



BOOSTING THE READING READINESS OF KINDERGARTEN PUPILS IN BALAYAN EAST CENTRAL SCHOOL THROUGH PROJECT CVC (CREATING VISIBLE CONFIDENCE IN READING)

OFELIA E. CHUA

Master Teacher I

Balayan East Central School

ABSTRACT

This action research focused on the effectiveness of Project CVC in enhancing the reading readiness of Kindergarten pupils at Balayan East Central School during the School Year 2025–2026. The study involved 25 Kindergarten learners who were assessed through pre-tests and post-tests, supplemented by observation checklists and teacher reflections to ensure a comprehensive understanding of their progress. The intervention consisted of structured CVC word recognition drills, interactive games, and guided reading activities that emphasized consonant–vowel–consonant words such as cat, dog, sun, and map, designed to make learning both systematic and engaging. Conducted over a period of six weeks with three sessions per week, the program provided repeated and meaningful exposure to these fundamental words, enabling pupils to develop critical early reading skills. Results demonstrated a clear improvement in the children’s ability to decode simple words, recognize letter-sound correspondences, and gain confidence in their reading abilities, indicating that the intervention effectively addressed the learners’ reading readiness.

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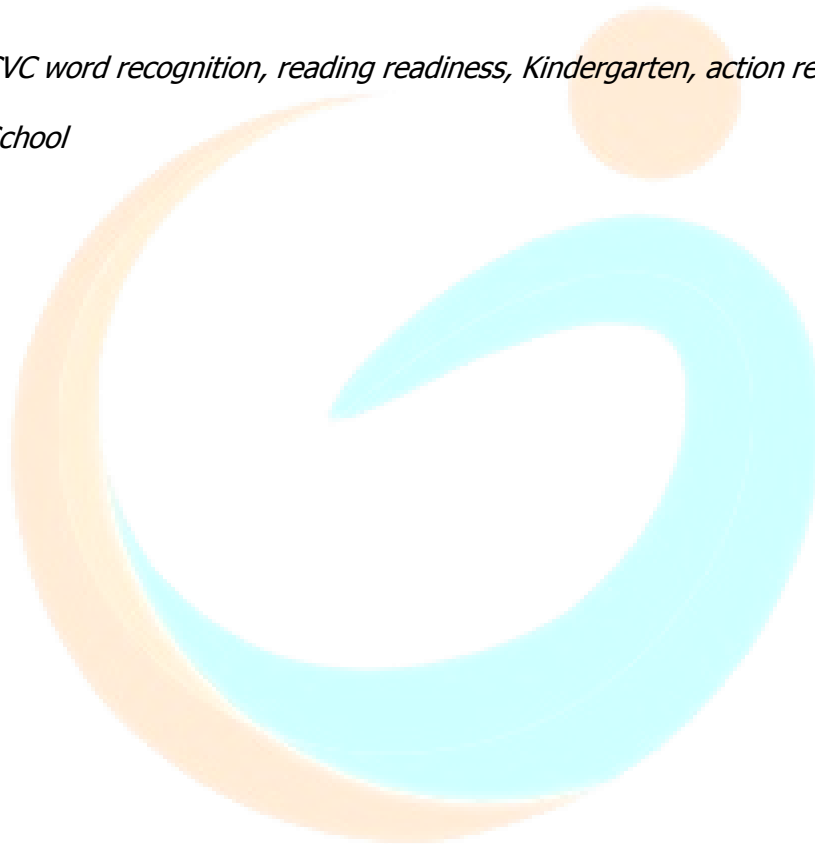
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The findings of this study suggest that implementing structured and interactive CVC word recognition activities, as exemplified in Project CVC, significantly strengthens foundational literacy skills, and it is therefore recommended that teachers integrate such exercises into early literacy instruction to provide Kindergarten pupils with a strong platform for future reading success.

Keywords: *CVC word recognition, reading readiness, Kindergarten, action research, Balayan East Central School*



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