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**TEACHING STRATEGIES IN READING IN THE PERFORMANCE OF  
KEY STAGE 1 LEARNERS: BASIS FOR INSTRUCTIONAL  
SUPERVISION PLAN**

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**ABSTRACT**

This study determines the significant relationship between the teaching strategies in reading and the reading performance of Key Stage 1 learners in Hugpa Elementary School, Ormoc City District II, Ormoc City Division. The study employed a descriptive-correlational research design using an adapted survey instrument based on the work of Rasinski and Padak (2021) titled "Effective Reading Strategies: Teaching Children Who Find Reading Difficult." The questionnaire assessed the extent to which teachers employed various teaching strategies in reading, including pre-reading, during reading, post-reading, vocabulary development, comprehension, and differentiated instruction and motivation. The reading performance of the seventy-three (73) Key Stage 1 learners was determined using the Comprehensive Rapid Learning Assessment (CRLA) results. Findings revealed that teachers implemented reading strategies to a high extent (overall weighted mean = 4.36), while learners' reading performance showed that 35.6% were reading at grade level, though a large proportion remained in the emerging and transitioning stages. Statistical analysis further revealed a significant moderate positive relationship ( $r = 0.476$ ,  $p = 0.000$ ) between teaching strategies in reading and learners' reading performance. This suggests that the consistent and effective application of diverse reading strategies positively influences early literacy outcomes. Therefore, the study concludes that employing strategic, well-structured, and evidence-based reading instruction plays a crucial role in improving learners' reading proficiency. Based on

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these findings, an instructional supervision plan was proposed to strengthen teachers' capacity in delivering high-quality reading instruction and enhance literacy development among early-grade learners.

**Keywords:** *Teaching Strategies, Reading, Performance, Key Stage 1 Learners, Instructional Supervision Plan*

## INTRODUCTION

Reading is a necessary skill to succeed academically in school and meet the demands of the ever-changing society. Learning to read is like learning to walk or talk; however, this process must be taken slowly. Reading is a skill that is developed in stages and is an ongoing process. When a child is ready, he or she will progress through each of the five stages of reading development at his or her own pace. These stages cannot be rushed or pushed on children. Because reading with young children influences children's later reading and academic performance, adults must read with children in productive ways. Responsiveness is a guiding principle in reading with young children.

Reading is a fundamental skill that forms the foundation of all other learning. In basic education, early reading proficiency is crucial as it directly influences a child's academic success and lifelong learning capabilities (National Reading Panel, 2020; Snow, Burns, & Griffin, 2021; Roberts, 2023). The ability to read with comprehension allows children to acquire knowledge across various subjects, enhances cognitive development, and fosters critical thinking skills. Early literacy development is also linked to better social and emotional outcomes, making it essential to prioritize reading instruction from the outset of formal education (Chen & Li, 2020; Jones & Smith, 2021; Garcia, 2022).

To become life-long learners, children in grade 1 and up need excellent instruction and experience with a wide variety of engaging text. Teachers use evidence-based interventions and instructional strategies to help improve learners reading skills. Being a grade 1 teacher,

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it is very important to influence the learners to master the foundational skills in learning to read. Hence, it is relevant to employ different teaching strategies in reading to make the learners read. Reading interventions allow students to read more while in school. Reading interventions, including guided reading with teachers, provide instructional support, daily experience with fluency, comprehension, vocabulary, phonics, phonemes, and exposure to a wide variety of genres and types of texts to become more proficient readers (Richardson, J., 2009).

Guided reading instruction is one of the strategies used by teachers in teaching reading or a small group, differentiated, instructional approach which is essential to meet the needs of the learners in a grade. The essential goal of guided reading is to teach learners reading strategies to help enhance the comprehension and fluency skills. For guided reading to be successful, the classroom environment should be inviting and engaging with the presence of differentiated and varied reading materials and activities to help build a community of readers.

The expertise and teaching abilities of teachers significantly influence learners' engagement in the classroom. Unfortunately, many teachers lack orientation in assisting struggling readers individually and may not have received adequate training in this area Reyes, et al., (2023). As a result, even with sufficient reading resources, poor readers may not see improvement since teachers are not equipped with the necessary strategies and approaches. Thus, it is a must for teachers to employ different teaching strategies in developing reading skills among learners. High-quality reading instruction encourages teachers to use a variety of strategies to guide their teachings. And it is in this premise that the researcher decided to conduct this study to determine the relationship between the teaching strategies in reading and performance of key stage 1 learners. A proposed instructional supervision plan was formulated based on the findings of the study.

This study determines the significant relationship between the extent teaching strategies in reading and performance of key stage 1 learners of Hugpa Elementary School,

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Ormoc City District II, Ormoc City Division. The findings of the study were basis for the proposed instructional supervision plan.

Further, it sought to answer the following sub-problems:

1. What is the extent of the teaching strategies employed by key stage 1 teachers in reading?
2. What is the reading performance of key stage 1 learners?
3. Is there a significant relationship between the teaching strategies in reading and performance of key stage 1 learners?
4. What instructional supervision plan can be proposed based on the findings of this study?

## METHODOLOGY

**Design.** This study adopted a descriptive-correlational research design to determine the significant relationship between the extent of teaching strategies in reading and performance of key stage 1 learners. This study is descriptive because it describes the variables- teaching strategies employed by teachers in reading and level of performance of key stage 1 learners. Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study was conducted in Hugpa Elementary School, a public elementary school located in Barangay Hugpa, Ormoc City, Leyte, Philippines. The seven (7) teachers and seventy-three (73) key stage learners enrolled in the said locale were involved in the study. The instrument used in this study is a survey which describes the teaching strategies of teachers employed in teaching reading skills. It is composed of 30-item questionnaire taken from the study of Rasinski, T., & Padak, N. (2021) on " Effective Reading Strategies: Teaching Children Who Find Reading Difficult". The survey describes the teaching strategies like the pre-reading, during reading, post reading, vocabulary development, comprehension and differentiated instruction and motivation strategies. Further, to determine

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the reading comprehension levels of the learners, the researcher will gather the result of the Comprehensive Rapid Learning Assessment (CRLA) recently conducted by the researcher. The result describes the reading performance levels of the learners.

**Sampling.** The seven (7) teachers and seventy-three (73) key stage learners were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

**Research Procedure.** Upon securing a research permit, data gathering was initiated. Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified schools in the district. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, survey questionnaires were handed out, and the researcher accompanied the respondents as they filled out the questionnaires. Researcher gathered the result of the CRLA assessment. Once the survey was done, data were gathered, counted, and handed over for statistical processing.

**Ethical Issues.** The researcher obtained the necessary written permission from the authorities to conduct the study. While developing and checking the survey used in the study, the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

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**Treatment of Data.** The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean assessed the extent of teaching strategies in reading and performance of key stage 1 learners. Pearson r was utilized to ascertain the significant relationship between the dependent and independent variables.

## RESULTS AND DISCUSSION

**Table 1**  
**Extent of Teaching Strategies in Reading**

Item No.	Teaching Strategy	Weighted Mean	Interpretation
<b>A. Pre-Reading Strategies</b>			
1	Activate learners' prior knowledge before reading	5.00	Always (Very High Extent)
2	Introduce new vocabulary before reading	4.33	Often (High Extent)
3	Use pictures and visual aids to preview story content	4.00	Often (High Extent)
4	Ask prediction questions before reading	4.67	Always (Very High Extent)
5	Establish a purpose for reading	5.00	Always (Very High Extent)
<b>Average for Pre-Reading</b>		<b>4.60</b>	<b>Always (Very High Extent)</b>
<b>B. During Reading Strategies</b>			
6	Guide learners to use picture clues	4.67	Always (Very High Extent)
7	Model reading fluency through read-aloud sessions	5.00	Always (Very High Extent)
8	Teach decoding strategies (sounding out, chunking)	5.00	Always (Very High Extent)

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Item No.	Teaching Strategy	Weighted Mean	Interpretation
9	Provide guided reading in small groups	4.67	Always (Very High Extent)
10	Use finger-pointing or tracking to assist learners	5.00	Always (Very High Extent)
<b>Average for During Reading</b>		<b>4.87</b>	<b>Always (Very High Extent)</b>
<b>C. Post-Reading Strategies</b>			
11	Ask comprehension questions after reading	5.00	Always (Very High Extent)
12	Conduct story retelling activities	3.67	Often (High Extent)
13	Use graphic organizers to summarize the story	3.67	Often (High Extent)
14	Connect the story to real-life experiences	4.67	Always (Very High Extent)
15	Provide extension activities (drawing/acting)	3.67	Often (High Extent)
<b>Average for Post-Reading</b>		<b>4.14</b>	<b>Often (High Extent)</b>
<b>D. Vocabulary Development Strategies</b>			
16	Use word walls to reinforce vocabulary	3.33	Sometimes (Moderate Extent)
17	Teach sight words through flashcards and games	4.33	Often (High Extent)
18	Engage learners in word sorting and categorizing	3.67	Often (High Extent)
19	Reinforce vocabulary through repeated reading	4.67	Always (Very High Extent)
20	Integrate songs, rhymes, and chants	3.67	Often (High Extent)
<b>Average for Vocabulary Development</b>		<b>3.93</b>	<b>Often (High Extent)</b>
<b>E. Comprehension Strategies</b>			
21	Teach learners how to find the main idea/details	4.33	Often (High Extent)

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Item No.	Teaching Strategy	Weighted Mean	Interpretation
22	Guide learners in making inferences/conclusions	4.00	Often (High Extent)
23	Use questioning techniques (WH-questions)	5.00	Always (Very High Extent)
24	Scaffold difficult texts to support understanding	4.67	Always (Very High Extent)
25	Promote peer discussion/think-pair-share	3.67	Often (High Extent)
<b>Average for Comprehension</b>		<b>4.33</b>	<b>Often (High Extent)</b>
<b>F. Differentiated Instruction &amp; Motivation</b>			
26	Use leveled books to match reading levels	3.67	Often (High Extent)
27	Integrate multi-sensory approaches	3.67	Often (High Extent)
28	Use technology (videos, apps) to support reading	4.33	Often (High Extent)
29	Provide individual support/remediation	4.67	Always (Very High Extent)
30	Motivate learners with praise, rewards, materials	5.00	Always (Very High Extent)
<b>Average for Differentiated Instruction &amp; Motivation</b>		<b>4.27</b>	<b>Often (High Extent)</b>
<b>OVERALL WEIGHTED MEAN</b>		<b>4.36</b>	<b>Often (High Extent)</b>

**Legend:**

<b>RANGES</b>	<b>INTERPRETATION</b>
4.21-5.00	Strongly Agree (Very High)
3.21-4.20	Agree (High)
2.61-3.40	Neutral (Moderate)
1.81-2.60	Disagree (Low)
1.00-1.80	Strongly Disagree (Very Low)

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Table 1 presents the extent of teaching strategies in reading as perceived by the respondents in terms of pre-reading, during reading, post-reading, vocabulary development, comprehension, and differentiated instruction and motivation. The overall weighted mean of 4.36, interpreted as "Often (High Extent)," indicates that teachers frequently implement various reading strategies to support learners' reading development. Among all categories, During Reading Strategies obtained the highest mean of 4.87 (Always – Very High Extent), showing that teachers consistently model fluency, guide decoding, and provide small-group reading support to enhance comprehension. Pre-Reading Strategies also scored high with 4.60 (Very High Extent), suggesting that teachers effectively activate prior knowledge and set clear reading purposes. The rest of the categories—Post-Reading (4.14), Vocabulary Development (3.93), Comprehension (4.33), and Differentiated Instruction and Motivation (4.27)—were all rated at a high extent, emphasizing that teachers regularly engage learners through a range of interactive and reflective reading activities. Overall, the findings reveal that teachers employ reading strategies to a high degree, fostering active, motivated, and comprehension-driven reading experiences among students.

**Table 2**  
**Findings on Reading Performance of Key Stage 1 Learners**

Reading Level	Frequency (n=73)	Percentage	Interpretation
Low Emerging Reader	23	31.5%	A large proportion of learners struggle with basic decoding and comprehension.
High Emerging Reader	8	11.0%	Some learners show progress but still below grade-level mastery.
Transitioning Reader	11	15.1%	Learners are gradually improving and moving toward grade-level proficiency.
Developing Reader	5	6.8%	Few learners can comprehend moderately complex texts.

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Reading Level	Frequency (n=73)	Percentage	Interpretation
Reading at Grade Level	26	35.6%	Over one-third are already proficient readers appropriate to grade expectations.
<b>Total</b>	<b>73</b>	<b>100%</b>	Indicates wide reading performance gaps requiring targeted supervision.

Table 2 presents the findings on the reading performance of Key Stage 1 learners, showing varied proficiency levels among the 73 respondents. The data reveal that 35.6% of the learners are reading at grade level, indicating that over one-third have achieved the expected reading proficiency for their grade. However, a significant 31.5% are classified as low emerging readers, suggesting that many still struggle with basic decoding and comprehension skills.

Meanwhile, 11.0% fall under high emerging readers and 15.1% as transitioning readers, reflecting gradual progress but still below mastery. Only 6.8% are considered developing readers, capable of understanding moderately complex texts. Overall, the results indicate that while a considerable number of learners meet grade-level standards, a substantial portion still exhibit reading difficulties, highlighting the need for strengthened reading interventions and targeted instructional support to bridge performance gaps.

**Table 3**

**Test of Relationship Between Overall Teaching Strategies in Reading and Reading Performance of Key Stage 1 Learners**

Variables Correlated	Computed r-value	p-value	Decision on Ho	Interpretation
Overall Teaching Strategies vs. Reading Performance	0.476	0.000	Reject Ho	Significant Relationship (Moderate Positive Correlation)

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Table 3 presents the test of relationship between the overall teaching strategies in reading and the reading performance of Key Stage 1 learners. The computed r-value of 0.476 and p-value of 0.000, which is less than the 0.05 level of significance, indicate a significant moderate positive correlation between the two variables. This result leads to the rejection of the null hypothesis, confirming that teaching strategies in reading have a meaningful influence on learners' reading performance. In other words, as teachers employ a wider range of effective reading strategies, learners tend to demonstrate improved reading outcomes. The finding underscores the importance of consistent and well-implemented instructional approaches in fostering literacy development among early-grade learners.

## Conclusion

The findings of the study revealed that the extent of teaching strategies in reading among Key Stage 1 teachers was implemented to a high extent across all domains—pre-reading, during reading, post-reading, vocabulary development, comprehension, and differentiated instruction and motivation. Correspondingly, the reading performance of learners showed that while over one-third were reading at grade level, a substantial portion remained at the emerging and transitioning stages, indicating varying levels of reading proficiency. More importantly, the statistical analysis established a significant moderate positive relationship between the teaching strategies in reading and the reading performance of Key Stage 1 learners. This suggests that the consistent and effective use of diverse reading strategies contributes positively to improving learners' reading abilities. Therefore, the study concludes that strategic and well-structured reading instruction plays a vital role in enhancing early literacy development, emphasizing the need for continuous teacher training, guided supervision, and evidence-based pedagogical approaches to further strengthen reading achievement among young learners.

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## Recommendations

1. Implement targeted reading intervention programs that strengthen teachers' use of effective pre-reading, during reading, and post-reading strategies to address the varying proficiency levels of Key Stage 1 learners.
2. Provide continuous professional development and training for teachers focused on evidence-based reading instruction, comprehension enhancement, and vocabulary-building strategies.
3. School administrators and curriculum planners should use the findings to design structured reading programs and supervision frameworks that emphasize differentiated instruction and learner motivation.
4. Encourage collaborative learning communities and peer coaching among teachers to share best practices and innovative reading strategies that promote literacy growth.
5. Given the significant relationship between teaching strategies and reading performance, schools may adopt this approach as a model for improving reading outcomes, particularly in early-grade education.
6. Recognize and incentivize teachers who demonstrate excellence and creativity in implementing effective reading strategies to motivate continuous instructional improvement.
7. Strengthen monitoring and evaluation systems to ensure the consistent and effective application of reading strategies across grade levels.
8. Document and disseminate successful classroom practices through professional learning sessions, reading workshops, and learning action cells (LAC) to support replication and sustainability.

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9. Future researchers are encouraged to replicate and expand this study in other schools and educational contexts, incorporating additional variables such as parental involvement, classroom environment, or digital reading tools to further enrich understanding of factors affecting reading performance.

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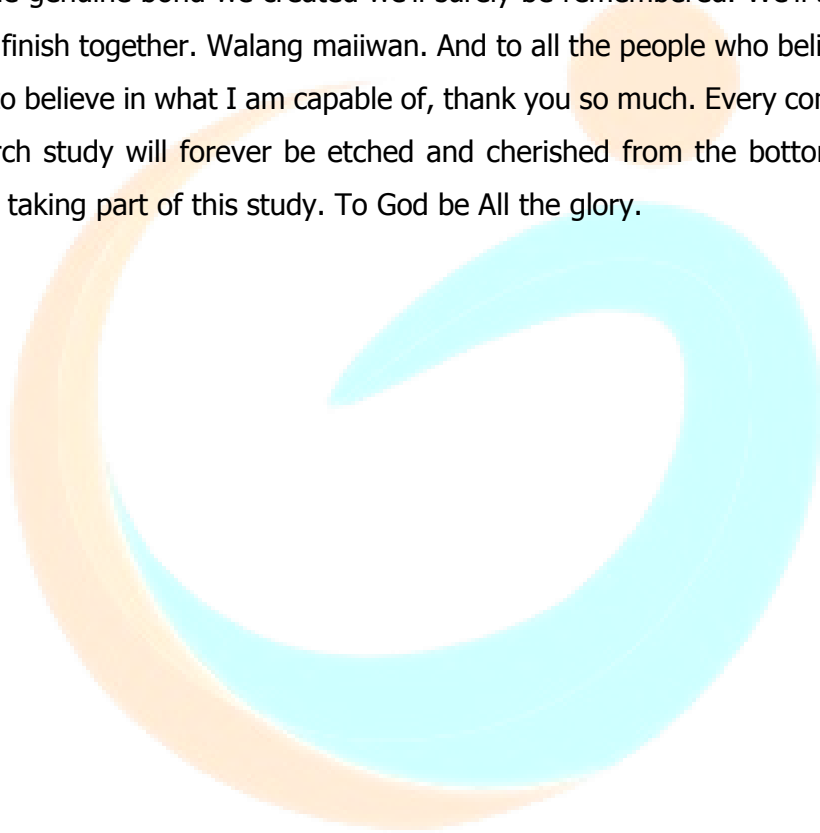
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## AUTHOR'S PROFILE



**MS. GEMMA L. ELIDO**

Gemma H. Elido, born on April 22, 1997, at Ormoc City, Leyte, is a dedicated educator known for her commitment to nurturing continuous learning and empowerment among her students. Her journey in education began at Ipil Central School, followed by her secondary education at Ipil National High School.

Gemma continued her academic journey at Visayas State University – Isabel Campus (VSU - IC), where she earned her Bachelor of Elementary Education and graduated as Cum Laude and one of the best Student Teacher of the Year. That same year, she passed the Licensure Examination for Teachers (LET), marking the official start of her teaching career.

She worked as a private school teacher at St. Anne's Playschool for 2 years and 5 months, gaining the knowledge, skills and experience of being a real teacher. She was then hired as private home tutors for 3 years during the pandemic. She was also an Ayuda Teacher Volunteer under the program of Department of Education and the Local Government Unit of Ormoc before applying to DepEd. She started her teaching journey in Department of Education as a substitute teacher in Quezon Jr. Elementary School for 3 months, gaining the best and memorable experience of being a public-school teacher.

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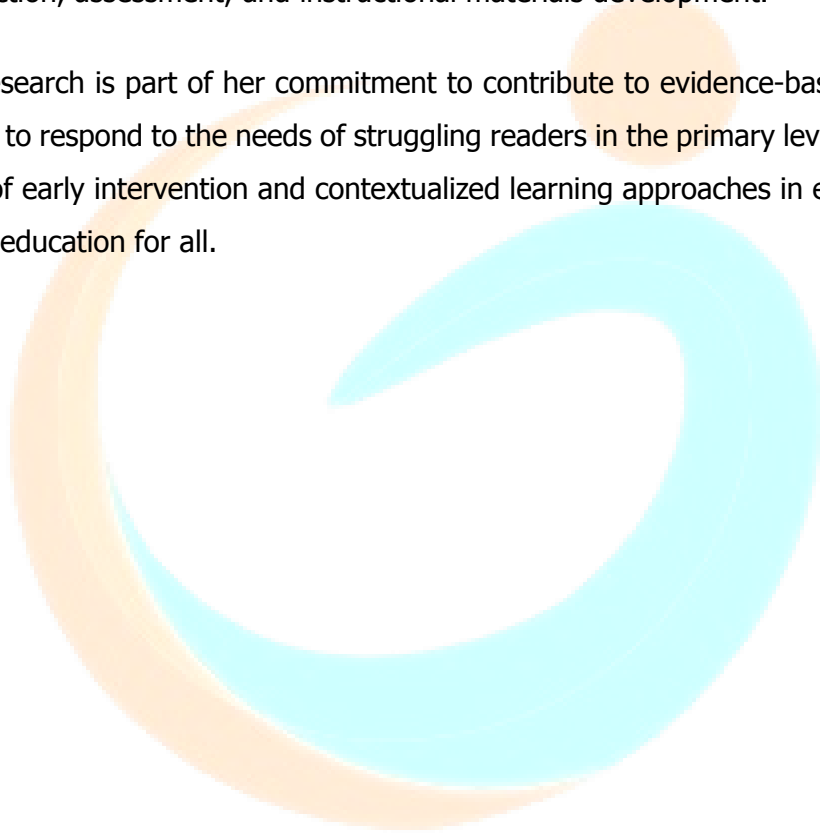
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Currently, Gemma is a dedicated Grade 1 teacher at Hugpa Elementary School, Brgy. Hugpa, Ormoc City, Leyte, under the Department of Education – Division of Ormoc for almost 2 years now. She is a strong advocate of literacy development, learner-centered instruction, and inclusive education. Her commitment to lifelong learning led her to enroll in a Master of Arts in Education (MAEd) program, majoring in School Administration and Supervision. She also pursued continuous professional development through various trainings and seminars in reading instruction, assessment, and instructional materials development.

This research is part of her commitment to contribute to evidence-based practices in education and to respond to the needs of struggling readers in the primary level. She believes in the power of early intervention and contextualized learning approaches in ensuring quality and equitable education for all.



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