



READING REMEDIATION PROGRAM FOR KEY STAGE 1 LEARNERS TOWARDS ENHANCING THEIR PROFICIENCY LEVEL

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ABSTRACT

This study examined the effectiveness of the Reading Remediation Program in improving the literacy proficiency of Key Stage 1 learners. The primary objective was to determine the impact of targeted interventions on learners' reading levels, while also analyzing teacher profiles and the challenges encountered during implementation. A descriptive-evaluative design was employed, utilizing pre- and midyear assessments through the Comprehensive Reading Level Assessment (CRLA), alongside survey questionnaires administered to participating teachers.

Findings revealed that the respondent group was largely composed of mature, mid-career female teachers with advanced academic qualifications, reflecting professional stability and growth. Results of the CRLA showed a significant increase in Grade Ready learners from 17.25% in the pre-assessment to 38.39% at midyear, indicating that the program effectively enhanced reading proficiency. However, a substantial proportion of learners remained within the Transitioning and Emerging levels, underscoring persistent gaps in foundational skills.

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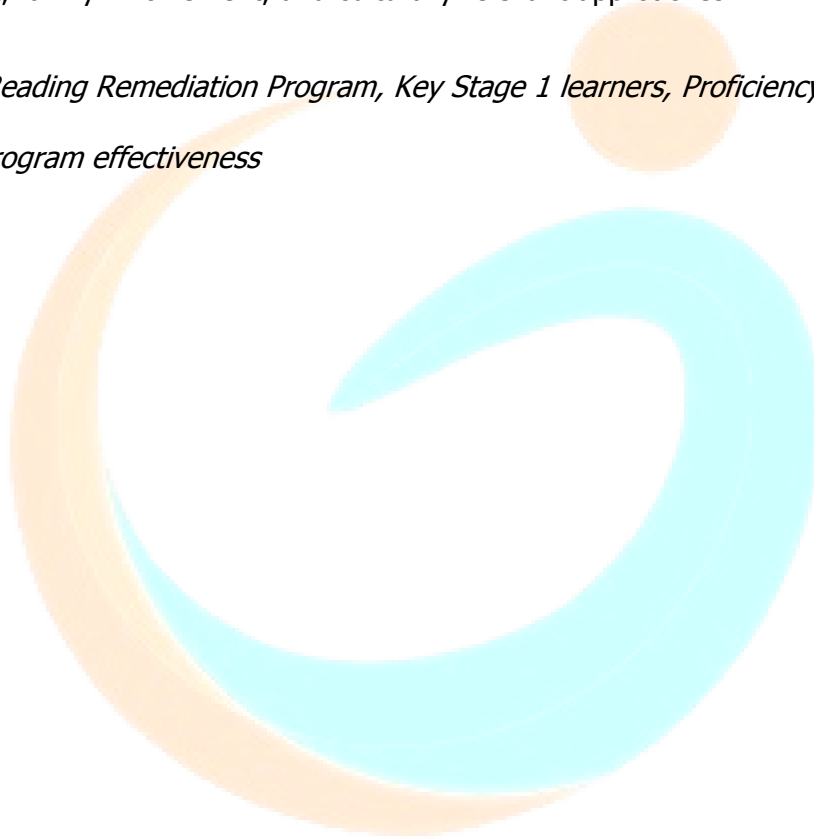
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Teacher challenges were found to be consistent across profiles, with the most pressing issues stemming from learner attitudes, limited parental support, and systemic burdens.

The study concluded that remediation programs were effective in addressing literacy gaps; however, long-term success required holistic strategies that integrated teacher empowerment, family involvement, and culturally relevant approaches.

Keywords: *Reading Remediation Program, Key Stage 1 learners, Proficiency Level, Teacher Challenges, Program effectiveness*



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