

Developing Localized Reading Materials: Addressing Comprehension Level of Key Stage 1 and 2 Learners

Aiza E. Dela Roca ¹

1 – Parang Cueva Elementary School, District X/Schools Division of Batangas City

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Abstract

This action research investigated the reading comprehension conditions of Key Stage 1 and Key Stage 2 learners in Parang Cueva Elementary School, an island school under the Schools Division of Batangas City. The study examined the profile of teachers, the effectiveness of existing reading interventions, challenges encountered in teaching reading comprehension, and the development of localized reading materials as an intervention. Using a descriptive-survey design, data were gathered from seven teachers through a self-administered questionnaire. Results revealed that the interventions employed were largely extremely effective in improving comprehension, fluency, word recognition, and reading enjoyment. No significant relationship was found between teachers' profile variables and the effectiveness of interventions. Based on the findings, localized reading materials grounded in learners' context were developed to further enhance comprehension and engagement.

Keywords: *Reading comprehension; localized reading materials; reading intervention; Key Stage 1 and Key Stage 2; elementary education*

INTRODUCTION

Reading proficiency is a foundational skill essential for learners' academic success across all subject areas. Despite the implementation of national reading programs such as Every Child A Reader Program (ECARP) under DepEd Order No. 45, s. 2002, many rural and island schools continue to face challenges in developing learners' reading comprehension skills.

Rural schools often experience limited access to quality reading materials, inadequate resources, and socioeconomic constraints that negatively affect literacy development. Learners who struggle with reading comprehension are more likely to encounter difficulties in other learning areas, resulting in decreased motivation and academic performance. Research highlights that early literacy intervention is critical, as reading difficulties tend to compound over time (Culaste-Quimbo, 2021).

Given the contextual realities of Parang Cueva Elementary School, there is a need for reading interventions that are relevant, engaging, and culturally responsive. This study focuses on exploring reading conditions among Key Stage 1 and 2 learners and proposes the development of localized reading materials as a strategic intervention to bridge comprehension gaps and promote meaningful learning.

METHODOLOGY

Research Design

The study employed a descriptive-survey action research design to assess the effectiveness of reading interventions and identify challenges in teaching reading comprehension.

Participants

The respondents were seven (7) teachers handling Key Stage 1 and 2 learners at Parang Cueva Elementary School during School Year 2024–2025. Total enumeration was used.

Data Gathering Procedure

Approval to conduct the study was secured from the Schools Division Superintendent and the Public Schools District Supervisor. Informed consent was obtained prior to data collection. Data was gathered using a self-administered questionnaire distributed via Google Forms.

Data Analysis

Data was processed using the Statistical Package for the Social Sciences (SPSS). Weighted mean was used to determine the level of effectiveness of reading interventions, while the Chi-square test was applied to identify significant relationships between teachers' profile variables and intervention effectiveness.

RESULTS AND DISCUSSION

Profile of the Respondents

Results showed that all respondents were female, with teaching assignments ranging from kindergarten to Grade 6. Majority held a master's degree or had earned units in graduate studies and had 6–20 years of teaching experience. These characteristics indicate a group of experienced and professionally prepared teachers capable of implementing instructional innovations.

Effectiveness of Reading Interventions

Findings revealed that reading interventions were rated as extremely effective in improving comprehension, fluency, word recognition, reading enjoyment, and learner confidence. Vocabulary development was rated as moderately effective, suggesting the need for more targeted vocabulary-focused strategies.

Challenges in Reading Instruction

Teachers identified unfamiliar vocabulary, decoding difficulties, and limited learner motivation as the most common challenges encountered. These findings align with existing literature emphasizing the importance of explicit vocabulary and fluency instruction (Snow, 2020).

Relationship Between Teacher Profile and Effectiveness of Interventions

Chi-square analysis showed no significant relationship between teachers' profile variables (grade level handled, gender, educational attainment, age, and length of service) and the effectiveness of reading interventions. This implies that intervention effectiveness is more influenced by instructional strategies than by teacher demographics.

Developed Localized Reading Materials

Based on the findings, localized reading materials were developed across grade levels, incorporating familiar settings, local culture, and learner experiences. These materials were used as springboards for lessons and as reading intervention tools to enhance comprehension and engagement.

CONCLUSION

The study concludes that existing reading interventions in Parang Cueva Elementary School are generally effective in enhancing learners' reading comprehension. Teachers encounter challenges primarily related to vocabulary and decoding skills, but these can be addressed through contextualized and localized instructional materials. The absence of a significant relationship between teacher profile and intervention effectiveness underscores the value of well-designed, learner-centered reading strategies.

RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

1. Teachers may implement targeted interventions focusing on vocabulary development, fluency, and learner engagement.
2. Schools may strengthen professional development programs on differentiated instruction and contextualized reading strategies.
3. Continuous development and utilization of localized reading materials should be encouraged.
4. Regular monitoring and evaluation of reading programs should be conducted to ensure effectiveness.
5. Stronger collaboration with parents and the community may be established to support reading initiatives beyond the classroom.

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