



**STRENGTHENING EARLY LITERACY: THE POWER OF SCIENCE OF READING
(SOR) AND PABASA (PARENTS AND BARANGAY AS READING SUPPORT
ALLIES) IN IMPROVING READING ACCURACY IN KEY STAGE 1**

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ABSTRACT

This study investigated the effectiveness of the Science of Reading (SOR) framework and PABASA: Parents and Barangay as Reading Support Allies in enhancing the reading accuracy and proficiency of Key Stage 1 (KS1) learners. Based on the results of the Comprehensive Rapid Literacy Assessment (CRLA), findings showed that while a considerable number of learners remain within the *Low Emerging Reader* category, notable progress was observed among those transitioning to and performing at grade level.

The joint implementation of SOR and PABASA, which combined teacher training, parental involvement, and community participation, revealed both challenges and best practices. Among the challenges identified were the limited availability of reading materials, differences in learners' readiness levels, and the need for consistent parental engagement. Conversely, effective practices included the use of interactive reading strategies, peer-assisted learning, and collaborative participation among parents and stakeholders.

Overall, the results highlight the importance of reinforcing literacy interventions through teacher capacity-building and home-school-community partnerships. The

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intervention brought about a significant improvement in reading proficiency, as evidenced by the reduction in struggling readers and the increase in learners who are transitioning or reading at grade level. Nevertheless, continuous support remains essential, particularly for the learners who are still categorized as *Low Emerging Readers*, to help them achieve grade-level proficiency.

In conclusion, the Science of Reading (SOR) and PABASA initiatives proved to be effective in improving early literacy outcomes. Sustained efforts in strengthening parental participation, providing adequate resources, and maintaining teacher training programs are crucial to ensuring that all learners continue to advance toward grade-level reading proficiency.

Keywords: *PABASA, reading accuracy, literacy, CRLA, emerging readers, parental involvement, teacher strategies*

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