

Republic of the Philippines
Department of Education



REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY
MALABAN ELEMENTARY SCHOOL
PEDRO ESCUETA STREET, BRGY. MALABAN, BIÑAN CITY, LAGUNA

Action Plan on Intensifying Reading Performance of KS1

Phases of Institutionalization	Goals and Objectives	Activities/Strategies	Person Involved	Resources Needed	Time Frame	Success Indicator
Phase I Pre-Implementation SELECTION (Conceptualization of the Remedial Reading) and ORIENTATION (Orientation and Introduction of remedial reading program)	1. To assess the Literacy level of kindergarten 2. Orientation on the nature, scope and rationale of the remedial reading to learners and parents for familiarity and stimulate	Literacy Assessment 1. Selection and classification of learners' who will undergo on whole year Remedial Reading Class 2. Information dissemination Of parents and learners through personal conversation	Teachers and learners (specifically identified) Principal, Teacher	Flashcards, pictures Letter to Parents Contact Numbers	3 rd Quarter 3 rd Quarter	Reports on Literacy Assessment Level of support to the program Level of acceptability

	learners love for reading					
Phase II: Implementation Proper CONDUCT (Actual Implementation of the remedial reading program)	Teach the pupils to recognize, sounds and form the 28 letters of the alphabet -upper and lower cases To develop social, motor and other reading skills To develop phonemic awareness	Teach the four skills of Phonemic Awareness Rhyming sounds Blending Sounds e.g. b-a-t Matching sounds	Remedial reading teachers and learners	Flash cards, charts, books	3 rd Quarter	Learners can hear and recognize words with the same initial sound and words with the same ending sound Learners can hear word and clap the number of syllables Pupils can sort words Pupils can read and write

	To develop skills in decoding To encourage a sense of personal responsibility for one's own progress	Decode words by word families -Short vowel sounds -Short a,e,l,o,u in CVC pattern Decode words -word sorting and hunting Building words and their manipulating their beginning, middle and ending phonemes using finger and blocks Embracing reading even at home with the guidance of the parents etc.				Pupils can manipulate phonemes to build words Maximum participation of pupils
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Phase III Post Implementation FINAL EVALUATION (Diagnosis)	To evaluate the improvement of the students oral literacy	Evaluation of students oral literacy	Teachers and students	Furnish post test: oral	3 rd Quarter	Report on literacy level

Prepared by:

KINDERGARTEN TEACHERS

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