Effectiveness of a Structured Reading Intervention Program on the Reading Ability of Key Stage 1 Learners

[1]Katrin Mae L. Dantes, [2]Janeth L. Lacostales, [3]Vicar R. Antiquina, [4] Earl M. Alterado, [5]Ruth N. Cedeño, [6]Norinyl A. Malazarte, and [7]Danilo L. Libradilla

[3]Sibonga Christ-Centered Agape Academy Inc.

[4,5,6]Department of Education, Province of Cebu, Philippines

[2,7]Cebu Technological University – Barili Campus, Barili, Cebu, Philippines

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ABSTRACT

This study determined the effectiveness of a Structured Reading Intervention Program on the reading ability of Key Stage 1 learners at Kalangyawon Elementary School during the School Year 2026–2027, as basis for the development of a Reading Support Plan. This study employed a One-Group Pretest-Posttest Design, a pre-experimental research design used to determine the effectiveness of an intervention by comparing the results obtained before and after its implementation. The results revealed that before the implementation of the Structured Reading Intervention Program, Grade 1 learners demonstrated the greatest reading difficulties, particularly in fluency and comprehension, while Grade 2 and Grade 3 learners showed relatively higher reading proficiency. The baseline results highlighted the need for differentiated reading support across grade levels and languages. After the intervention, learners demonstrated improved reading profiles, with fewer classified as low emerging readers and more progressing toward developing, transitioning, and grade-level proficiency. Improvements were also observed in reading comprehension and average words per minute across the assessed groups. Statistical analysis further revealed a significant difference between learners' reading profiles before and after the intervention, indicating meaningful improvement following its implementation. Overall, reading comprehension and fluency emerged as the primary areas of difficulty among Key Stage 1 learners, emphasizing the importance of sustained, structured, and differentiated reading interventions to strengthen foundational literacy skills and support learners' progression toward grade-level expectations.

Keywords*:* Structured Reading Intervention Program, Reading Ability, Key Stage 1 Learners, One-Group Pretest-Posttest Design, Kalangyawon Elementary School

1. INTRODUCTION

Reading is one of the most essential skills that learners must develop during their early years of education. It serves as the foundation for learning in all subject areas because learners must be able to read and understand information in order to participate effectively in classroom activities. Reading enables learners to acquire knowledge, communicate ideas, follow instructions, and develop higher-order thinking skills. As a fundamental literacy skill, reading greatly influences learners' academic performance and lifelong learning opportunities.

In the Philippine educational system, literacy development remains a major concern, particularly among early-grade learners. The Department of Education continuously strengthens literacy instruction and intervention programs to ensure that learners acquire the foundational reading competencies expected at their grade level. These efforts recognize the importance of early identification of reading difficulties and timely intervention in helping learners become successful and independent readers.

Key Stage 1, which covers Grades 1 to 3, is a critical stage in literacy development. During this period, learners' transition from acquiring foundational literacy skills to strengthening reading fluency and comprehension. Under the Revised K to 10 Curriculum, Key Stage 1 learners are expected to develop foundational literacy skills, including word recognition, reading fluency, and reading comprehension. These competencies are essential in enabling learners to access content across learning areas and participate effectively in classroom learning. However, despite regular classroom instruction, some learners continue to experience reading difficulties that may affect their academic performance and overall learning development.

At Kalangyawon Elementary School, the Beginning of School Year Comprehensive Rapid Literacy Assessment (CRLA) results revealed that many learners require reading support. Among the 105 assessed Key Stage 1 learners, 24 were classified under Full Refresher, 17 under Moderate Refresher, and 33 under Light Refresher, while only 31 learners were classified as Grade Ready. Furthermore, only eight learners were identified as Reading at Grade Level. These findings indicate that a considerable number of learners have not yet attained the expected level of reading proficiency and continue to require additional support in developing their reading skills.

The school CRLA results highlight the need for a structured and systematic intervention to address learners' reading difficulties. Many learners continue to experience challenges in word recognition, reading fluency, and reading comprehension, which may hinder their academic progress if left unaddressed. Consequently, this study proposes the implementation of a Structured Reading Intervention Program that provides guided reading activities, repeated reading exercises, word recognition drills, and comprehension tasks appropriate for Key Stage 1 learners. Through consistent and meaningful reading experiences, the intervention aims to improve learners' reading ability. The findings of the study may also contribute to the enhancement of school-based literacy programs and serve as the basis for a Proposed Reading Support Plan.

2. RESEARCH METHODOLOGY

2.1. Research Design

This study employed a One-Group Pretest-Posttest Design, a pre-experimental research design used to determine the effectiveness of an intervention by comparing the results obtained before and after its implementation. This design was appropriate because it allowed the researcher assessed the reading ability of Key Stage 1 learners prior to and after exposure to the Structured Reading Intervention Program. The design involved a single group of learners who underwent a pretest before the intervention and a posttest after the intervention. The pretest had established the learners' initial reading ability, while the posttest determined any changes that may have occurred following the implementation of the intervention. The comparison of pretest and posttest results served as the basis for determining the effectiveness of the Structured Reading Intervention Program on the reading ability of Key Stage 1 learners. The Comprehensive Rapid Literacy Assessment (CRLA) was used to gather baseline and post-intervention data. The results of the assessment had provided information regarding the learners' reading levels, reading profiles, reading fluency, and reading comprehension. Ultimately, the findings of the study served as the basis for the development of a Reading Support Plan.

2.2. Environment

This study was conducted at Kalangyawon Elementary School, one of the public elementary schools in the Division of Carcar City. The school catered to learners from the surrounding rural community where farming is one of the primary sources of livelihood for most families. The school continuously implements literacy programs and interventions to improve learners' reading ability. However, the Beginning of School Year Comprehensive Rapid Literacy Assessment (CRLA) results revealed that many Key Stage 1 learners still require reading support. Out of the 105 assessed learners, only 32 were classified as Grade Ready, while the remaining learners were classified under Full Refresher, Moderate Refresher, and Light Refresher levels. These findings indicate that a considerable number of learners have not yet attained the expected level of reading proficiency, thereby justifying the need for a structured reading intervention program in the school. The school provides a suitable environment for the conduct of this study because the identified reading

difficulties among learners present an opportunity to implement and evaluate a reading intervention program aimed at improving reading ability.

2.3. Respondents

The respondents of this study were the 105 Key Stage 1 learners enrolled at Kalangyawon Elementary School during the School Year 2026–2027. These learners include those from Grades 1, 2, and 3 who participated in the Beginning of School Year Comprehensive Rapid Literacy Assessment (CRLA). A complete enumeration sampling technique was utilized since all Key Stage 1 learners were included in the study. This sampling technique was appropriate because it allowed the researcher to gather comprehensive data regarding the reading ability of the entire population of Key Stage 1 learners. Through complete enumeration, all learners within the target population were represented in the study, thereby ensuring a more comprehensive assessment of their reading ability before and after the implementation of the Structured Reading Intervention Program.

Table 1. Distribution of Respondents

Respondents	**Frequency**	**Percentage**
Grade 1	35	33.33
Grade 2	38	36.19
Grade 3	32	30.48
Total	**105**	**100.00**

2.4. Instruments

The study utilized the Comprehensive Rapid Literacy Assessment (CRLA) and the Structured Reading Intervention Materials, known as Project BASA (Building Ability through Structured Activities), for Key Stage 1 learners. The CRLA was administered as a pretest and posttest to measure reading performance evaluating word recognition, sentence reading, fluency, and comprehension and classify reading profiles to assess program effectiveness. Project BASA served as the intervention tool, providing grade-appropriate activities designed to enhance these same core literacy skills.

2.5. Data Gathering Procedure

Data gathering occurred in three phases: pre-gathering, actual gathering, and post-gathering. During the pre-gathering phase, the researcher secured required approvals, prepared materials, and administered the Comprehensive Rapid Literacy Assessment (CRLA) pretest to establish baseline reading abilities and profiles. In the actual gathering phase, Project BASA was implemented over four weeks, engaging Key Stage 1 learners in structured, grade-appropriate reading activities. Finally, the post-gathering phase involved administering the CRLA posttest to evaluate performance changes, statistically analyzing the pretest and posttest data, and using the results to develop a Proposed Reading Support Plan.

2.6. Statistical Treatment

The gathered data were analyzed using frequency and percentage to determine the distribution of learners' reading classifications and profile levels from the CRLA. Mean and standard deviation were calculated to measure reading performance specifically fluency, comprehension, and average words per minute before and after the intervention. Finally, a Paired-Samples t-test was conducted at the 0.05 level of significance to evaluate whether there was a significant difference between the pretest and posttest scores of the same group of learners.

2.7. Scoring Procedure

The scoring and interpretation of learners' reading performance were based on the Comprehensive Rapid Literacy Assessment (CRLA) scoring guidelines prescribed for Key Stage 1 learners. The assessment consisted of reading tasks that measured learners' reading ability in terms of word recognition, sentence reading, reading fluency, and reading comprehension. The scores obtained from the assessment were used to classify learners according to their reading levels and reading profile categories.

For Assessment Part 1, learners were classified according to the following reading levels:

Reading Level	**Interpretation**
Full Refresher	Learners who require intensive reading intervention and support
Moderate Refresher	Learners who require regular reading intervention and monitoring
Light Refresher	Learners who demonstrate basic reading skills but still require support
Grade Ready	Learners who meet the expected reading competencies for their grade level

For Assessment Part 2, learners were classified according to the following reading profile categories:

Reading Profile	**Interpretation**
Low Emerging Reader	Beginning reader who requires intensive support
High Emerging Reader	Developing foundational reading skills
Developing Reader	Demonstrates improving reading competencies
Transitioning Reader	Approaching grade-level reading proficiency
Reading at Grade Level	Demonstrates proficiency in reading at the expected grade level

The results reflected in the CRLA Learner Record Forms and Scoresheets were utilized to identify learners' reading difficulties in word recognition, reading fluency, and reading comprehension. These results served as the basis for determining the common reading difficulties experienced by the learners and for formulating the Proposed Reading Support Plan.

3. RESULTS AND DISCUSSION

3.1 Reading Fluency of Key Stage 1 Learners Before Intervention

The reading fluency assessment determined the learners' initial level of reading fluency before the implementation of the structured reading intervention program. It provided baseline information on the learners' ability to read words and texts accurately, smoothly, and at an appropriate rate. The results served as

a basis for identifying learners' reading needs and designing appropriate intervention activities. Presented in table 2 are the reading fluency and reading profile of Key Stage 1 learners before the intervention.

Table 2. Reading Fluency of Key Stage 1 Learners Before Intervention

Grade	Language	Learners Assessed	Low Emerging Reader	High Emerging Reader	Developing Reader	Transitioning Reader	Reading at Grade Level	Reading Fluency
Grade 1	Sinugbuanong Binisaya	35	21	14	0	0	0	13.00
Grade 2	Sinugbuanong Binisaya	38	3	2	15	10	8	69.33
Grade 2	Filipino	38	3	5	14	8	8	66.82
Grade 3	Filipino	32	0	0	17	15	0	78.36
Grade 3	English	32	0	3	7	22	0	72.51
	Total		**24**	**22**	**21**	**30**	**8**	**50.78**

Table 2 presents the reading fluency and reading profile of 105 Key Stage 1 learners across Grades 1 to 3 before intervention. The results show that Grade 1 learners assessed in Sinugbuanong Binisaya had the lowest reading fluency score of 13.00, with 21 classified as low emerging readers and 14 as high emerging readers. Among Grade 2 learners, the mean reading fluency scores were 69.33 in Sinugbuanong Binisaya and 66.82 in Filipino, with learners distributed across the emerging, developing, transitioning, and grade-level reading categories. For Grade 3, the reading fluency scores were 78.36 in Filipino and 72.51 in English, with most learners classified as transitioning readers, indicating differences in reading performance across grade levels and languages before the intervention.

The findings reveal different levels of reading fluency among Key Stage 1 learners and show a substantial need for foundational reading support. The learners belong in Low Emerging, High Emerging, Developing, and Transitioning Reader categories indicates that the Structured Reading Intervention Program must provide varied and needs-focused tasks, along with increased and ongoing practice for those learners having lower fluency levels. Research findings endorse focused reading interventions for elementary students, and the amount of intervention has been linked to reading improvements, highlighting the significance of structured practice and tracking progress (Hall et al., 2023; Maki & Hammerschmidt-Snidarich, 2022).The results align with Hall et al. (2023), whose systematic review and meta-analysis of elementary reading programs revealed a significant overall impact of instruction on reading outcomes and indicated that the amount of intervention moderated the effects.

Likewise, Maki and Hammerschmidt-Snidarich (2022) found moderate overall impacts of specific reading-fluency interventions and highlighted the significance of dosage in facilitating fluency development. A study conducted in the Philippines by Mejala (2024) also explored early language reading interventions in Grade 1 and found positive correlations between reading intervention techniques and learners' reading abilities, such as word recognition, reading pace, and comprehension.

3.2. Reading Comprehension of Key Stage 1 Learners Before Intervention

The table presents the reading comprehension and reading profile of Key Stage 1 learners based on their results before intervention. It shows the learners' comprehension performance and distribution across different reading levels, providing a baseline for planning appropriate reading interventions. It was presented in table 3, the reading comprehension and reading profile of Key Stage 1 learners before intervention.

Table 3. Reading Comprehension of Key Stage 1 Learners Before Intervention

Grade	Language	Learners Assessed	Low Emerging Reader	High Emerging Reader	Developing Reader	Transitioning Reader	Reading at Grade Level	Reading Comprehension
Grade 1	Sinugbuanong Binisaya	35	21	14	0	0	0	0.00
Grade 2	Sinugbuanong Binisaya	38	3	2	15	10	8	37.01
Grade 2	Filipino	38	3	5	14	8	8	37.96
Grade 3	Filipino	32	0	0	17	15	0	35.17
Grade 3	English	32	0	3	7	22	0	28.50
	Total		**24**	**22**	**21**	**30**	**8**	**22.15**

Table 3 presents the reading comprehension performance of Key Stage 1 learners before the implementation of the intervention across grade levels and languages. The results reveal that all 35 Grade 1 learners assessed in Sinugbuanong Binisaya obtained a very poor reading comprehension with 21 classified as low emerging readers and 14 as high emerging readers, highlighting a significant need for foundational reading comprehension support. Among Grade 2 learners, the mean reading comprehension scores were 37.01 in Sinugbuanong Binisaya and 37.96 in Filipino, indicating relatively comparable performance across the two languages, although learners remained distributed across different reading proficiency levels. Meanwhile, Grade 3 learners obtained mean scores of 35.17 in Filipino and 28.50 in English, with most learners classified as transitioning readers; these findings underscore the importance of providing targeted, language-responsive reading interventions to strengthen comprehension skills and support learners in progressing toward grade-level proficiency.

The results indicate that reading comprehension is a significant issue for Key Stage 1 learners, especially Grade 1 learners who exhibited extremely low comprehension skills in Sinugbuanong Binisaya. This emphasizes the importance of improving foundational literacy education by explicitly teaching vocabulary, utilizing guided reading, engaging in questioning, encouraging retelling, and implementing activities that enhance text comprehension. The lower comprehension scores of Grade 2 and Grade 3 students in Sinugbuanong Binisaya, Filipino, and English indicate the necessity of offering differentiated, language-responsive reading assistance tailored to the assessed needs of learners. Consequently, teachers and school leaders need to apply organized, continuous, and progress-tracked reading interventions to tackle comprehension issues, enhance reading skills, and assist students in gradually meeting grade-level standards.

The results align with Denton et al. (2022), whose meta-analysis of 47 studies with Kindergarten to Grade 3 students revealed a significant overall impact of foundational skills and multicomponent reading interventions on reading comprehension. In a similar vein, Hall et al. (2023) found considerable positive impacts of reading instruction on elementary students and highlighted that the amount of intervention and the reading outcome area influenced the effects of the intervention. These results offer empirical backing for utilizing the pretest outcomes as a foundation for tailored and focused reading intervention.

3.3. Average Words Per Minute of Key Stage 1 Learners Before Intervention

The table presents the average words per minute (WPM) of Key Stage 1 learners before the implementation of the Structured Reading Intervention Program. It shows the learners' reading speed across different grades and languages, together with their corresponding reading profile classifications. The results provide a baseline for identifying learners who require targeted support in developing reading fluency and progressing toward grade-level reading performance as presented in table 4.

Table 4. Average Words Per Minute of Key Stage 1 Learners Before Intervention

Grade	Language	Learners Assessed	Low Emerging Reader	High Emerging Reader	Developing Reader	Transitioning Reader	Reading at Grade Level	Average Word Per Minute
Grade 1	Sinugbuanong Binisaya	35	21	14	0	0	0	3.28
Grade 2	Sinugbuanong Binisaya	38	3	2	15	10	8	33.21
Grade 2	Filipino	38	3	5	14	8	8	32.34
Grade 3	Filipino	32	0	0	17	15	0	31.76
Grade 3	English	32	0	3	7	22	0	36.56
	Total		**24**	**22**	**21**	**30**	**8**	**24.06**

Table 4 presents the average words per minute (WPM) of Key Stage 1 learners before the implementation of the intervention across grade levels and languages. The results show that Grade 1 learners assessed in Sinugbuanong Binisaya obtained the lowest average reading fluency rate of 3.28 WPM, with 21 classified as low emerging readers and 14 as high emerging readers, indicating substantial difficulty in developing basic reading fluency. Among Grade 2 learners, the average reading rates were 33.21 WPM in Sinugbuanong Binisaya and 32.34 WPM in Filipino, while Grade 3 learners recorded 31.76 WPM in Filipino and 36.56 WPM in English. Overall, the findings reveal variations in reading fluency across grade levels and languages, emphasizing the need for targeted, developmentally appropriate reading interventions that strengthen word recognition, reading accuracy, and fluency to support learners' progression toward expected reading proficiency.

The findings indicate that the learners exhibited different degrees of reading fluency, with the majority of Grade 1 learners falling into the Low and High Emerging Reader classifications, highlighting a requirement for enhanced foundational reading assistance. Variations in reading profiles at different grade levels highlight the need for tailored and ongoing fluency interventions, such as repeated reading, guided oral reading, and organized practice, with regular progress monitoring to facilitate advancement to higher reading levels. Studies

show that specific reading-fluency interventions yield beneficial outcomes, and that the amount of intervention and chances for practice are crucial factors in enhancing reading-fluency development (Maki & Hammerschmidt-Snidarich, 2022).

Recent research supports the implementation of organized and multifaceted reading programs for Key Stage 1 learners facing reading challenges. Wanzek et al. (2022) discovered that structured reading interventions enhance reading comprehension, especially when basic reading skills are combined with comprehension teaching. In the same vein, Hall et al. (2023) highlighted the success of systematic and properly executed reading interventions for elementary students struggling with reading. These results endorse utilizing pretest reading comprehension and CRLA classifications as a foundation for establishing a systematic, differentiated, and needs-oriented reading intervention program.

3.4. Reading Fluency of Key Stage 1 Learners After Intervention

This section presents the reading fluency and reading profile of Key Stage 1 learners following the implementation of the structured reading intervention program. The results show the learners' post-intervention reading performance and their corresponding CRLA classifications. These findings provide an indication of the learners' progress in reading fluency and changes in their reading profiles after the intervention as presented in table 5.

Table 5. Reading Fluency of Key Stage 1 Learners After Intervention

Grade	Language	Learners Assessed	Low Emerging Reader	High Emerging Reader	Developing Reader	Transitioning Reader	Reading at Grade Level	Reading Fluency
Grade 1	Sinugbuanong Binisaya	35	2	12	13	8	0	35.61
Grade 2	Sinugbuanong Binisaya	38	1	2	11	14	10	72.82
Grade 2	Filipino	38	1	1	15	9	12	71.06
Grade 3	Filipino	32	0	0	11	21	0	82.59
Grade 3	English	32	0	1	8	22	1	78.46
	Total		**3**	**14**	**36**	**39**	**13**	**61.79**

Table 5 presents the reading fluency performance of Key Stage 1 learners after the implementation of the intervention across grade levels and languages. The results indicate notable improvements among Grade 1 learners assessed in Sinugbuanong Binisaya, whose reading fluency increased to 35.61, with the number of low emerging readers decreasing to 2 and 13 learners progressing to the developing reader category. Similarly, Grade 2 learners obtained reading fluency scores of 72.82 in Sinugbuanong Binisaya and 71.06 in Filipino, while the number of learners reading at grade level increased to 10 and 12, respectively. Among Grade 3 learners, reading fluency reached 82.59 in Filipino and 78.46 in English, with most learners classified as transitioning readers, suggesting an overall improvement in reading performance and the potential effectiveness of the intervention in advancing learners toward higher reading proficiency levels.

The results suggest that the reading intervention might have aided in enhancing reading fluency for Key Stage 1 learners, evidenced by elevated reading fluency scores and a decrease in learners identified as low emerging readers. The advancements noted in Grade 1 students underscore the necessity of delivering intensive

foundational reading teaching, whereas the enhanced results of Grade 2 and Grade 3 learners stress the significance of ongoing practice in word recognition, reading precision, and oral reading fluency in multiple languages. Yet, the ongoing existence of students in the developing and transitioning groups shows that differentiated teaching and specific remediation are still essential to tackle different levels of reading skills. Consequently, educators and school leaders must maintain and enhance evidence-based reading interventions by implementing regular progress assessments, providing suitable learning resources, and offering personalized assistance to enable more students to meet grade-level reading standards.

These were aligned with the study of Maki and Hammerschmidt-Snidarich (2022) discovered that specific reading fluency interventions yielded beneficial outcomes and highlighted the significance of suitable intervention dosage. In a similar vein, Hall et al. (2023) observed beneficial outcomes of organized reading instruction for elementary learners facing reading challenges, giving the application of structured interventions to enhance reading achievements. These investigations emphasize the importance of ongoing, structured, and varied approaches in enhancing learners' reading fluency.

3.5. Reading Comprehension of Key Stage 1 Learners After Intervention

This describes the learners' reading comprehension performance after the implementation of the structured reading intervention program. It reflects their ability to understand, interpret, and derive meaning from age-appropriate texts. The results indicate the learners' level of progress in comprehension and provide a basis for assessing the effectiveness of the intervention.

Table 6. Reading Comprehension of Key Stage 1 Learners After Intervention

Grade	Language	Learners Assessed	Low Emerging Reader	High Emerging Reader	Developing Reader	Transitioning Reader	Reading at Grade Level	Reading Comprehension
Grade 1	Sinugbuanong Binisaya	35	2	12	13	8	0	20.76
Grade 2	Sinugbuanong Binisaya	38	1	2	11	14	10	39.79
Grade 2	Filipino	38	1	1	15	9	12	45.76
Grade 3	Filipino	32	0	0	11	21	0	43.13
Grade 3	English	32	0	1	8	22	1	38.38
	Total		**3**	**14**	**36**	**39**	**13**	**34.97**

Table 6 presents the reading comprehension performance of Key Stage 1 learners after the implementation of the intervention across grade levels and languages. The results show that Grade 1 learners assessed in Sinugbuanong Binisaya obtained a reading comprehension score of 20.76, with only 2 learners remaining in the low emerging reader category and 13 classified as developing readers, indicating progress in comprehension proficiency. Among Grade 2 learners, the reading comprehension scores reached 39.79 in Sinugbuanong Binisaya and 45.76 in Filipino, while 10 and 12 learners, respectively, achieved grade-level reading proficiency. Meanwhile, Grade 3 learners recorded comprehension scores of 43.13 in Filipino and 38.38 in English, with most learners classified as transitioning readers, suggesting improved comprehension performance while highlighting the continued need for targeted support to help more learners attain grade-level proficiency.

The results indicate that the reading intervention could have aided enhancements in reading comprehension for Key Stage 1 learners, as shown by the higher comprehension scores and the fewer learners identified as low emerging readers. The advancements seen among different grade levels and languages emphasize the significance of direct vocabulary teaching, guided reading, comprehension inquiries, summarization, and retelling exercises to aid learners in deriving meaning from texts. Nonetheless, the persistent labeling of numerous learners as developing or transitioning readers shows that additional instructional assistance is required to enhance inferential reasoning, text analysis, and autonomous understanding. Thus, teachers and school leaders must maintain varied, language-focused reading interventions and consistently track students' progress to make sure that comprehension issues are tackled and more learners reach grade-level reading ability.

Rubin and Travero (2022) found that the Marungko Approach, paired with a mentor-mentee setup, enhanced elementary students' reading proficiency and narrative understanding, highlighting the importance of structured and directed reading assistance.

In a similar vein, Factor (2025) discovered that Project MMK, along with a motivational reading program, enhanced the reading abilities of Grade 1–3 students facing difficulties as identified by CRLA, resulting in significant progress toward grade-ready classifications. These results advocate for the ongoing implementation of structured, differentiated, and learner-centered reading interventions to enhance comprehension in Key Stage 1 students.

3.6. Average Words Per Minute of Key Stage 1 Learners After Intervention

Average Words Per Minute (WPM) reflects the learners' reading rate and provides an indicator of their reading fluency after the intervention. It measures how many words learners can read within a given period while demonstrating appropriate accuracy and smoothness. The post-intervention WPM results provide evidence of learners' progress in reading fluency following the structured reading intervention program.

Table 7. Average Words Per Minute of Key Stage 1 Learners After Intervention

Grade	Language	Learners Assessed	Low Emerging Reader	High Emerging Reader	Developing Reader	Transitioning Reader	Reading at Grade Level	Average Words Per Minute
Grade 1	Sinugbuanong Binisaya	35	2	12	13	8	0	8.90
Grade 2	Sinugbuanong Binisaya	38	1	2	11	14	10	34.88
Grade 2	Filipino	38	1	1	15	9	12	34.39
Grade 3	Filipino	32	0	0	11	21	0	33.50
Grade 3	English	32	0	1	8	22	1	39.56
	Total		**3**	**14**	**36**	**39**	**13**	**27.62**

Table 7 presents the average words per minute (WPM) of Key Stage 1 learners after the implementation of the reading intervention across grade levels and languages. The results show that Grade 1 learners assessed in Sinugbuanong Binisaya achieved an average reading rate of 8.90 WPM, with only 2 learners remaining in the

low emerging reader category, while 13 learners were classified as developing readers and 8 as transitioning readers. Among Grade 2 learners, the average reading rates increased to 34.88 WPM in Sinugbuanong Binisaya and 34.39 WPM in Filipino, with 10 and 12 learners, respectively, reaching grade-level reading proficiency. Meanwhile, Grade 3 learners recorded average reading rates of 33.50 WPM in Filipino and 39.56 WPM in English, with the majority classified as transitioning readers. Overall, the findings indicate improvements in reading speed across all grade-level and language groups compared with the pre-intervention results, suggesting progress in reading fluency while highlighting the need for continued support to help learners develop greater accuracy, automaticity, and confidence in reading.

The findings imply that the structured reading intervention contributed to improving learners' reading fluency at varying levels across grade levels and languages. The higher WPM results among Grade 3 learners suggest stronger development of reading speed and fluency compared with learners in lower grade levels. The low WPM of Grade 1 learners indicates the need for more intensive and sustained instruction focusing on foundational reading skills. Overall, the results emphasize the importance of differentiated and continuous reading interventions to address learners' individual fluency needs and support progression toward grade-level reading.

Research conducted by Canuto et al. (2023) supported that reinforces the results of the current study. Their study with Grade 4 students in Ifugao investigated the implementation of repeated reading and Big Books to enhance oral reading fluency. The researchers observed enhancements in students' words-correct-per-minute performance and reading accuracy following the intervention, indicating that organized and repeated reading practices can enhance reading fluency in elementary learners. These results emphasize the necessity of ongoing and varied reading interventions, especially for students who still exhibit low reading speeds.

A comparable result was noted by Hudson et al. (2020), whose systematic review of 16 empirical studies on reading fluency interventions in elementary students with reading challenges indicated that focused fluency instruction, especially repeated reading paired with teacher modeling, corrective feedback, and guided practice, typically enhanced students' oral reading fluency. The review highlighted that personalized and organized reading tasks can assist students in enhancing their reading speed and precision, though the degree of improvement differs among learners and teaching methods. These results reinforce the current study, wherein the average words per minute rose for all grade levels and language groups after the intervention, especially for Grade 1 students in Sinugbuanong Binisaya and Grade 3 students in English. This indicates the necessity of maintaining organized, tailored, and carefully overseen reading interventions to meet diverse fluency requirements and aid students in advancing to grade-level reading competence.

3.7. Significant Difference Between the Before Intervention and After Intervention Reading Ability of The Learners

This section presents the test of significant difference between the learners' reading ability before and after the implementation of the structured reading intervention program. The analysis determines whether the observed changes in learners' reading performance are statistically significant. The results provide a basis for determining the effectiveness of the intervention in improving the reading ability of Key Stage 1 learners.

Table 8. Test of the Difference in Reading Profiles Before and After the Intervention of Grade 1 Key Stage 1 Learners

Reading Fluency	Mean	SD	Mean Difference	*t*-value	df	*p*-value	Decision	Interpretation
Before Intervention	15.73	4.67	16.41	14.79	34	0.000		
After	32.1	6.4			34		Reject	Significan

Intervention	4	3					H_0	t
Reading Comprehension	Mean	SD	Mean Difference	*t*-value	df	*p*-value	Decision	Interpretation
Before Intervention	15.61	4.28	19.06	16.79	34	0.000		
After Intervention	34.69	7.01			34		Reject H_0	Significant
Average Words Per Minute	Mean	SD	Mean Difference	*t*-value	df	*p*-value	Decision	Interpretation
Before Intervention	11.67	4.13	20.08	18.62	34			
After Intervention	31.75	5.38			34	0.000	Reject H_0	Significant

Level of Significance: α = 0.05

Table 8 presents the test of the difference in the reading profiles of Grade 1 Key Stage 1 learners before and after the intervention using the paired-samples t-test. For reading fluency, the mean score increased from 15.73 (SD = 4.67) before the intervention to 32.14 (SD = 6.43) after the intervention, yielding a mean difference of 16.41. Similarly, reading comprehension improved from a mean of 15.61 (SD = 4.28) to 34.69 (SD = 7.01), with a mean difference of 19.06, while average words per minute increased from 11.67 (SD = 4.13) to 31.75 (SD = 5.38), resulting in a mean difference of 20.08. The computed t-values of 14.79, 16.79, and 18.62, respectively, with corresponding p-values of 0.000, indicate statistically significant differences between the pretest and posttest scores. Since the obtained p-values are less than the 0.05 level of significance, the null hypothesis is rejected. Therefore, the intervention significantly improved the reading fluency, reading comprehension, and reading rate of Grade 1 Key Stage 1 learners.

The results imply that the progress in every reading measure indicates that the intervention was very successful in boosting the literacy abilities of Grade 1 learners. This suggests that implementing focused reading support can enhance basic reading skills, resulting in improved fluency, understanding, and overall reading capabilities. The results also emphasize the significance of adopting evidence-based reading initiatives in the early grades to assist students facing reading challenges and to enhance long-term academic achievement. The current results are backed by the research conducted by Kim et al., (2023), who discovered that organized reading interventions notably enhance reading fluency and understanding in elementary students, especially those vulnerable to reading challenges. Their research highlighted that clear reading instruction, ongoing reading exercises, and organized literacy programs lead to notable progress in reading skills, reinforcing the considerable advancements seen in Grade 1 Key Stage 1 students following the intervention.

The intervention improved learners' self-assurance and skills in reading, allowing them to engage more actively in classroom learning tasks. Enhanced reading fluency and understanding could also lead to improved outcomes in other subjects that demand strong literacy abilities. Moreover, the substantial rise in reading speed suggests that learners are evolving into more autonomous readers, able to grasp and interpret texts with greater efficiency.

3.8. Table 9. Test of the Difference in Reading Profiles Before and After the Intervention of Grade 2 Key Stage 1 Learners

Reading Fluency	**Mean**	**SD**	**Mean Difference**	***t*-value**	**df**	***p*-value**	**Decision**	**Interpretation**
Before Intervention	15.95	4.65						
After Intervention	28.39	11.18	12.43	8.86	37	< .001	Reject H_0	Significant
Reading Comprehension	Mean	SD	Mean Difference	t-value	df	p-value	Decision	Interpretation
Before Intervention	18.28	5.03						
After Intervention	23.91	12.17	5.63	3.64	37	.001	Reject H_0	Significant
Average Words Per Minute	Mean	SD	Mean Difference	t-value	df	p-value	Decision	Interpretation
Before Intervention	16.84	5.81						
After Intervention	28.80	11.51	11.96	8.75	37	< .001	Reject H_0	Significant

Level of Significance (α) = 0.05

The results in Table 9 revealed significant improvements in the reading profiles of Grade 2 Key Stage 1 learners after the intervention program. Reading fluency increased significantly from a mean score of 15.95 (SD = 4.65) to 28.39 (SD = 11.18), while reading comprehension improved from 18.28 (SD = 5.03) to 23.91 (SD = 12.17), and average words per minute increased from 16.84 (SD = 5.81) to 28.80 (SD = 11.51). The computed t-values of 8.86, 3.64, and 8.75, respectively, with p-values less than .05, led to the rejection of the null hypothesis, indicating that the intervention program had a significant positive effect on the learners' reading performance.

The results suggest that the intervention program successfully improved the basic reading skills of Grade 2 learners, especially in fluency, comprehension, and reading speed. These improvements indicate that organized and focused remediation efforts assist struggling readers in developing automatic word recognition, enhancing comprehension, and boosting reading efficiency. The substantial improvements emphasize the necessity of early literacy programs in tackling reading challenges before they escalate in later grades. As a result, schools might take into account incorporating comparable evidence-based intervention programs into their standard reading instruction to enhance literacy results and assist students at risk of reading difficulties.

The improvement in reading fluency, comprehension, and average words per minute suggest that the intervention program successfully improved the reading skills of Grade 2 Key Stage 1 learners. These improvements indicate that the intervention assisted learners in becoming more precise, self-assured, and

proficient readers, thereby enhancing their overall literacy growth and preparedness for higher-level academic challenges.

The results are supported by Hall, Burns, Elhoweris, and Scholin (2022), which demonstrated that reading interventions for elementary students facing reading challenges yielded positive and significant impacts on reading results, especially in reading fluency and comprehension. Their meta-analysis found that systematic and intensive reading interventions significantly boost literacy achievement in struggling readers, reinforcing the current study's results that intervention programs can successfully improve students' reading abilities. The research highlights the necessity of offering focused reading assistance in the early grades to guarantee ongoing literacy growth.

Table 10. Test of the Difference in Reading Profiles Before and After the Intervention of Grade 3 Key Stage 1 Learners

Reading Fluency	**Mean**	**SD**	**Mean Difference**	***t*-value**	**df**	***p*-value**	**Decision**	**Interpretation**
Before Intervention	15.97	2.99						
After Intervention	27.97	6.90	12.00	10.02	31	< .001	Reject H_0	Significant
Reading Comprehension	Mean	SD	Mean Difference	t-value	df	p-value	Decision	Interpretation
Before Intervention	18.28	5.03						
After Intervention	37.86	15.25	19.58	8.454	31	< .001	Reject H_0	Significant
Average Words Per Minute	Mean	SD	Mean Difference	t-value	df	p-value	Decision	Interpretation
Before Intervention	16.88	4.58						
After Intervention	29.00	7.78	12.13	8.502	31	< .001	Reject H_0	Significant

Level of Significance (α) = 0.05

Table 10 presents the test of the difference in the reading profiles of Grade 3 Key Stage 1 learners before and after the implementation of the intervention program. The findings revealed significant improvements across all reading indicators. For reading fluency, the mean score increased from 15.97 (SD = 2.99) before the intervention to 27.97 (SD = 6.90) after the intervention, yielding a mean difference of 12.00, $t(31) = 10.02$, $p < .001$. Similarly, reading comprehension improved from a mean score of 18.28 (SD = 5.03) to 37.86 (SD = 15.25), with a mean difference of 19.58, $t(31) = 8.454$, $p < .001$. Moreover, the learners' average words per minute increased from 16.88 (SD = 4.58) to 29.00 (SD = 7.78), resulting in a mean difference of 12.13, $t(31) = 8.502$, $p < .001$. Since all computed p-values were less than the 0.05 level of significance, the null hypothesis

was rejected. This indicates that the intervention program significantly improved the reading profiles of the Grade 3 learners.

The significant improvements in reading fluency, comprehension, and words read per minute indicate that the intervention program successfully boosted crucial reading abilities in learners of grade 3 who struggle reading. The findings suggest that organized and specific reading programs can assist learners in achieving automatic word recognition, enhancing comprehension of written materials, and boosting reading speed. These enhancements are essential as reading fluency and understanding are closely tied to overall educational success. The results underscore the need for contextualized remediation programs in elementary schools, especially for learners facing reading challenges. Educational leaders and instructors can adopt comparable intervention strategies to enhance literacy teaching and assist students in reaching age-appropriate reading skills.

The results were supported by Pocaan, Bailon, and Pocaan (2022) reinforces the current findings by highlighting the significance of focused reading interventions for learners in the Philippines who are facing challenges. The research revealed that students exhibited different degrees of word recognition, comprehension, and reading speed, emphasizing the importance of not using a uniform method and instead offering interventions tailored to individual reading requirements. Likewise, Balgua, Fabunan, and Farin (2022) investigated the implementation of reading modules utilizing the Marungko Approach with Grade 1 students in Zambales, revealing the success of organized reading resources in tackling early reading challenges. Their results endorse the implementation of systematic and age-appropriate reading interventions to enhance basic literacy abilities in novice readers. Moreover, Maki and Hammerschmidt-Snidarich (2022) discovered via a meta-analysis that focused reading fluency interventions typically led to beneficial outcomes for students' reading fluency. Their results highlighted that the length of intervention and chances for practice are crucial factors in enhancing reading development, reinforcing the necessity for ongoing reading intervention initiatives.

4. CONCLUSION

The Structured Reading Intervention Program was effective in improving the reading ability of Key Stage 1 learners at Kalangyawon Elementary School. The learners demonstrated improvements in reading fluency, reading comprehension, and average words per minute after the intervention. Their reading profiles also progressed toward higher levels of reading proficiency across the grade levels. Overall, the findings indicate that the Structured Reading Intervention Program contributed to the development of learners' reading skills and addressed their identified reading difficulties.

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Competing Interests

Authors Have Declared That No Competing Interests Exist.

Authors' Contributions

Katrin Mae L. Dantes conceptualized the study, performed the statistical analysis, formulated the research protocol, and wrote the initial draft of the manuscript. Author Janeth L. Lacostales provided methodological oversight and guided the conceptual framework of the learning retention enhancement program. Authors Vicar R. Antiquina, Earl M. Alterado, Ruth N. Cedeño, Norinyl A. Malazarte, and Danilo L. Libradilla managed the

literature review, instrument validation, and data collection procedures. All authors read and approved the final manuscript.

Ethical Approval

Throughout the conduct of the study, the researcher strictly adhered to established ethical standards. Prior to data collection, formal permission was secured from appropriate administrative authorities, and voluntary participation was ensured by obtaining informed consent from the parents or legal guardians of the learners. Participants were fully informed of the study's purpose, the procedures involved, and their right to withdraw from participation at any stage without incurring any negative consequences. To guarantee confidentiality and anonymity, all personal information and assessment results were kept strictly private, used exclusively for research purposes, and documented using assigned codes or pseudonyms rather than actual names. Furthermore, all gathered data were stored securely, made accessible solely to the researcher, and responsibly managed and disposed of following established research protocols upon the study's completion.

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