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NANAY KO TUTOR KO PROJECT AND ITS IMPACT TO READING READINESS  
OF GRADE 1 PUPILS



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**ABSTRACT**

Children acquire decoding skills, phonological awareness, and phonics understanding in the first grade, all of which support the growth of fluent reading. To achieve comprehension, the ultimate goal of reading, these abilities are a prerequisite.

Nanay Ko, Tutor Ko project of Grade 1 teachers is a reading intervention aimed to develop reading skills of Grade 1 learners with the help of their parents. With this, proponents come up with this research to know the impact of the intervention to the reading readiness of the pupils in Grade 1.

**Keywords:** *Tutor, a person charge with instruction and guidance*

## INTRODUCTION

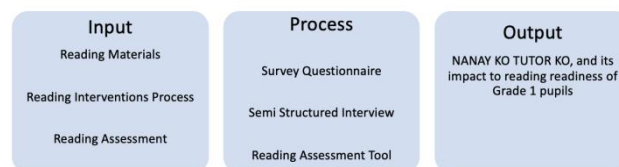
One of the fundamentals in primary level is reading. Reading is an important skill to acquire knowledge. It is the basic building block for learning. It helps to widen imagination and understand thoughts and feelings and develop emotional and social skills. It also helps the reader to broaden the vocabulary and memory. Because of that, reading has potential effects on the child development.(Ellie Collier, 2019)

Children gain phonological awareness, phonics understanding, and decoding skills in the first grade, all of which are necessary for the development of fluent reading. These abilities serve as a foundation for understanding, which is the ultimate purpose of reading. That's why teachers in Grade One must be aware on the reading level of the learners. Reading assessment conducted at the beginning of classes to identify who are the learners to be undergoing in reading intervention.

At present, there are 142 grade I pupils at Southville 5 Elementary School. There are pupils who are struggling in reading. Due to the COVID-19 pandemic, these pupils have not been physically present in the classroom for the past two years. The prolonged changes in how learners learn and their absence from the classroom for several months during the pandemic may have an impact on their learning, specifically in their reading readiness. Early detection of any learning obstacles may give teachers the chance to implement corrective measures to boost learners' competence and confidence. Therefore, the reading intervention must be more comfortable with may help of their parents to learn more effectively.

In order to achieve a positive impact to learners to the next key stage of learning, teachers are required to bridge the gap in reading through reading intervention. Thus, the help of their parents at home is needed. Home is the child's first school and parents are the first teacher. Nanay ko, Tutor Ko project were implemented to provide the connection between school and home.

## METHODOLOGY



This study had three phases: Input was the preparation of materials, administration of reading intervention and pre-assessment. In Phase II the process, respondents were exposed to conduct the reading intervention, answer survey questions and interview, then the researcher conduct reading assessment ; and phase III was the output, the gathering of insights from the respondents what was the impact of the reading intervention to their child's reading readiness

## RESULTS

The results of the extensive analysis are discussed below:

Table 1: General Perception of Parents about the project

Statement	Yes	%	No	%	Total
Does the reading materials/selection enhance the reading readiness of the pupils?	15	75%	5	25%	100%
Does parental guidance and tutorial reading at home contribute in enhancing child's reading readiness?	18	90%	2	20%	100%
Does parent's motivation has great influence in pupils reading interest?	17	85%	3	15%	100%
Is there a significant of the parents influence in reading readiness of the child?	17	85%	3	3%	100%
Do the project is effective in terms of reading readiness of the pupils?	15	75%	5	25%	100%

According to Table 1, most respondents parents are aware on how much they are contributed to the learning status their children especially in their children who are in the primary level.

**Table 2: Reading Assessment (Pre-test and Post Test)**

Reading Level	Pre-Test	Post-Test
Independent	0%	2 or 10%
Instructional	0%	11 or 55%
Frustration	0%	5 or 25%
Non-Reader	20 or 100%	2 or 10 %

Table 2 shows that in the pretest, 20 pupils are all non-readers and they have to receive the project. While in the posttest, 10%, or 2 pupils, were able to get the independent level. The instructional level was demonstrated by 11 pupils, or 55%, in the post test. In frustration level, 5 pupils or 55% and the nonreader, this decreased to 10%, or 2 pupils, in the posttest.

## DISCUSSION

The findings reported in this paper were used to answer the following research questions:

1. Does the reading materials/selection enhance the reading readiness of the pupils?

Based on the result, most of the respondents' answers are Yes.

Reading materials affect the reading readiness of the pupils. Materials must be appropriate in their reading level.

2. Does parental guidance and tutorial reading at home contribute in enhancing child's reading readiness?

Most of the respondents answered yes.

Children who read aloud to their parents from an early age are better prepared for the advantages of structured literacy training.

3. Does parent's motivation has great influence in pupils reading interest?

They answered Yes.

The interest of students in reading is significantly impacted by parental participation and encouragement.

4. Is there a significant of the parents influence in reading readiness of the child?

Yes, majority of the respondent's answers how important of their influence on the reading readiness of their child. This is evident from the results of their posttest.

5. Do the project is effective in terms of reading readiness of the pupils?

Based on the answers of the parents in the interview, the project helps not only their children but the parents as well. The project helps the parents to understand how important reading is. This also provide special bond to them and their children.

The result of the test signifies that the interventions and strategies given to the respondents were considered essential components in the teaching-learning process. Positive parent-teacher relationships were also an important factor in improving children's reading readiness. Children do better at school and at home when parents and teachers collaborate.

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