



READING COMPREHENSION AND NUMERACY PERFORMANCE OF GRADE 5 LEARNERS TOWARDS THE DEVELOPMENT OF ENRICHMENT PLAN

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ABSTRACT

The study assessed the reading comprehension and numeracy performance of Grade 5 learners as a basis for developing an enrichment plan in three schools under the Lemery Sub-Office. It utilized a mixed-methods research design. The respondents were Grade Five learners from Lemery Pilot Elementary School, Sambal Elementary School, and R. Venturanza Central School during School Year 2025–2026. Data were collected using standardized reading comprehension and numeracy tests.

The findings revealed that learners with higher reading comprehension skills tended to perform better in numeracy tasks. The results also showed a highly significant relationship between the literacy level and numeracy level of Grade Five learners. These findings suggested that enhancing learners’ reading comprehension supported the development of their numeracy skills.

The study highlighted the importance of integrating literacy strategies into mathematics instruction to improve overall academic performance by providing learners with

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a stronger foundation for understanding and solving mathematical problems. Furthermore, the study emphasized the need for programs and interventions that simultaneously developed reading and numeracy skills among learners.

Keywords: *Relationship, Reading Comprehension, Numeracy Performance, Grade 5 Learners, Enrichment Plan*



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