



Republic of the Philippines
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CITY SCHOOLS DIVISION OF BIÑAN CITY

**Free Time Mo, Read Tayo: A Reading Strategy In Addressing
Reading Gaps of Grade 1 Non-Readers**



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ABSTRACT

Despite the implementation of the BE-LCP and Enhanced BE-LCP learning gaps remain persistent as different learning delivery modalities change. Learning deficiencies are noted similar to the global condition, which happened during the school closure and the implementation of distance learning deliver to modalities. Based on the DepEd Order 34 s. 2022 entitled “Learning Recovery and Continuity Plan”, to recover learning losses and ensure its success, the school is highly encouraged to implement a contextualized set of strategies. The use of the Peer Reading Strategy have had a significant impact on the learners' ability to improve their Phonological and Phonemic Awareness.

Initially, seventy nine (79) learners, which represented 26.19% of the grade one learners, were having difficulty in areas such as rhyming words, recognizing and producing sounds, and syllabication. After implementing the Peer Reading Strategy, this number dropped dramatically to just 3 learners, or 0.87%. This is a huge achievement and shows a 25.32% decrease, indicating that the strategy was highly effective.

The Peer Reading Strategy seems to have encouraged learners to help each other, fostering a supportive and collaborative learning environment. It's encouraging to see how effective peer learning can be in helping students overcome their difficulties. Free Time Mo, Read Tayo" strategy seems to be a highly effective approach in addressing the reading gaps of Grade 1 non-readers. By incorporating reading into free time, it transforms learning into a fun and engaging activity, rather than a chore or an obligation. This strategy allows for individualized attention, enabling teachers to cater to the unique needs of each student. The relaxed environment helps to ease the pressure often associated with learning to read, making it a more enjoyable experience for the students.

Moreover, it fosters a love for reading among the students, which is a priceless attribute that can significantly contribute to their academic success and personal growth. While it may not completely eliminate all reading gaps, it certainly helps in reducing them and sets a strong foundation for continuous learning and improvement.

Keywords: *peer reading, reading strategy, reading gaps, reading assessment*

INTRODUCTION

Despite the implementation of the BE-LCP and Enhanced BE-LCP learning gaps remain persistent as different learning delivery modalities change. Learning deficiencies are noted similar to the global condition, which happened during the school closure and the implementation of distance learning deliver to modalities. Based on the DepEd Order 34 s. 2022 entitled “Learning Recovery and Continuity Plan”, to recover learning losses and ensure its success, the school is highly encouraged to implement a contextualized set of strategies.

This school year 2022-2023, Biñan Elementary School, framed its Learning Recovery and Continuity Plan, and based on the situational analysis of Learning Remediation and Intervention as shown in their Phil-IRI assessment, Grade one learners got the highest number of Non-Readers both in English and Filipino. With this, appropriate strategies, intervention, and innovation must be provided to address these so-called alarming states of the learners.

Based on the report, there was a total of 79 or 26.19% of learners assessed as Non-Readers. This level implies that learners have difficulty in reading and learning how to read in terms of Phonological and Phonemic Awareness specifically in rhyming words, recognizing and producing sounds, and syllabication. They are not able to read words due to these problems and if this will not be given a solution, it will lead to a more complicated dilemma in their academic performance.

So, with the hope to conquer this continuing challenge in education most especially in the reading capability of the learners, this Free Time Mo, Read Tayo: A Peer Reading Strategy may fill in or address the gaps in the reading level of Grade 1 Non-Readers. Through this, learners will be brought up to at least an instructional level from the non-reader and frustrated levels. The student’s academic performance will unquestionably increase as their reading skills grow. They will also more readily grasp curriculum-related subjects as a result. It will also help teachers learn the strategy for how

the reading level of learners is improved. And lastly, the school will also be aided by this action research because the learners’ performance and teachers’ performance reflects the school’s performance. Dropout rates will be lessened when pupils’ performance in reading and in all subjects is at average or proficient level.

METHODOLOGY

This action research utilized a descriptive research design to give a description of learners reading progress.

The participants of the study were seventy nine (79) grade-one learners identified as non-readers. These are the learners enrolled in Biñan Elementary School for the School Year 2022-2023. They are selected purposively for the benefit of this study. The primary source of data is the learners’ Phil-Iri Reading Assessment as reflected in the school’s situational analysis both in Enhanced BE-LCP and LRCP.

RESULTS

Initially, 79 learners, which represented 26.19% of the grade one learners, were having difficulty in areas such as rhyming words, recognizing and producing sounds, and syllabication. After implementing the Peer Reading Strategy, this number dropped dramatically to just 3 learners, or 0.87%. This is a huge achievement and shows a 25.32% decrease, indicating that the strategy was highly effective.

The Peer Reading Strategy seems to have encouraged learners to help each other, fostering a supportive and collaborative learning environment. It's encouraging to see how effective peer learning can be in helping students overcome their difficulties.

DISCUSSION

The implementation of the Peer Reading Strategy in a grade one class led to a significant improvement in Phonological and

Phonemic Awareness among learners. Initially, 26.19% of the learners (90 students) were struggling with these skills, specifically in areas such as rhyming words, recognizing and producing sounds, and syllabication.

After the introduction of the Peer Reading Strategy, there was a remarkable decrease in the number of learners experiencing these difficulties. The number dropped to just 3 learners, which is only 0.87% of the class. This represents a 25.32% decrease, demonstrating the effectiveness of the strategy.

The Peer Reading Strategy, which promotes a collaborative learning environment, seems to have played a crucial role in this improvement. It not only helped learners overcome their difficulties but also fostered a supportive atmosphere among the students. Despite the significant progress, a small group of learners.

Indeed, Free Time Mo, Read Tayo” strategy can be an effective approach in addressing the reading gaps of Grade 1 non-readers. By incorporating reading into free time, it transforms learning into a fun and engaging activity, rather than a chore or an obligation.

This strategy allows for individualized attention, enabling teachers to cater to the unique needs of each student. The relaxed environment helps to ease the pressure often associated with learning to read, making it a more enjoyable experience for the students.

Moreover, it fosters a love for reading among the students, which is a priceless attribute that can significantly contribute to their academic success and personal growth. While it may not completely eliminate all reading gaps, it certainly helps in reducing them and sets a strong foundation for continuous learning and improvement.

However, it’s important to remember that the success of this strategy, like any other, depends on consistent application and regular assessment of progress. It’s also crucial to ensure that it’s implemented in a supportive and positive environment, where students feel comfortable to learn and make mistakes.

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