Grade or Score per Competency			
	Attained Mastery (90-100)	Near Mastery (80-89)	Lack Mastery (75-79)	No Mastery (60-74)
Reading Fluency	42	66	55	44
Reading Comprehension	35	59	60	53
Word Recognition	48	71	49	39

The data presented in Table 13 highlights the reading performance of Key Stage 1 learners in terms of reading fluency, comprehension, and word recognition. A significant portion of students achieved scores in the "Near Mastery" and "Lack Mastery" categories across all competencies. For instance, 66 students attained near mastery in reading fluency, while 55 and 44 students fell into the "Lack Mastery" and "No Mastery" categories, respectively. Similarly, in reading comprehension, 59 students achieved near mastery, with 60 and 53 students in the lower mastery categories. Word recognition showed a slightly more balanced distribution, with 71 students in the near mastery range and 49 and 39 students in the lower mastery categories.

Recent studies have underscored the importance of reading fluency as a foundational skill for overall reading proficiency. According to a 2023 report by the Texas Learning Disabilities Center, students who struggled with reading fluency often faced challenges in word-level reading skills and text comprehension. The report suggests that improving reading fluency can lead to better comprehension outcomes.

Reading comprehension, as a critical component of literacy, has been the focus of various instructional strategies. A 2021 study by Duke emphasizes the significance of background knowledge and vocabulary in enhancing reading comprehension. The research suggests that comprehension instruction should integrate vocabulary development and background knowledge to improve understanding of texts.

Word recognition, another essential skill, directly impacts reading fluency and comprehension. A 2021 study by Chamba and Ramirez-Avila found that improving word recognition through techniques like skimming and scanning significantly enhanced reading comprehension among learners. This highlights the interconnectedness of these competencies and the need for integrated instructional approaches.

The COVID-19 pandemic has had a profound impact on early literacy development. A 2023 study by the Nuffield Foundation reported that children in Key Stage 1 were approximately one month behind in reading compared to pre-pandemic levels. This setback underscores the importance of targeted interventions to address learning gaps and support students in regaining lost ground.

In conclusion, the data from Table 13 reflects a need for focused instructional strategies to enhance reading fluency, comprehension, and word recognition among Key Stage 1 learners. Incorporating evidence-based practices and addressing the challenges posed by recent disruptions can contribute to improving reading outcomes for these students.

EXTENT OF IMPLEMENTATION OF TARGETED READING INTERVENTIONS

The following tables below reveal the extent of implementation of targeted reading interventions in the classroom, specifically in terms of the appropriateness of reading materials to learners' reading levels, the use of varied and engaging reading strategies, and the monitoring and assessment of learner reading progress.

Appropriateness of Reading Materials to Learners' Reading Levels. This refers to the relevance, suitability, and level-appropriateness of the reading texts and resources used during intervention sessions.

Table 14 Appropriateness of Reading Materials to Learners' Reading Levels

Items	Weighted Mean	Standard Deviation	Interpretation
The reading materials provided match the learners' assessed reading levels (e.g., based on Phil-IRI results).	4.00	0.73	Agree
The difficulty level of the reading texts is appropriate for the learners' current reading abilities.	4.11	0.68	Agree
Supplementary reading materials are suitable for both struggling and advanced readers in the class.	4.33	0.61	Strongly Agree
The vocabulary used in the reading materials is within the learners' comprehension capacity.	4.11	0.70	Agree
The content of the reading materials reflects the interests and experiences of Key Stage 1 learners.	4.44	0.59	Strongly Agree
The reading materials are culturally relevant and age-appropriate for young learners.	3.89	0.77	Agree
There are sufficient materials available for different reading levels in the classroom.	3.89	0.82	Agree
Reading materials used in the intervention sessions are consistent with the prescribed DepEd reading standards (e.g., ELLN, Phil-IRI).	4.33	0.66	Strongly Agree
The selection of texts allows for scaffolding to higher-level reading skills over time.	3.78	0.85	Agree
Learners show increased engagement when reading materials are aligned with their reading proficiency levels.	4.44	0.58	Strongly Agree
GRAND MEAN	4.13	0.70	Agree

Legend: 4.21 - 5.00 Strongly Agree; 3.41 - 4.20 Agree; 2.61 - 3.40 Neutral; 1.81 - 2.60 Disagree; 1.00 - 1.80 Strongly Disagree

The findings from Table 13 reveal a generally positive assessment of the appropriateness of reading materials used in the implementation of targeted reading interventions. The overall grand mean is 4.13, with a standard deviation of 0.70, which indicates that teachers agree the materials are appropriate for their learners' reading levels. This aligns with the perspective that tailored reading materials, when aligned with learners' assessed levels such as those derived from the Phil-IRI, significantly enhance literacy instruction. Tomlinson (2021) emphasized that matching instructional content to learners' readiness levels is fundamental to effective differentiated instruction, especially in foundational reading.

Among the items evaluated, the highest ratings were given to two statements. The item stating "The content of the reading materials reflects the interests and experiences of Key Stage 1 learners" received a mean of 4.44 with a standard deviation of 0.59, and "Learners show increased engagement when reading materials are aligned with their reading proficiency levels" also scored a mean of 4.44 and a standard deviation of 0.58. These results imply that contextual and relatable reading content greatly contributes to learner motivation and engagement. Kim, Boyle, and Nakamura (2020) affirm that interest-based reading materials support deeper comprehension and sustained attention in early grade learners.

Another strongly rated item is "Supplementary reading materials are suitable for both struggling and advanced readers in the class", which received a mean score of 4.33 and a standard deviation of 0.61. This suggests that the materials provided during interventions are inclusive and differentiated, catering to the diverse reading abilities of students. Moats (2022) emphasized that differentiated resources-especially decodable texts for struggling readers and enriched texts for more proficient ones-enhance reading growth across the spectrum of learners.

Similarly, the item "Reading materials used in the intervention sessions are consistent with the prescribed DepEd reading standards (e.g., ELLN, Phil-IRI)" received a strong mean score of 4.33 and a standard deviation of 0.66. This demonstrates that most teachers are aligning their materials with national benchmarks. According to Gube and Lising (2021), alignment with DepEd standards ensures coherence in literacy instruction, enabling more equitable and goal-oriented implementation across classrooms in the country.

Moderately high agreement was also observed in the items "The difficulty level of the reading texts is appropriate for the learners' current reading abilities", with a mean of 4.11 and standard deviation of 0.68, and "The vocabulary used in the reading materials is within the learners' comprehension capacity", which had a mean of 4.11 and standard deviation of 0.70. These scores suggest that while the texts are generally appropriate, there may be instances where vocabulary or complexity slightly exceeds the learners' zones of proximal development. Alonzo and Kim (2020) argued that controlled vocabulary and gradual text complexity promote fluency and comprehension when aligned closely with learner needs.

Lower agreement levels were recorded in "Reading materials are culturally relevant and age-appropriate for young learners" and "There are sufficient materials available for different reading levels in the classroom", both of which received a mean score of 3.89, with standard deviations of 0.77 and 0.82 respectively. These values highlight a perceived need for a broader range of culturally attuned and leveled materials. Jimenez and Fong (2023) emphasized that the inclusion of culturally representative content promotes inclusivity and helps learners connect prior knowledge with new concepts, thereby improving reading comprehension.

The item with the lowest mean was "The selection of texts allows for scaffolding to higher-level reading skills over time", which received a mean of 3.78 and standard deviation of 0.85, though still interpreted as Agree. This points to a gap in instructional sequencing-an area crucial to moving learners from basic decoding to analytical reading. Scaffolding remains a critical instructional strategy, especially in multilingual settings, where reading proficiency is built step-by-step. Sosa and Carreon (2022) emphasized that properly sequenced texts aligned with Vygotsky's concept of the Zone of Proximal Development are essential for progressive literacy development.

In summary, the findings indicate that the reading materials used in targeted interventions are generally appropriate to learners' reading levels, as shown by the grand mean of 4.13. While strengths were noted in relevance, engagement, and alignment with DepEd standards, there is room to improve the availability of leveled texts and scaffolding. These results highlight the need for continuous enhancement of reading resources to better support early literacy development.

Use of Varied and Engaging Reading Strategies. This refers to the application of diverse, interactive, and learner-centered teaching methods during reading interventions.

Table 15 Use of Varied and Engaging Reading Strategies

Items	Weighted Mean	Standard Deviation	Interpretation
A variety of reading strategies (e.g., guided reading, shared reading, paired reading) are employed during reading interventions.	4.11	0.68	Agree
Phonics and decoding activities are regularly incorporated into the reading sessions.	4.56	0.55	Strongly Agree
Storytelling and read-aloud sessions are utilized to enhance learners' interest in reading.	4.89	0.31	Strongly Agree
Learners are given opportunities to participate in interactive reading activities such as role-play or dramatization.	4.44	0.60	Strongly Agree
The teacher uses visual aids and other instructional materials to support reading instruction.	4.89	0.28	Strongly Agree
Learners are engaged through the use of games and songs related to the reading lessons.	4.78	0.36	Strongly Agree
Differentiated instruction is applied based on learners' individual reading needs and abilities.	4.56	0.47	Strongly Agree
Reading comprehension questions are asked to check learners' understanding during and after reading.	4.78	0.39	Strongly Agree
Group and pair reading activities are encouraged to promote peer-assisted learning.	4.44	0.53	Strongly Agree
Learners are motivated to read independently through the use of interesting and enjoyable reading tasks.	4.78	0.35	Strongly Agree
GRAND MEAN	4.62	0.45	Strongly Agree

The results show a high extent of implementation of varied and engaging reading strategies during targeted interventions, as reflected in the grand mean score of 4.62 and a standard deviation of 0.45, interpreted as Strongly Agree. The use of diverse strategies ensures that learners are supported according to their individual needs and learning preferences, which aligns with the findings of Mohd et al. (2021), who emphasized that varied instructional approaches enhance reading development and learner motivation.

One of the highest-rated strategies is storytelling and read-aloud sessions, which received a mean score of 4.89 with a standard deviation of 0.31. This supports the conclusion of Chou and Chou (2022), who found that storytelling not only improves learners' listening and comprehension skills but also fosters emotional engagement with texts. Through vivid narration and expressive reading, learners are drawn into the story, making them more receptive to reading.

Similarly, the use of visual aids and instructional materials also obtained a high mean of 4.89 and a standard deviation of 0.28. According to Lee and Lee (2021), the integration of visuals helps in scaffolding reading comprehension, especially among beginning readers, by offering contextual clues and enhancing vocabulary acquisition. The accessibility of visual materials makes abstract concepts more tangible and supports differentiated learning.

Games and songs related to reading lessons scored a mean of 4.78 and a standard deviation of 0.36, suggesting they are consistently used to capture learner interest. This aligns with the research of Wulandari et al. (2023), which demonstrated that gamified reading activities significantly increase learner participation and improve word retention. Songs, in particular, aid in phonemic awareness, a critical component of early literacy.

Differentiated instruction also received strong approval with a mean of 4.56 and a standard deviation of 0.47. This supports Tomlinson's (2020) advocacy for tailoring instruction based on individual learner profiles. In reading interventions, providing varying levels of text complexity, support, and pacing has been shown to be effective in bridging achievement gaps, especially in inclusive settings.

Group and pair reading strategies were marked with a mean of 4.44 and standard deviation of 0.53, highlighting the role of social learning. This practice supports the sociocultural theory emphasized by Vygotsky and echoed in contemporary studies such as by Bautista and Espinosa (2021), who noted that peer collaboration fosters cooperative learning and boosts reading confidence in young learners.

In conclusion, the consistently high mean scores across all items—ranging from 4.11 to 4.89—indicate that varied and engaging reading strategies are being effectively implemented. These strategies not only enhance learners' reading fluency and comprehension but also promote motivation and active participation. The data affirms the importance of a multifaceted approach to reading instruction, ensuring that every learner benefits from tailored, interactive, and meaningful reading experiences.

Monitoring and Assessment of Learner Reading Processes. This pertains to the systematic process of evaluating learners' progress in reading during and after the implementation of interventions.

Table 16 Monitoring and Assessment of Learner Reading Processes

Items	Weighted Mean	Standard Deviation	Interpretation
Reading assessments are conducted regularly to monitor learners' reading performance.	4.78	0.39	Strongly Agree
The teacher uses diagnostic tools (e.g., Phil-IRI) to identify learners' reading levels at the start of the intervention.	5.00	0.00	Strongly Agree
Learners' reading progress is documented through checklists or progress monitoring forms.	4.67	0.48	Strongly Agree
Immediate feedback is provided to learners during reading activities.	4.78	0.35	Strongly Agree
Post-intervention reading assessments are administered to evaluate learners' improvement.	4.44	0.61	Strongly Agree
Individual learners' strengths and weaknesses in reading are identified and addressed through assessment results.	4.67	0.46	Strongly Agree
Assessment results are used to adjust and improve the reading intervention strategies.	4.67	0.43	Strongly Agree
Reading comprehension, fluency, and word recognition are regularly evaluated during intervention sessions.	4.67	0.41	Strongly Agree
Parents are informed of their child's reading progress based on assessment data.	4.67	0.49	Strongly Agree
Learners' reading portfolios or progress records are maintained to track development over time.	4.33	0.66	Strongly Agree
GRAND MEAN	4.67	0.43	Strongly Agree

The data reveal a strong implementation of monitoring and assessment practices in reading interventions, as evidenced by the grand mean score of 4.67 and a standard deviation of 0.43, interpreted as Strongly Agree. This reflects the importance placed on continuous assessment to guide reading instruction. According to Johnson and Keier (2021), regular assessment helps identify gaps in learners' reading development, ensuring that instruction is responsive and targeted.

The highest-rated item, with a perfect mean of 5.00 and zero standard deviation, highlights that all teachers consistently use diagnostic tools such as the Phil-IRI to assess learners' reading levels at the beginning of interventions. This confirms the practice recommended by DepEd and supported by Reutzel and Cooter (2022), who argue that initial diagnostic assessments are essential for customizing instruction to match each learner's specific reading needs.

Regular reading assessments, which received a mean of 4.78 and a standard deviation of 0.39, are another key component of effective reading intervention. These assessments provide valuable data on learners' ongoing performance. As noted by Smith et al. (2021), frequent assessment promotes accountability and helps teachers monitor the effectiveness of their instructional strategies in real time.

Providing immediate feedback, with a mean of 4.78 and a standard deviation of 0.35, ensures that learners are guided and corrected as they engage in reading activities. Feedback has been proven to be one of the most influential factors in learning (Hattie & Clarke, 2020). When learners receive timely input about their reading errors and successes, they are more likely to self-correct and build reading competence.

The use of reading portfolios and progress records, while still rated as Strongly Agree with a mean of 4.33 and standard deviation of 0.66, received the lowest score among the indicators. This suggests that while progress

tracking is practiced, it may be an area for further enhancement. According to a study by Boucher and Powell (2023), maintaining reading portfolios encourages reflective teaching and empowers learners by making their progress visible.

Assessment data are not only gathered but are also used to modify intervention strategies, reflected in the mean of 4.67 and standard deviation of 0.43. This aligns with formative assessment practices emphasized by Heritage (2021), where data-driven decision-making is central to instructional refinement. By interpreting assessment results, teachers can differentiate and scaffold instruction to address emerging needs.

In conclusion, the high mean scores across all indicators-ranging from 4.33 to 5.00-underscore a robust monitoring and assessment system in the reading intervention program. These findings affirm that systematic evaluation supports learner progress, enables responsive instruction, and ensures that interventions are effective and individualized. Monitoring and assessment are not merely administrative tasks but are vital instructional tools that contribute significantly to reading success.

Summary on the Extent of Implementation of Targeted Reading Interventions. This section indicates the summary on the extent of implementation of targeted reading interventions in the classroom, specifically in terms of the appropriateness of reading materials to learners' reading levels, the use of varied and engaging reading strategies, and the monitoring and assessment of learner reading progress.

Table 17 Summary on the Extent of Implementation of Targeted Reading Interventions

Items	Weighted Mean	Standard Deviation	Interpretation
Appropriateness of Reading Materials to Learners' Reading Levels	4.13	0.70	Agree
Use of Varied and Engaging Reading Strategies	4.62	0.45	Strongly Agree
Monitoring and Assessment of Learner Reading Progress	4.67	0.43	Strongly Agree
GRAND MEAN	4.47	0.53	Strongly Agree

Legend: 4.21 - 5.00 Strongly Agree; 3.41 – 4.20 Agree; 2.61 – 3.40 Neutral; 1.81 – 2.60 Disagree; 1.00 – 1.80 Strongly Disagree

The summary table presents a comprehensive view of how effectively targeted reading interventions are being implemented in the classroom. The grand mean of 4.47 with a standard deviation of 0.53 signifies that the overall implementation is interpreted as Strongly Agree. This reflects that teachers are largely consistent and committed to practices aligned with evidence-based reading interventions. As highlighted by Foorman et al. (2021), a well-implemented reading program must integrate appropriate materials, engaging strategies, and ongoing assessment.

In terms of the appropriateness of reading materials to learners' reading levels, the weighted mean is 4.13 with a standard deviation of 0.70, interpreted as Agree. Although this is the lowest among the three categories, it still shows a generally positive implementation. However, the relatively higher standard deviation suggests variability in practice, possibly due to limited access to leveled materials or the challenges of differentiating instruction. Villanueva and del Rosario (2023) noted that material suitability plays a crucial role in scaffolding struggling readers, particularly in early grades where decoding and comprehension are still developing.

The use of varied and engaging reading strategies is rated with a weighted mean of 4.62 and a standard deviation of 0.45, falling under Strongly Agree. This indicates that teachers are highly active in applying interactive methods such as storytelling, role-playing, and phonics games during interventions. Research by McGee and Tompkins (2022) confirms that diversified teaching methods boost learner engagement, especially when learners are given roles and active participation in reading-related tasks.

The highest-rated component is monitoring and assessment of learner reading progress, with a weighted mean of 4.67 and a standard deviation of 0.43, also interpreted as Strongly Agree. This emphasizes the strong focus teachers place on evaluating learners' reading skills using tools like diagnostic tests, reading portfolios, and regular feedback sessions. According to Alvarez and de la Cruz (2021), systematic monitoring allows for timely instructional adjustments and strengthens the impact of interventions, particularly when paired with individualized support.

The balanced implementation of both engaging strategies and systematic assessment indicates a comprehensive approach. It aligns with the findings of Duke and Cartwright (2021), who emphasize the synergy between

engaging instruction and continuous evaluation as key factors in literacy improvement. When learners are both motivated and monitored, reading development becomes more sustainable and measurable.

Despite the positive outcomes, the slight gap in the appropriateness of reading materials highlights an area for development. Addressing this may require investment in a wider range of leveled texts, better classroom libraries, or structured guidance in adapting texts to suit diverse reading abilities. As suggested by Santos and Lim (2024), ensuring text difficulty matches student ability prevents frustration and promotes reading confidence.

In conclusion, the data affirm that targeted reading interventions are strongly implemented overall, with the highest focus on strategy use and assessment, and a slightly lower-yet still satisfactory-rating on material appropriateness. These results support existing literature that effective reading interventions depend on the integration of appropriate content, dynamic instructional strategies, and continuous, data-informed assessment. Strengthening material selection will further enhance the quality and impact of reading interventions in foundational literacy development.

TESTING OF SIGNIFICANT RELATIONSHIPS

Reading Performance Level and Extent of Targeted Reading Interventions. Table 18 discloses the results of testing the relationship between the reading performance level of Key Stage 1 learners and the extent of targeted reading interventions of teachers.

Table 18 Testing of Significant Relationships

Variables	Computed chi-square	Critical p-value	Decision	Interpretation
Reading Performance Level and Extent of Targeted Reading Interventions	16.42	0.003	Rejected	Significant

@ 0.05 level of significance

The data in Table 18 reveal a statistically significant relationship between Reading Performance Level and the Extent of Targeted Reading Interventions, as indicated by a computed chi-square value of 16.42 and a p-value of 0.003, which is lower than the 0.05 level of significance. The null hypothesis was therefore rejected, leading to the interpretation that the relationship is significant. This implies that the extent to which teachers implement targeted reading interventions has a meaningful impact on learners' reading performance.

The statistical significance of the findings underscores the importance of structured and intentional reading interventions in improving literacy outcomes. According to the study of Reutzel et al. (2021), targeted interventions that are data-driven and tailored to learners' specific reading difficulties can significantly boost early reading proficiency. The present results support this, showing that the more comprehensively these interventions are applied, the better learners perform in reading tasks.

Targeted reading interventions are most effective when they are intensive, individualized, and aligned with students' current reading levels. The strong correlation in the table aligns with findings from the research of Valencia and Redondo (2023), who emphasized that learners show measurable improvements in decoding, fluency, and comprehension when interventions are closely matched to their needs and are implemented consistently.

The significance found in the relationship also implies that the teachers' practices in applying differentiated strategies, monitoring progress, and selecting appropriate reading materials directly contribute to learners' reading outcomes. This is supported by Alonzo and Tadena (2022), who found that instructional decisions informed by assessment data lead to more effective interventions and result in stronger literacy gains, particularly in the early years of schooling.

It is also important to consider that a low p-value (0.003) strengthens the reliability of the relationship and minimizes the likelihood that the results occurred by chance. This finding validates the current reading programs' emphasis on early intervention, as echoed in the work of Gutiérrez and Lopez (2020), who recommended that schools adopt structured intervention models such as RTI (Response to Intervention) to identify and support struggling readers early.

Moreover, this result reinforces the value of teacher capacity-building in implementing such interventions. When teachers are equipped with the necessary training and resources to deliver evidence-based reading strategies, learner outcomes are significantly improved. As highlighted by Dizon and Ramos (2021), professional

development in literacy instruction leads to more effective and confident implementation of intervention practices, thus boosting student reading performance.

In summary, the significant relationship between reading performance and the extent of targeted interventions affirms that intentional, strategic, and well-monitored reading instruction directly influences learning success. This result supports the premise that improving the scope and quality of reading interventions-through appropriate materials, engaging strategies, and formative assessments-can serve as a key lever in raising literacy achievement among Key Stage 1 learners.

CHALLENGES ENCOUNTERED

Table 19 discloses the challenges encountered by teachers and learners in the implementation of targeted reading interventions in the classroom.

Table 19 Challenges Encountered

Rank	Issues and Concerns	Frequency
T-1 st	Limited time for reading sessions	8
T-1 st	Minimal parental involvement	8
T-1 st	Short learner attention span	8
3 rd	Low learner motivation	5
4 th	Heavy teacher workload	4
5 th	Lack of leveled reading materials	3
6 th	Large class size	2
7 th	Inadequate teacher training on interventions	1

Table 19 presents the prevailing issues and concerns encountered in the implementation of targeted reading interventions among teachers and learners. The top-ranked concerns, all tied for first place with a frequency of 8, include limited time for reading sessions, minimal parental involvement, and short learner attention span. These three challenges reflect key barriers that hinder the consistent and effective delivery of reading programs. Time constraints often stem from congested daily class schedules, leaving insufficient periods for meaningful reading instruction. As confirmed by Bernales and Cruz (2021), teachers in primary education frequently report limited instructional time as a barrier to implementing intervention programs effectively.

Another top concern is minimal parental involvement, which plays a crucial role in reinforcing reading development outside of school. The lack of family engagement often results in reduced reading exposure at home and a weaker support system for learners. According to Alvarez and Santos (2022), parental involvement significantly enhances literacy development, especially when parents participate in home-based reading activities. Thus, its absence is detrimental to learners' sustained progress in reading.

The short attention span of learners, also ranked highest, presents a considerable challenge in engaging young readers during interventions. Primary-grade learners typically have limited cognitive stamina, and this affects their ability to stay focused during reading tasks. A study by Medina and Uy (2023) highlights that maintaining learner engagement in reading requires dynamic and interactive strategies, such as gamified reading tasks, role-plays, and the use of multimedia tools to sustain their interest and focus.

Ranked third with a frequency of 5 is low learner motivation, which directly impacts reading performance and intervention outcomes. When learners are not intrinsically or extrinsically motivated to read, their willingness to participate in reading activities declines. Villanueva and Ramos (2020) found that motivation plays a central role in reading achievement, and intervention programs must therefore integrate strategies that promote self-efficacy and make reading enjoyable and relevant to students' experiences.

The heavy workload of teachers, ranked fourth, also poses a significant barrier to implementing quality reading interventions. Teachers often juggle multiple responsibilities beyond reading instruction, including administrative duties, classroom management, and other subject requirements. Lim and Bautista (2021) emphasized that excessive workload can hinder teachers from planning, executing, and assessing intervention sessions thoroughly, thereby reducing their overall effectiveness.

Ranked fifth is the lack of leveled reading materials, with three teachers citing it as a concern. Effective reading interventions require access to developmentally appropriate and leveled texts to cater to varied reading abilities within a class. However, this lack of resources limits differentiation and personalized instruction. As noted in the study of Pineda and Ocampo (2023), access to a diverse collection of reading materials is a prerequisite for successful early literacy programs.

Lastly, large class sizes and inadequate teacher training on interventions were also identified, with frequencies of 2 and 1, respectively. Large class sizes hinder individual attention, making it difficult to cater to learners' unique needs during interventions. In addition, insufficient training leaves teachers underprepared to implement research-based reading strategies effectively. De Guzman and Torres (2020) recommend ongoing professional development and manageable student-teacher ratios to enhance the success of targeted reading interventions. Overall, these findings underscore the need for systemic support to address the contextual barriers limiting the effectiveness of literacy programs in early education.

3. SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusion, and recommendations of the study.

Summary

This research assessed the effectiveness of targeted reading interventions in bridging literacy gaps among Key Stage 1 learners at identified schools of East District Toledo City Division during the school year 2025–2026 as a basis for the development of an enhanced reading intervention activities tailored to address learners' specific literacy needs. This research employed the descriptive method of research with the use of the modified standardized questionnaire in the gathering of important data relevant to the study. A descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection.

Findings

The findings show that the majority of the teacher-respondents are female, aged 31 to 40 years old, and married. Most hold either a bachelor's degree in education or have taken units in a master's program. They have one to three years of teaching experience and have received very satisfactory performance ratings. Their participation in professional development is mostly at the division level.

The findings reveal that most learners are performing at the Near Mastery level in reading fluency, comprehension, and word recognition. This suggests that while they demonstrate a fairly good grasp of reading skills, there is still room for improvement to reach full mastery. A notable portion of learners also fall under the Lack Mastery and No Mastery categories, indicating the need for targeted reading interventions to address gaps in decoding, understanding, and fluency.

The findings show that the targeted reading interventions are strongly implemented in the classroom. Teachers strongly agree on the consistent use of varied and engaging reading strategies, as well as on the regular monitoring and assessment of learners' reading progress. They also agree that the reading materials used are appropriate to the learners' reading levels. Overall, the extent of implementation reflects a high level of commitment to addressing learners' reading needs through purposeful and responsive instructional practices.

In terms of testing the relationships between variables, the findings reveal a significant relationship between learners' reading performance and the extent of targeted reading interventions. This suggests that effective implementation of reading strategies positively influences learners' reading outcomes.

This study also highlights several issues affecting the implementation of targeted reading interventions. The most common concerns include limited time for reading sessions, minimal parental involvement, and short learner attention spans. Other challenges reported were low learner motivation, heavy teacher workload, and lack of leveled reading materials. Less frequently mentioned were large class sizes and inadequate teacher training, which still impact the overall effectiveness of reading programs.

Conclusion

In conclusion, the study reveals that the successful implementation of targeted reading interventions is closely linked to improved reading performance among Key Stage 1 learners. The majority of teachers demonstrated strong implementation practices, particularly in using engaging strategies and regularly monitoring progress, which significantly contributed to learners performing at near mastery levels in reading fluency, comprehension, and word recognition. The findings further indicate that most learners benefit from these interventions, affirming the effectiveness of intentional, data-driven approaches in developing foundational literacy skills.

Moreover, the study reveals that while teachers are committed to improving reading outcomes, they face persistent challenges such as limited time for reading sessions, minimal parental involvement, and short learner attention spans. These barriers highlight the need for systemic support, including parent engagement initiatives, time allotment for reading instruction, and access to appropriate materials. Addressing these concerns can further

strengthen the impact of reading interventions and support learners in achieving full mastery of essential reading competencies.

Recommendations

Based on the findings of this study, it is recommended that the school administration strengthen the implementation of targeted reading interventions by providing appropriate reading materials, encouraging the use of engaging instructional strategies, and supporting regular monitoring of learner progress. To address the identified challenges, schools should initiate programs that promote greater parental involvement, offer professional development for teachers on reading intervention strategies, and explore ways to manage teacher workload more effectively. Enhancing collaboration among stakeholders and ensuring sustained support can further improve reading outcomes among Key Stage 1 learners.

4. OUTPUT OF THE STUDY

Chapter 4 deals with the output of the study.

Rationale

Targeted reading interventions have become essential in addressing literacy gaps, particularly among early grade learners in Key Stage 1. This stage is considered critical for laying the foundation of reading skills necessary for academic success across all subject areas. However, many learners continue to struggle with fluency, comprehension, and word recognition due to varying factors such as limited exposure to print, socio-economic constraints, and individual learning differences. Thus, there is a pressing need to assess whether the interventions implemented at the classroom level are effectively addressing these challenges and leading to measurable improvements in reading performance.

The rationale behind this study stems from the growing concern among educators about the widening literacy gap, especially in early education settings. Despite the presence of reading programs and support systems, some learners still lag behind expected reading benchmarks. This situation not only hampers their academic progress but also affects their confidence and overall engagement in learning. By evaluating the effectiveness of targeted reading interventions, this study seeks to provide evidence-based insights that could inform future instructional decisions and literacy improvement plans.

Moreover, understanding the effectiveness of these interventions is vital for making informed adjustments to current teaching practices. Teachers need reliable data to guide them in refining their strategies, selecting appropriate reading materials, and personalizing instruction to meet diverse learner needs. Through this study, the relationship between intervention practices and learner performance can be examined more closely, enabling schools to identify what works and where improvements are needed. This ensures that efforts to improve literacy are not only intentional but also impactful.

Ultimately, the study aims to support school leaders, teachers, and policymakers in making strategic decisions to close literacy gaps at the foundational level. By highlighting the strengths and limitations of current intervention efforts, it contributes to the development of more effective reading programs that are responsive to learners' needs. In doing so, the study aligns with national educational goals that emphasize early literacy as a key driver of lifelong learning and success.

Objectives

These improved reading intervention activities will hopefully:

1. Determine the extent of implementation of targeted reading interventions in terms of appropriateness of reading materials, use of engaging strategies, and monitoring of learner progress;
2. Assess the reading performance levels of Key Stage 1 learners in the areas of fluency, comprehension, and word recognition and
3. Examine the relationship between the extent of targeted reading interventions and the reading performance of Key Stage 1 learners, and identify key issues and concerns encountered during implementation.

Scheme of Implementation

This scheme outlines strategic activities aimed at enhancing the implementation of targeted reading interventions in Key Stage 1. It emphasizes teacher capacity-building, learner-centered strategies, progress monitoring, and sustained reading support.

Area of Concerns	Objectives	Strategies	Budget	Budget Source	Time Frame	Persons Involved	Evaluative Measures	Actual Accomplishments	Remarks
Reading Intervention Planning	To develop and standardize reading intervention plans based on diagnostic assessments	Conduct needs-based diagnostic tests and create individualized reading plans	Php 10,000	School MOOE	June 2025	Key Stage 1 Teachers, Reading Coordinator	Diagnostic results, individualized plans, planning outputs		
Instructional Capacity-Building	To enhance teacher competence in delivering differentiated reading strategies	Conduct school-based training on multisensory reading strategies, scaffolding, and learner pacing	Php 12,000	School funds	July 2025	Researcher, Teachers	Pre/post training assessment, session documentation		
Learner Engagement	To improve learner participation and motivation in reading activities	Implement interactive reading sessions using story-based, game-based, and peer-paired approaches	Php 8,000	PTA/SBF P Support	August 2025	Teachers, Learners, Reading Aides	Observation logs, learner participation sheets		
Reading Progress Monitoring	To track and evaluate learners' reading development regularly	Conduct data analysis workshops using student assessments to guide supervision focus areas	Php 7,500	School funds	September 2025	Teachers, School Head, Researcher	Monitoring logs, monthly progress data		
Stakeholder Involvement	To strengthen parent and community support in reading development	Use running records, progress charts, and reading journals for monthly evaluation	Php 8,500	External Donations or Partners	October 2025	Parents, Teachers, Community Volunteers	Parent feedback, toolkit usage reports		
Program Sustainability and Evaluation	To assess and ensure the continuous improvement of reading intervention practices	Facilitate quarterly reflection meetings, final reading progress review, and documentation of best practices	Php 10,000	School funds	November 2025	Teachers, School Head, Researcher	Evaluation forms, final reports, reflective journals		

IMPROVED READING INTERVENTION ACTIVITIES

Key Stage 1 Learners

1. GUIDE READING SESSIONS

Description

Guided Reading is a small-group instructional approach where learners read texts at their instructional reading level with the support and guidance of the teacher. This method allows for differentiated instruction that targets the specific needs of each group.

Implementation Strategy

- Group learners based on the results of a diagnostic reading assessment.
- Use leveled readers appropriate for each group's reading ability.
- Conduct sessions 3–4 times per week, with each group receiving about 20 minutes of focused reading instruction.
- During the session, introduce the text, review key vocabulary, and activate prior knowledge.
- As learners read, provide support with decoding, phrasing, and comprehension.
- Conclude with post-reading discussion questions and brief written or drawing tasks to reinforce comprehension.

Intended Outcome:

Improves reading fluency, decoding skills, vocabulary understanding, and reading comprehension by providing individualized support in a structured setting.

2. STORY RETELLING WITH VISUAL AIDS

Description

This activity supports comprehension and sequencing by encouraging learners to retell stories using visual aids such as picture cards, puppets, or story maps. It helps learners internalize story structure and improves oral language skills.

Implementation Strategy

- After reading a short narrative or story, review the key events with learners.
- Provide picture cards or sequencing strips representing the beginning, middle, and end of the story.
- Allow learners to arrange the visuals in order and retell the story using their own words.
- Pair learners or allow individual retelling, depending on their comfort and skill levels.
- Gradually increase complexity by introducing character motivations, settings, and problem-solution structures.

Intended Outcome:

Enhances comprehension, sequencing, vocabulary, and oral expression by encouraging learners to process and express story content meaningfully.

3. PHONICS AND WORD BUILDING GAMES

Description

These interactive games develop foundational literacy skills by helping learners recognize sound-letter relationships, build words, and decode unfamiliar terms in a fun and engaging way.

Implementation Strategy

- Use tools like letter tiles, flashcards, or phonics apps to create interactive activities.
- Start with simple CVC (consonant-vowel-consonant) words and progress to blends and digraphs.
- Conduct activities like “Build the Word,” “Missing Letter Challenge,” or “Sound Hunt” where learners form or identify words based on phonics patterns.
- Include timed or team-based components to encourage engagement and friendly competition.
- Integrate into daily reading routines as warm-up exercises or literacy center rotations.

Intended Outcome:

Improves phonemic awareness, decoding, and spelling abilities, which are essential for reading fluency and overall literacy development.

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