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Level of Decoding Skills of Grade 1 Pupils: Basis for the Development of an Intervention Plan

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Abstract

This study explored how decoding skills predict reading comprehension among Grade 1 pupils at Ferdinand Elementary School in Calanasan, Apayao—a linguistically diverse and rural setting. Using a descriptive-correlational design, 40 pupils were assessed via the TOWRE-2 and GORT-5 tools across four decoding domains: phonemic awareness, word recognition, non-word reading, and oral fluency. Results showed that 87.5% demonstrated advanced decoding proficiency (M = 76), reflecting the effectiveness of early literacy instruction. Socioeconomic factors, such as family income and father's educational attainment, significantly influenced specific decoding sub-skills. These findings underscore decoding's role in foundational literacy and inform targeted interventions for multilingual learners in under-resourced areas.

Keywords: *decoding skills, reading comprehension, early literacy, phonemic awareness, multilingual learners*

Introduction

Reading proficiency depends profoundly on decoding skills, which enable young learners to translate written language into meaningful text (Perfetti, 1984). Learning to read involves the brain's capacity to recognize letter patterns, map them to sounds, and derive meaning—a process that often does not develop naturally without systematic instruction, especially in rural contexts (Abadzi, 2008). In geographically isolated Philippine communities like Apayao, limited print exposure and phonics instruction further impede early literacy.

This descriptive-correlational study examines decoding skills among 40 Grade 1 pupils at Ferdinand Elementary School using TOWRE-2 and GORT-5 across four domains: phonemic awareness, word recognition, non-word reading, and oral fluency. Results revealed that 87.5% of pupils scored at an advanced level

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(mean = 76), confirming a firm decoding foundation. Socio-economic status ($p = 0.001$) and father's education ($p = 0.043$) were linked to specific decoding sub-skills, while age and mother's education were not significant predictors.

These empirical findings support systematic phonics and structured literacy practices highlighted in prior research (Castles et al., 2018; Torgesen et al., 2020; Lonigan & Phillips, 2021). The theoretical foundation of the study integrates connectionist models (Seidenberg & McClelland, 1989), the Self-Teaching Hypothesis (Share, 1995; Share & Stanovich, 1994), and the Phonological Core Variable Theory (Stanovich & Siegel, 1994), emphasizing how phonological decoding strengthens orthographic knowledge and fosters automatic word recognition. Ramos and Gonzalez (2021) further validate the impact of phonics-focused interventions in rural classrooms.

Guided by these empirical studies, this paper addresses decoding performance across socio-demographic variables and seeks to propose targeted, evidence-based interventions providing clarity for educational planning and policy development in multilingual, under-resourced settings.

Statement of the Problem

This study aims to assess the decoding skills of these pupils, identify the specific factors that influence their development, and subsequently propose a tailored intervention. Specifically, it sought to answer the following questions:

1. What is the profile of respondents in terms of:
    1.1 age;
    1.2 socioeconomic status; and
    1.3 highest educational attainment of parents?
2. What is the level of decoding skills of respondents along:
    2.1 phonemic awareness;
    2.2 word recognition;
    2.3 non-word reading; and
    2.4 oral reading fluency?
3. Is there a significant difference on the level of decoding skills of respondents when grouped according to profile variables?
4. What intervention can be proposed to enhance decoding skills of the respondents?

METHODOLOGY

This study employed a descriptive-correlational research design to assess the decoding skills of Grade 1 pupils from three public elementary schools in Calanasan, Apayao—Ferdinand Elementary School, Pedro Bunot Central School, and Assat Elementary School. The design integrates descriptive and correlational elements, enabling the profiling of learners' decoding abilities and examining potential relationships with their demographic characteristics such as age, socioeconomic status, and parental education. Guided by the Connectionist Model and the Input-Process-Output (IPO) framework, decoding was analyzed across four domains: phonemic awareness, word recognition, non-word reading, and oral fluency. These components reflect the interconnected processing levels essential for foundational literacy. Data were collected cross-sectionally during the 2024–2025 academic year using a validated Diagnostic Decoding Survey adapted from Torgesen, Wagner, and Rashotte's TOWRE-2 (2012).

Purposive sampling was utilized to select a diverse sample of 40 Grade 1 pupils, distributed among the three schools (10 from Ferdinand, 10 from Assat, and 20 from Pedro Bunot). Pupils were stratified into low, average, and high reading proficiency levels based on TOWRE-2 results, allowing for meaningful subgroup comparisons. Inclusion criteria limited participation to currently enrolled Grade 1 pupils without diagnosed learning disabilities. Data gathering occurred in three phases: pre-data gathering (including consent and approvals), data collection (administration of decoding assessments), and post-data gathering (organization and analysis). Assessment tools included items on phonemic awareness (20), word recognition (20), non-word reading (10), and a 40-word oral fluency passage, each with specific scoring rubrics and proficiency categories ranging from beginning to advanced.

Ethical safeguards were rigorously observed throughout the study, given the involvement of young children. Informed consent was obtained from parents/guardians, and the study adhered to principles of confidentiality, privacy, and non-maleficence. All procedures were culturally sensitive, inclusive, and aligned with Department of Education guidelines. Statistical analyses included frequency counts, means, and Pearson Product Moment Correlation to explore relationships between profile variables and decoding outcomes. These methods ensured the reliability and validity of findings, which aim to guide evidence-based instructional interventions to improve early-grade literacy in rural, multilingual Philippine settings.

RESULTS AND DISCUSSIONS

This chapter presents the collected data, along with its analysis and interpretation, in response to the research questions posed in the study. The information was derived from the responses of the participants through the administered survey questionnaire. Additionally, this chapter outlines the key findings of the study, which serve as the basis for the conclusions drawn and the recommendations proposed.

Personal Profile of Learners

The study reveals that most Grade 1 pupils at Ferdinand Elementary School are 6 years old (90%), aligning with DepEd's recommended school entry age, which supports optimal decoding development (Tabula, 2020; Villanueva & Cacanindin, 2022). Regarding socioeconomic status, 55% of pupils come from upper-middle to high-income families, which research links to richer home literacy environments and stronger reading skills (Nadori, 2019; Romeo et al., 2022). In contrast, lower-income pupils face limited access to print and preschool education, hindering decoding proficiency (Miñoza & Montero, 2019). Parental education data show that most mothers are either high school (45%) or college graduates (45%), while nearly half of fathers are high school graduates (47.5%). College-educated parents, particularly mothers, are linked to stronger literacy outcomes in children (Ramirez & Constantino, 2022; Alvarez & Cacho, 2021). However, families with only elementary-level education may lack the capacity to support early reading at home (Santos & De la Cruz, 2020), highlighting the need for targeted interventions.

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Table 1. Frequency and Percentage distribution of the Profile of Learners

Age	Number of Learners	Percentage
6 years old	36	90
7 years old	4	10
Socioeconomic Status (Based on monthly family income)	**Number of Learners**	**Percentage**
Below ₱10,000 (Low income)	2	5
₱10,001 – ₱20,000 (Lower-middle income)	3	7.5
₱20,001 – ₱35,000 (Middle income)	13	32.5
Above ₱35,000 (Upper-middle to high income)	22	55
Highest Educational Attainment of Father	**Number of Learners**	**Percentage**
Elementary Level	7	17.5
High School Graduate	19	47.5
Vocational/Technical Graduate	5	12.5
College Graduate	9	22.5
Highest Educational Attainment of Mother	**Number of Learners**	**Percentage**
Elementary Level	1	2.5
High School Graduate	18	45
Vocational/Technical Graduate	3	7.5
College Graduate	18	45

Levels of Decoding Skills of Respondents Along Phonemic Awareness

Table 2 shows that 92.5% (n = 37) of Grade 1 learners at Ferdinand Elementary School achieved Advanced scores in phonemic awareness (16–20 points), while 7.5% (n = 3) were Proficient (11–15 points). No learners fell into the Developing or Beginning levels, with an average score of 18. This indicates a strong foundational grasp of phonemic awareness—a key predictor of reading success (Ehri, 2020; Kim & Petscher, 2020). The results suggest effective early literacy instruction, possibly enhanced by phonics-based teaching, oral language activities (Cabell et al., 2022), and interactive reading (Garcia & Tulfo, 2021). The use of Mother Tongue-Based Multilingual Education (MTB-MLE) may also support phonological skill development (Alonzo & Abenoja, 2020). Additionally, home literacy practices may contribute, as noted by Lonigan et al. (2020), especially in communities that promote reading engagement. These factors likely combine to explain the high phonemic awareness performance of the pupils.

Table 2. Frequency and Percentage Distribution on the Levels of Decoding Skills of Respondents Along Phonemic Awareness

Score Range	Interpretation	Number of Learners	Percentage
16–20	Advanced	37	92.5
11–15	Proficient	3	7.5
6–10	Developing		
0–5	Beginning (Needs Support)		
A. Phonemic Awareness		**Highest Score=20**	
		Lowest Score=11	
		Average Score=18	
		ADVANCED	

Levels of Decoding Skills of Respondents Along Word Recognition

The results in Table 3 show that 92.5% (37) of Grade 1 pupils at Ferdinand Elementary School achieved an Advanced level in word recognition (scores 16–20), with the remaining 7.5% (3) classified as Proficient (scores 11–15). No learners fell into Developing or Beginning levels. Scores ranged from 13 to 20, averaging 18, indicating strong word recognition skills essential for fluent decoding.

These findings align with Perfetti and Stafura (2020), who emphasized that automatic word recognition reduces cognitive load, aiding comprehension. Zucker, Cabell, and Justice (2021) noted that systematic phonics instruction improves word

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recognition, which Ferdinand Elementary likely implements. Kuppen et al. (2019) highlighted the role of repeated print exposure and vocabulary development in early reading success. Locally, Reyes and Corpuz (2021) found similar results in learners exposed to mother tongue-based multilingual education (MTB-MLE), supporting early literacy through native language instruction. Additionally, David and Eustaquio (2022) stressed the positive impact of regular reading assessments like the Phil-IRI program in improving decoding skills. Overall, the data reflect effective literacy practices fostering high word recognition among learners.

Table 3. Frequency and Percentage Distribution on the Levels of Decoding Skills of Respondents Along Word Recognition

Score Range	Interpretation	Number of Learners	Percentage
16–20	Advanced	37	92.5
11–15	Proficient	3	7.5
6–10	Developing		
0–5	Beginning (Needs Support)		
B. Word Recognition		**Highest Score=20**	
		Lowest Score=13	
		Average Score=18	
		ADVANCED	

Levels of Decoding Skills of Respondents Along Non-Word Reading

Table 4 reveals strong decoding proficiency in non-word reading among Grade 1 pupils at Ferdinand Elementary School. Ninety-five percent (38 learners) scored in the Advanced range (8–10 points), with only one learner each in Proficient and Developing categories; none were at the Beginning level. The average score was 9 out of 10, indicating excellent decoding skills.

Non-word reading assesses the ability to apply phonics rules to unfamiliar words, a key predictor of reading success (Torgesen et al., 2020). The results suggest pupils effectively apply grapheme-phoneme correspondence rather than relying on memorization, consistent with findings by Castles, Rastle, and Nation (2020). Cabell et al. (2019) also emphasize that fluent non-word reading reflects genuine phonics mastery.

Locally, Marquez and Gutierrez (2022) reported similar findings, linking explicit phonics and guided reading to improved decoding skills under the DepEd ELLN program. The few pupils not in the Advanced group may reflect individual differences in language exposure or phonemic processing speed (Goswami, 2021).

Ferdinand Elementary likely benefits from systematic phonics instruction, explicit mapping exercises, and formative assessments like the Phil-IRI to identify and support learners needing assistance.

Table 4. Frequency and Percentage Distribution on the Levels of Decoding Skills of Respondents Along Non-Word Reading

Score Range	Interpretation	Number of Learners	Percentage
8–10	Advanced	38	95
5–7	Proficient	1	2.5
3–4	Developing	1	2.5
0–2	Beginning (Needs Support)		
C. Non-Word Reading		**Highest Score=10**	
		Lowest Score=3	
		Average Score=9	
		ADVANCED	

Levels of Decoding Skills of Respondents Along Oral Reading Fluency

Table 5 shows that most Grade 1 pupils at Ferdinand Elementary School demonstrate Proficient oral reading fluency, with 62.5% scoring 21–30 and 37.5% scoring Advanced (31–40). No learners were in the lower categories. An average score of 30 reflects solid development in reading speed, accuracy, and expression.

These results align with Rasinski and Young (2019), who link fluency to comprehension, and the National Reading Panel (2020), highlighting phonics instruction's role in fluency development. Hasbrouck and Glaser (2020) emphasize guided oral reading and feedback as key to fluency gains. Local findings by Reyes and Torres (2021) also support teacher-led reading sessions' positive impact.

The high oral fluency likely stems from strong decoding skills and repeated reading strategies (Fuchs et al., 2022), suggesting effective instructional practices at Ferdinand Elementary.

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Table 5. Frequency and Percentage Distribution on the Levels of Decoding Skills of Respondents Along Oral Reading Fluency

Score Range	Interpretation	Number of Learners	Percentage
31–40	Advanced	15	37.5
21–30	Proficient	25	62.5
11–20	Developing		
0–10	Beginning (Needs Support)		
D. Oral Reading Fluency		**Highest Score=38**	
		Lowest Score=25	
		Average Score=30	
		PROFICIENT	

Overall Decoding Skill Level of Respondents

Table 6 shows that 87.5% of Grade 1 pupils at Ferdinand Elementary scored at the Advanced decoding level, with an average score of 76. No learners were in the Developing or Beginning categories. This indicates strong foundational decoding skills, likely due to effective systematic phonics instruction, as supported by Torgesen et al. (2020) and Castles, Rastle, and Nation (2018).

The integration of phonemic awareness, word recognition, and fluency contributes to decoding mastery (Lonigan & Phillips, 2021). Local studies by Andres and Mendoza (2021) highlight the impact of guided reading and phonics programs on decoding skills in Filipino learners. Home literacy and parental support further enhance outcomes (Lipka et al., 2019). The school's success may also reflect Department of Education initiatives like ECARP and Phil-IRI, which promote reading proficiency (Dizon & Galvez, 2020).

Table 6. Frequency and Percentage Distribution on the Overall Decoding Skill levels of Respondents

Total Score Range	Interpretation	Number of Learners	Percentage
69-90	Advanced	35	87.5
46-68	Proficient	5	12.5
23-45	Developing		
0-22	Beginning (Needs Support)		
Overall Decoding Skill Level		**Highest Total Score=88**	
		Lowest Total Score=64	
		Average Total Score=76	
		ADVANCED	

Comparison on the Level of Decoding Skills of Grade 1 Pupils

When Grouped According to Profile Variables

Table 7 compares decoding skill levels among Grade 1 pupils based on age, family income, and parents' educational attainment. Monthly family income showed a significant effect on phonemic awareness ($p = 0.001$), while father's educational attainment significantly influenced oral fluency ($p = 0.043$). Age and mother's education did not yield significant differences across decoding skills or overall proficiency.

The impact of family income on phonemic awareness highlights the role of socioeconomic status in early literacy. Children from higher-income families often experience richer linguistic environments—more books, interactive reading, and conversations—that strengthen phonemic awareness, a key foundation for decoding (Pace et al., 2019). Conversely, lower-income families may face challenges accessing quality literacy materials, widening early literacy gaps (Chaudry et al., 2020).

Father's education influencing oral fluency suggests parental literacy modeling's importance. Fathers with higher education levels may engage more in literacy activities like shared reading and storytelling, boosting children's expressive language and fluent reading skills (Yong & Flynn, 2021).

The lack of significant differences by age and mother's education indicates standardized school instruction may equalize learning opportunities, minimizing demographic disparities (Trelease & DeBruin-Parecki, 2020). Additionally, within the narrow age range of Grade 1, age-related differences are less impactful compared to instructional quality and print exposure (Cabell et al., 2022).

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Table 7. Comparison on the Level of Decoding Skills of Grade 1 Pupils When Grouped According to Profile Variables

Profile Variables		Phonemic Awareness	Word Recognition	Non-Word Reading	Oral Fluency	Overall Decoding Skill Level
Age	F-value	1.600	0.450	0.256	1.246	1.464
	P-value	0.171	0.840	0.904	0.304	0.205
Monthly Family Income	F-value	**4.959****	1.193	0.445	0.589	1.462
	P-value	**0.001**	0.334	0.775	0.822	0.206
Highest Educational Attainment of Mother	F-value	1.489	1.906	0.526	1.083	1.252
	P-value	0.207	0.109	0.717	0.409	0.314
Highest Educational Attainment of Father	F-value	1.607	1.584	0.645	**2.230***	1.095
	P-value	0.169	0.183	0.634	**0.043**	0.423
****. Significant at the 0.01 level (2-tailed).**						
***. Significant at the 0.05 level (2-tailed).**						

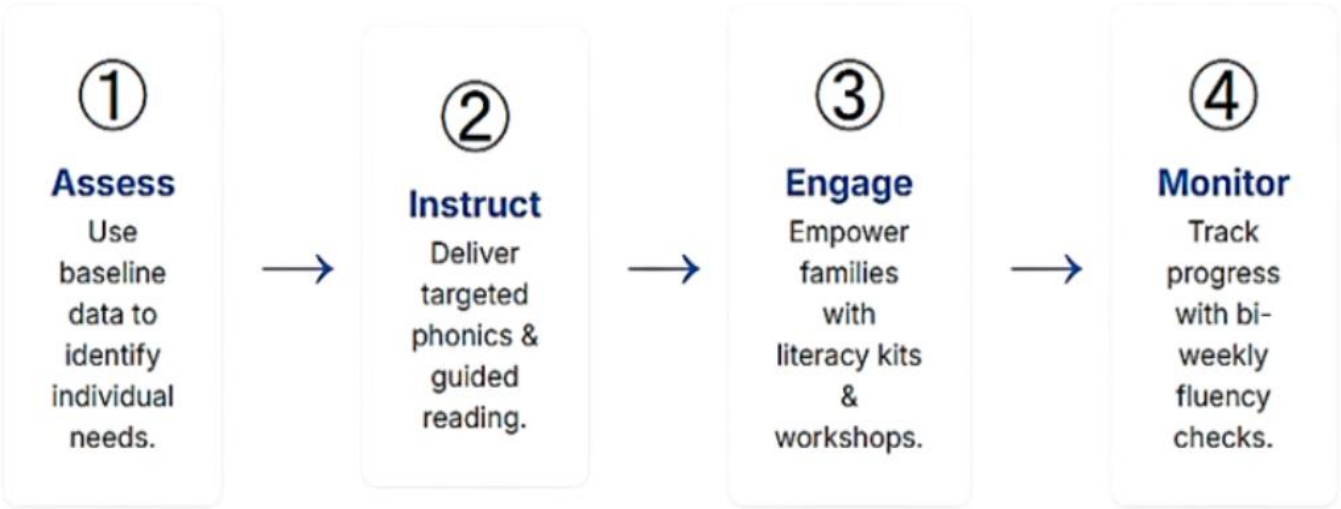
Proposed Intervention Plan to Enhance Decoding Skills of the Learners

The findings of the study on the "Level of Decoding Skills of Grade 1 Pupils" reveal crucial insights for tailoring an effective intervention plan. While Grade 1 pupils generally demonstrate advanced decoding skills in phonemic awareness (92.5% Advanced), word recognition (92.5% Advanced), and non-word reading (95% Advanced), oral reading fluency is an area needing significant enhancement. Specifically, 62.5% of pupils are proficient in oral reading fluency, while only 37.5% are advanced (Table 5, Oral Reading Fluency), indicating a clear need for targeted improvement in this domain.

Furthermore, the study highlights that socioeconomic differences and parental educational attainment significantly impact decoding skills. A statistically significant difference was observed in phonemic awareness based on monthly family income ($p = 0.001$), suggesting that learners from more financially stable families may have access to richer language environments. Additionally, a significant difference was found in oral reading fluency based on the father's educational attainment ($p = 0.043$), underscoring the potential role of fathers' literacy modeling. This emphasizes the influence of the home environment and the need for interventions that bridge these disparities to ensure equitable literacy development.

To sustain the performance of advanced pupils, enhance the skills of proficient learners, and address the observed socioeconomic and parental influences, it is essential to implement a systematic, cyclical, and data-driven intervention plan. This plan is designed to reinforce existing strengths while directly addressing identified gaps or potential risk areas in pupils' decoding skills through a series of focused intervention activities for Grade 1 pupils.

To build on existing strengths and address the fluency gap, a data-driven, cyclical intervention is proposed. This plan integrates targeted instruction with strategic family engagement to create a supportive literacy ecosystem for every learner.



The intervention plan is created with the goal that after undergoing through this, it will result in pupils' enhanced decoding skills particularly in oral fluency. The developed intervention plan has the following components:

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1. **Rationale:** Provides an overall view of the intervention plan, emphasizing the empirical evidence from the study. The high proficiency rates in phonemic awareness, word recognition, and non-word reading indicate a strong foundation, which the plan aims to sustain. The specific finding that 62.5% of Grade 1 pupils are proficient in oral reading fluency (compared to 37.5% advanced) necessitates a concentrated effort in this area to move more students to the advanced level. Moreover, the statistically significant differences observed in phonemic awareness based on monthly family income ($p = 0.001$) and in oral fluency based on the father's educational attainment ($p = 0.043$) highlight the crucial need for inclusive strategies that actively engage families, especially those from lower socioeconomic backgrounds and fathers, in supporting literacy development at home.
2. **Objectives:** Refer to the intended outcomes of the intervention plan.

To significantly improve oral reading fluency among Grade 1 pupils, with a specific aim to increase the percentage of pupils at the 'Advanced' level from 37.5% to at least 70% by the end of the intervention period, focusing on increasing reading speed, accuracy, and expressive prosody.

To sustain and reinforce advanced decoding skills in phonemic awareness, word recognition, and non-word reading for all pupils, ensuring continued mastery.

To provide targeted support for phonemic awareness development for learners from lower-income backgrounds, aiming to mitigate the observed disparity.

To strengthen fathers' engagement in home literacy activities and oral reading practices to positively influence their children's oral fluency.

To foster a self-reinforcing mechanism of decoding, where successful decoding encounters lead to automatic word recognition and overall reading growth, aligning with the Self-Teaching Hypothesis.

3. **Content:** Refers to the areas of concern or the bases for intervention. Based on the study's findings, the primary areas of focus are:

Oral Reading Fluency Enhancement: Addressing the observed proficiency gap (62.5% proficient) through explicit instruction and extensive practice in reading with speed, accuracy, and expression.

Targeted Phonemic Awareness Support: Providing differentiated activities for pupils, particularly those from lower socioeconomic backgrounds, to reinforce their foundational phonemic awareness skills.

Strategic Word Recognition and Non-Word Reading Reinforcement: Capitalizing on the existing high proficiency in these areas by integrating them into fluency-building activities and promoting deeper application of phonics rules to both real and unfamiliar words.

Enhanced Parental Engagement with Specific Focus on Fathers: Developing strategies to actively involve parents in supporting literacy at home, with tailored approaches to encourage fathers' participation in oral reading and language-rich interactions, directly addressing the significant impact of father's education on oral fluency.

Home-School Literacy Connection: Creating a seamless connection between classroom instruction and home reading practices to ensure consistent reinforcement.

4. **Methods and Strategies:** Refer to the list of activities to be undertaken to meet the objectives.

Baseline Assessment (Week 1): A critical starting point using the same diagnostic decoding survey tools (Phonemic Awareness, Word Recognition, Non-Word Reading, Oral Fluency) as the study. This data-informed assessment allows for individualized and targeted instructional groups, explicitly identifying pupils needing support in oral fluency and those from lower-income backgrounds who may need additional phonemic awareness support.

Layered Instructional Support (Weeks 2–10):

Systematic Phonics Workshops (Daily, 30 minutes/session): Continue to provide explicit, systematic instruction in foundational reading skills (letter-sound correspondence, blending, segmenting). Emphasize the connection between strong phonics and automatic word recognition, leveraging the existing high proficiency in these areas to build a stronger foundation for fluency. Activities include:

Grapheme-phoneme mapping exercises.

Daily blending and segmenting drills (e.g., "What word is /c/-/a/-/t/?" or "What sounds are in 'jump'?").

Use of decodable texts that align with phonics lessons to build immediate success and confidence in reading.

Targeted Guided Reading Sessions (M/W/F, 30 minutes/session): Teachers work with small, homogenous groups, specifically focusing on oral reading fluency components (speed, accuracy, prosody). Strategies include:

Echo Reading: Teacher reads a sentence/phrase, then students echo it, modeling fluent reading.

Choral Reading: Students read a passage aloud together, building confidence and rhythm.

Paired Reading: Students read aloud with a partner, providing immediate feedback and support.

Repeated Reading: Students reread short, leveled texts multiple times to build automaticity and expression. This is crucial for moving proficient oral readers (62.5% of the pupils) to advanced levels. Focus on reading with appropriate expression (prosody) using cues like punctuation and bold words.

Interactive Games for Word Recognition: Continue to use flashcard drills and interactive digital games ("Decoding Apps") to reinforce high-frequency word recognition, as this contributes to overall fluency by reducing cognitive load.

Non-Word Reading Application: Integrate non-word reading practice into fluency drills to ensure pupils can apply phonics rules flexibly to unfamiliar words, further strengthening their decoding automaticity.

Audio Recording for Fluency: Utilize audio recording devices (e.g., mobile phones, dedicated recorders) for pupils to record their oral reading and listen back, fostering self-monitoring of fluency and expression. Teachers can use these recordings for personalized feedback.

Familial Engagement:

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Parental Literacy Workshops (Monthly): Conduct workshops for parents, especially emphasizing strategies to support reading development at home. Tailor content to address the specific findings:

For Phonemic Awareness: Teach parents simple sound games (e.g., rhyming, identifying beginning sounds, syllable clapping) that can be done at home, especially for families from lower-income backgrounds, to bridge the observed disparity.

For Oral Fluency (Fathers' Engagement): Design specific sessions or provide materials that encourage fathers to actively participate in daily read-aloud routines, shared reading, and discussing books with their children. Highlight the significant positive impact of father's educational attainment on oral fluency found in the study.

Emphasize creating a print-rich environment at home, discussing environmental print, and making reading a joyful family activity regardless of socioeconomic status.

Take-Home Literacy Kits (Distributed Week 2; replenished Week 6): Provide these kits containing leveled readers that are appropriate for oral fluency practice, phonics games, and clear instructions for parents. Include simple audio recording devices or encourage the use of mobile phones for recording.

Reading Journals: Encourage parents to use reading journals to log their child's oral reading practice, comments on fluency, and any challenges encountered, fostering consistent home reading routines and a communication loop with teachers.

5. **Manpower Resources:** Refers to people who will spearhead the activities.

Grade 1 Teachers: Will serve as primary facilitators, receiving continuous professional development in explicit oral fluency instruction, phonics techniques, and responsive teaching strategies to cater to diverse learning needs.

School Administrators: Will prioritize the integration of structured literacy programs and provide the necessary resources and support for teachers and parents.

Literacy Coordinators/Reading Specialists: If available, will provide specialized training and ongoing coaching to teachers, and potentially lead parent workshops.

Parent Volunteers/Community Partners: Can assist in organizing and facilitating parental workshops and preparing literacy kits, leveraging the existing community support.

Budgetary Allocation: Refers to the fund to be utilized in carrying out the activities in the intervention plan.

Acquisition of additional leveled readers and decodable texts for varying fluency levels.

Purchase of phonics flashcards, manipulative letters, and interactive phonics/decoding apps.

Provision of simple audio recording devices (or utilization of school/parent mobile phones with recording features).

Materials for take-home literacy kits (books, activity sheets, timers).

Funds for organizing and conducting parental workshops, including materials, venue, and potentially small incentives for attendance.

Professional development opportunities for teachers in oral fluency instruction and parent engagement strategies.

Technology Integration

Digital Learning Platforms: Utilize tablets or computers with educational apps for personalized phonics practice and interactive reading games, especially beneficial for engaging learners from diverse backgrounds.

Communication Platforms: Leverage school-approved messaging apps or platforms (e.g., Messenger groups for parents) for sharing tips, resources, and progress updates, enhancing home-school connection.

Teacher Resources: Provide teachers with access to online libraries of leveled e-books and digital phonics resources to diversify instructional materials.

Time Frame: Refers to the duration of the activities or the number of days allotted for each activity. The proposed reading intervention plan has an intensive intervention phase of 12 weeks, with three (3) sessions per week, each lasting 30 minutes per session, allowing for consistent and concentrated effort. After the intensive phase, post-intervention assessment and evaluation will be done. When needed, maintenance and reinforcement on the development of decoding skills will be implemented.

Phase	Schedule	Primary Indicators
Baseline Assessment	Week 1	Initial Phonemic Awareness (PA) & Oral Reading Fluency (ORF) scores.
Phonics & PA Workshops	Weeks 2–10 (Daily)	Weekly mastery checks (e.g., sound-grapheme association, blending accuracy).
Guided Reading (Fluency Focus)	Weeks 2–10 (M/W/F)	Reading accuracy ≥ 95%, WCPM (Words Correct Per Minute) growth, Prosody scores (0–5).
Father Engagement Workshops	Monthly	Parent attendance records, at-home reading logs (with emphasis on father involvement).
Literacy Kits	Distributed Week 2; replenished Week 6	Return rate of kits, parent feedback, usage evidence (e.g., reading logs).

6. **Monitoring and Evaluation Tools:** Refer to instruments to be used to assess the different components of the intervention plan.

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Continuous Monitoring and Progress Tracking (Bi-weekly): Reassess learners using the same decoding metrics (Oral Fluency measures including WCPM, accuracy, prosody; targeted Phonemic Awareness assessments, decoding error analysis) to determine effective strategies and identify learners needing more intensive support. This responsive feedback loop ensures instruction is always aligned with the learner's evolving needs.

Specific Metrics and Tools:

Phonemic Awareness (PA) Progress: Regular (e.g., bi-weekly) informal checks using a rapid PA screener for identified at-risk students.

Decoding Accuracy: Percentage of correct words read from decodable texts during guided reading sessions.

Qualitative Fluency Rubrics: Beyond WCPM, use a simple rubric (e.g., 1-4 scale) for prosody (expression, phrasing, smoothness) during oral reading assessments.

Mastery Checks: Conduct weekly mastery checks for phonics and phonemic awareness workshops to ensure immediate learning is taking place.

Oral Reading Fluency Assessments: Use standardized oral reading fluency passages to track WCPM growth and assess qualitative aspects of prosody (expression, phrasing) bi-weekly.

Parent Feedback Surveys: Implement regular, anonymous surveys to gauge parent engagement levels, perceived effectiveness of workshops and literacy kits, and ease of communication with the school, especially focusing on feedback from fathers.

Teacher Observation Checklists: Teachers will use structured checklists to observe and document individual pupil progress in applying decoding strategies during classroom activities.

Literacy Kit Return Logs & Quality Checks: Track the return and condition of literacy kits, and review parent feedback forms within the kits.

Data Analysis: Conduct quarterly analysis of pupil assessment data (including disaggregation by socioeconomic status and parental education) to identify trends, measure progress against objectives, and inform necessary adjustments to the intervention plan. This includes pre- and post-intervention comparisons.

Data Visualization for Progress: Progress tracking charts will be visualized using simple bar or line graphs to clearly show individual and group progress in WCPM and accuracy over time, facilitating transparent reporting to parents and administrators.

Feedback Mechanisms: Establish clear channels for teacher-parent communication, such as weekly notes home detailing reading achievements, or brief bi-monthly check-ins to discuss progress and challenges.

Sustainability and Scalability

Long-Term Plan: Successful practices identified during the intervention phase will be integrated into the regular Grade 1 literacy curriculum. Ongoing professional development for teachers in oral fluency and phonics instruction will be scheduled annually to ensure continued mastery and updated pedagogical approaches.

Replication: This intervention model is designed to be adaptable. Strategies for replication in other schools within the district will be developed, considering variations in available resources, teacher training levels, and unique community contexts. A "train-the-trainer" model for literacy coordinators could facilitate wider adoption.

Community Partnerships: Efforts will be made to formalize partnerships with local NGOs or community organizations that can provide additional resources (e.g., books, volunteer tutors) or support for parent literacy initiatives, ensuring broader community buy-in and resource diversification.

This cyclical, data-informed intervention plan is a direct response to the study's specific findings. It leverages the strengths demonstrated by the learners in foundational decoding, directly addresses the gaps identified in oral reading fluency (62.5% proficient), and proactively tackles disparities influenced by socioeconomic factors (phonemic awareness) and parental educational attainment (father's role in oral fluency). By ensuring continuous, structured support and active family engagement, the plan aims to move more Grade 1 pupils from proficient to advanced decoding skill levels, fostering long-term reading success.

Conclusion

The research concludes that decoding skills particularly phonemic awareness, word recognition, non-word reading, and oral reading fluency are vital predictors of reading comprehension outcomes among Grade 1 pupils. The overall decoding skill level of the respondents was found to be predominantly advanced, with the average scores reflecting strong foundational literacy.

Among the four components, the highest average performance was observed in phonemic awareness and oral fluency, with oral reading fluency identified as an area that still shows variability due to profile-related factors.

The study also revealed that there is a statistically significant difference in phonemic awareness based on monthly family income, and in oral reading fluency based on the father's educational attainment, suggesting that external environmental factors can shape literacy development. While most learners performed well, these disparities imply the need for inclusive and targeted interventions.

The results further highlight that decoding instruction should be complemented by home-based support and responsive, quarterly evaluation to ensure equitable and sustained literacy growth among all learners.

Recommendations

Based on the study's findings, it is recommended that school administrators implement structured literacy programs emphasizing phonemic awareness and oral fluency, supported by quarterly assessments. Grade 1 teachers should receive ongoing training on decoding techniques like phoneme-grapheme mapping and use of decodable texts, with strategies tailored to diverse learners. Parents should be engaged through workshops promoting home literacy activities such as read-alouds and phonics games. The Department of Education should allocate funds for decoding materials and establish standardized monitoring tools for early literacy progress. School division offices must provide technical support and coaching for teachers, especially in underserved areas. Future research should examine the long-term effects of decoding skills on academic success and explore additional factors

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influencing decoding development, including home environment and instructional time.

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The author hereby states that there is no conflict of interest and this article is her original work.

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