



INCLUSIVE EDUCATION AND ITS EFFECT ON THE LITERACY SKILLS OF KEY STAGE 1 LEARNERS IN LEMERY SUB-OFFICE

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ABSTRACT

This study examined the effect of inclusive education practices on the literacy skills of Key Stage 1 learners in the Lemery Sub-Office. Using a quantitative research approach and descriptive design, the investigation assessed teacher familiarity with inclusive education, understanding of learner characteristics, teacher and classroom factors, teaching strategies for literacy, and the actual literacy performance of learners. Data were gathered through validated survey questionnaires administered to Key Stage 1 teachers across the district.

Findings revealed that teachers demonstrated a very high level of familiarity with inclusive education principles, policies, and implementation guidelines. Their understanding of learner characteristics—such as learning styles, socio-emotional needs, and academic support requirements—was likewise rated to a very great extent, enabling them to identify learners' strengths and needs effectively.

Teacher and classroom factors that contribute to inclusive learning environments were also practiced to a very great extent, as reflected in the use of structured routines, positive

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reinforcement, technology integration, and modifications in classroom layout to support diverse learners. Teaching strategies for literacy, including differentiated instruction, scaffolding, multi-sensory techniques, and guided reading, were implemented very extensively across classrooms. In terms of learner outcomes, Key Stage 1 learners displayed developing yet improving literacy skills, with notable strengths in phonics, decoding, and word recognition, and emerging competence in reading comprehension and writing.

Overall analysis revealed that inclusive education practices exert a positive influence on literacy development, as schools that consistently applied inclusive strategies reported higher literacy performance among their learners. The study concludes that strengthening inclusive education practices—particularly in teacher training, classroom environment, and literacy instruction—remains essential in improving early-grade literacy outcomes.

Keywords: *Inclusive Education, Literacy Skills, Teaching Strategies, Key Stage 1 learners, Lemery Sub-Office*

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