Republic of the Philippines

Department of Education

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EDUFILESPH ELEMENTARY SCHOOL

SCHOOL-BASED READING INTERVENTION PLAN

KEY STAGE 1 (Kindergarten to Grade 3)

School Year 2026–2027

I. RATIONALE

Key Stage 1 is the window in which learners learn to read. Learners who leave Grade 3 unable to decode words and understand simple texts fall further behind every year after, because from Grade 4 onward they are expected to read in order to learn the other subjects.

Republic Act No. 12028, the Academic Recovery and Accessible Learning (ARAL) Program Act, and its implementing guidelines under DepEd Order No. 18, s. 2025 give priority to learners from Kindergarten to Grade 6 and to all learners who have not yet attained grade-level foundational skills. DepEd Memorandum No. 64, s. 2025 sets the ARAL-Reading procedures for Key Stages 1 to 3, using the Comprehensive Rapid Literacy Assessment (CRLA) to group Grades 1 to 3 learners as Low Emerging, High Emerging, Developing, or Transitioning readers.

DepEd reported that in SY 2025–2026 the share of struggling readers in Key Stage 1 dropped by 33 percentage points, the largest gain among all key stages. This plan aims to keep those gains and to make sure that every Key Stage 1 learner identified through the CRLA, and every Kindergarten learner who needs support in emergent literacy, receives timely, targeted, and documented help.

II. LEGAL BASES

1. Republic Act No. 12028 — Academic Recovery and Accessible Learning (ARAL) Program Act
2. DepEd Order No. 18, s. 2025 — Implementing Guidelines of the ARAL Program
3. DepEd Memorandum No. 64, s. 2025 — Implementing Guidelines for ARAL-Reading, Key Stages 1 to 3
4. DepEd Order No. 15, s. 2026 — Classroom Assessment Guidelines (descriptive reporting for Kindergarten to Grade 3; timely, targeted, documented remediation)
5. DepEd Order No. 29, s. 2022 — Basic Education Monitoring and Evaluation Framework (BEMEF)
6. DepEd three-term School Calendar and Activities for SY 2026–2027

III. OBJECTIVES

General Objective

To bring Key Stage 1 learners who read below grade level up to grade-level foundational literacy by the end of SY 2026–2027.

Specific Objectives

Specifically, this plan aims to:

a. Assess all Grades 1 to 3 learners using the CRLA at the beginning, middle, and end of the school year, and observe Kindergarten learners on emergent literacy skills;
b. Group and tutor identified learners according to their reading profile and language of instruction;
c. Move at least 75% of learners in intervention up by at least one reading profile by the midline assessment;
d. Bring at least 60% of learners in intervention to Reading at Grade Level by the end-of-school-year assessment; and
e. Track each learner's progress through an Individual Reading Intervention Plan, and refer learners who show no progress to the ILRC multidisciplinary team.

IV. TARGET LEARNERS AND ASSESSMENT PROFILE

Fill in with the beginning-of-school-year (BOSY) results. Learners at the levels listed in Section V are the target learners of this plan.

READING / LITERACY — CRLA (Grades 1–3); Kindergarten observation checklist										
Grade Level	**Assessment Tool**	**Language of Assessment**	**Enrolment**	**No. Assessed**	**Low Emerging**	**High Emerging**	**Developing**	**Transitioning**	**At Grade Level**	**No. for Intervention**
Kindergarten	Teacher observation / checklist	Mother Tongue / Filipino								

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READING / LITERACY — CRLA (Grades 1–3); Kindergarten observation checklist										
Grade Level	**Assessment Tool**	**Language of Assessment**	**Enrolment**	**No. Assessed**	**Low Emerging**	**High Emerging**	**Developing**	**Transitioning**	**At Grade Level**	**No. for Intervention**
Grade 1	CRLA	Mother Tongue or Filipino								
Grade 2	CRLA	Filipino (shift to English when ready)								
Grade 3	CRLA	English								
		TOTAL								

V. READING INTERVENTION PLAN MATRIX

KINDERGARTEN — READING / LITERACY *Emergent literacy, integrated in the Kindergarten developmental domains (DO 18, s. 2025); descriptive reporting (DO 15, s. 2026)*

Learner Profile (Assessment Result)	Identified Gaps / Areas of Concern	Objectives / Target Skills	Intervention Strategies and Activities	Materials / Resources	Persons Involved	Time Frame	Success Indicators
Beginning — needs much support	• Limited oral vocabulary; answers in single words • Cannot retell a short story heard • Does not recognize own name or most letters • Weak pencil grip and hand control	• Talk about self, family, and pictures in short sentences • Listen to a story and answer who/what questions • Recognize own name and at least 10 letters • Hold a crayon correctly and trace lines and strokes	• Daily interactive read-aloud with picture walk • Show-and-Tell and picture talk • Name games, name puzzles, letter-of-the-day • Multisensory letter tracing (sand tray, clay, sky-writing) • Fine-motor stations (lacing, tearing, tracing) • Home reading: 10 minutes nightly with a parent	Big books; picture cards; name cards; alphabet cards; sand trays; clay; crayons	Kindergarten teacher; ARAL tutor / para-teacher; parents/guardians	Term 1–Term 3; 15–20 min small-group sessions, 3–4 times a week within the daily schedule	80% of target learners recognize their own name and at least 10 letters by end of Term 2; retell a 3-event story with picture support by EOSY
Developing — needs some support	• Names some letters but not their sounds	• Identify and produce rhyming words	• Phonological awareness games (rhyme, syllable	Predictable big books; picture sort cards; letter-sound	Kindergarten teacher; ARAL tutor / para-	Term 1–Term 3; 15–20 min small-group	75% of target learners match 20 letters to their

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KINDERGARTEN — READING / LITERACY *Emergent literacy, integrated in the Kindergarten developmental domains (DO 18, s. 2025); descriptive reporting (DO 15, s. 2026)*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
	• Cannot identify rhyming words or count syllables • Cannot give the beginning sound of a word	• Clap and count syllables in words • Identify the beginning sound of spoken words • Match at least 20 letters with their sounds	clapping, I-Spy beginning sounds) • Letter-sound songs with actions • Shared reading of predictable big books with finger pointing • Picture sorting by beginning sound • Writing own name and simple labels	charts; writing materials	teacher; parents/guardians	sessions, 3–4 times a week	sounds and give the beginning sound of 8 of 10 words by EOSY

GRADE 1 — READING / LITERACY *CRLA in Mother Tongue (monolingual classes) or Filipino; ARAL-Reading tutorials for Grade 1 begin at mid-year per DM 64, s. 2025; classroom remediation starts in Term 1*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Low Emerging	• Knows few or no letter names and sounds • Cannot identify the beginning sound of words • Cannot blend sounds orally	• Name and give the sound of the letters in the ARAL-Reading letter sequence • Orally blend and segment sounds in syllables and short words • Write the letters learned	• Explicit, systematic phonics: I do – We do – You do • Letter-sound cards with actions and mnemonics • Oral blending/segmenting drills (Sound Boxes / Elkonin boxes) • Sand and sky-writing of letters • Daily read-aloud to build vocabulary	ARAL-Reading Teacher's Guide & Learner's Workbook (DM 64, s. 2025); letter tiles; alphabet and word-picture cards; decodable texts; crayons/pencils	Class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out or before/after class) or Saturday ≤ 2 hrs	75% move to High Emerging or higher at the midline CRLA
High Emerging	• Knows most letter sounds but cannot blend them into syllables or words • Recognizes very few sight words	• Blend consonant-vowel syllables (ma, sa, ba) • Decode two-syllable words (e.g., bata, aso, mesa)	• Syllable-chart (pantig) drills • Word building with letter tiles • Decodable phrases and sentence strips	ARAL-Reading Teacher's Guide & Learner's Workbook (DM 64, s. 2025); letter tiles; alphabet and word-picture cards;	Class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out or before/after class) or	75% decode 8 of 10 two-syllable words and move to Developing or higher by EOSY

GRADE 1 — READING / LITERACY *CRLA in Mother Tongue (monolingual classes) or Filipino; ARAL-Reading tutorials for Grade 1 begin at mid-year per DM 64, s. 2025; classroom remediation starts in Term 1*

Learner Profile (Assessment Result)	Identified Gaps / Areas of Concern	Objectives / Target Skills	Intervention Strategies and Activities	Materials / Resources	Persons Involved	Time Frame	Success Indicators
		• Read common high-frequency words and short phrases	• Word-wall and sight-word games (Bingo, Hide-and-Seek words) • Echo and choral reading	decodable texts; crayons/pencils		Saturday ≤ 2 hrs	
Developing	• Decodes words slowly, one syllable at a time • Reads sentences with many errors • Cannot answer questions about what was read	• Read decodable sentences and short passages accurately • Answer literal (who, what, where) questions • Read with increasing speed and expression	• Decodable passages with repeated reading • Partner reading (paired reading) • Sentence building and picture–sentence matching • Guided reading with literal questions • Teacher modelling of phrasing and expression	ARAL-Reading Teacher's Guide & Learner's Workbook (DM 64, s. 2025); letter tiles; alphabet and word-picture cards; decodable texts; crayons/pencils	Class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out or before/after class) or Saturday ≤ 2 hrs	70% read a grade-level decodable passage with at least 90% accuracy and move to Transitioning or higher by EOSY
Transitioning	• Reads short passages but slowly	• Read grade-level texts with appropriate fluency	• Leveled readers and storybooks • Readers' Theater	ARAL-Reading Teacher's Guide & Learner's Workbook (DM	Class adviser; ARAL tutor (not the learner's own teacher); Reading	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1	80% are Reading at Grade Level in

GRADE 1 — READING / LITERACY *CRLA in Mother Tongue (monolingual classes) or Filipino; ARAL-Reading tutorials for Grade 1 begin at mid-year per DM 64, s. 2025; classroom remediation starts in Term 1*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
	• Has difficulty with inferential questions and retelling	• Answer literal and simple inferential questions • Retell a story in sequence	• Story mapping (beginning–middle–end) • Prediction and think-aloud • Vocabulary in context	64, s. 2025); letter tiles; alphabet and word-picture cards; decodable texts; crayons/pencils	Coordinator; parents/guardians	hr/day (pull-out or before/after class) or Saturday ≤ 2 hrs	the EOSY CRLA

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GRADE 2 — READING / LITERACY *CRLA in Filipino; shift to English when ready (DM 64, s. 2025)*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Low Emerging	• Has not mastered Filipino letter-sound correspondence • Cannot decode syllables or words	• Give the sounds of all letters in the Filipino alphabet sequence • Blend letters into syllables and two-syllable words • Write simple words from dictation	• Explicit phonics with letter-sound cards • Elkonin boxes and letter tiles • Syllable-chart drills • Daily 10-minute word reading with tutor • Read-aloud of Filipino stories	ARAL-Reading Teacher's Guide & Learner's Workbook (DM 64, s. 2025); letter tiles; alphabet and word-picture cards; decodable texts; crayons/pencils	Class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out or before/after class) or Saturday ≤ 2 hrs	75% move to High Emerging or higher at midline
High Emerging	• Decodes simple words but stumbles on longer words and consonant clusters (kambal-katinig) • Limited sight words	• Decode three-syllable words and words with consonant clusters • Read high-frequency Filipino words automatically	• Word ladders and word sorts • Chunking long words into syllables • Flash-card speed drills on sight words • Decodable sentences and short stories • Choral and echo reading	ARAL-Reading Teacher's Guide & Learner's Workbook (DM 64, s. 2025); letter tiles; alphabet and word-picture cards; decodable texts; crayons/pencils	Class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out or before/after class) or Saturday ≤ 2 hrs	75% decode 8 of 10 multi-syllable words and move to Developing or higher by EOSY

GRADE 2 — READING / LITERACY *CRLA in Filipino; shift to English when ready (DM 64, s. 2025)*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
		• Read phrases and simple sentences					
Developing	• Reads sentences but slowly and with errors • Weak literal comprehension	• Read short Filipino passages accurately and with expression • Answer literal questions and note details • Begin listening to and speaking simple English	• Repeated reading with timed rereads • Guided reading groups • Question cards (sino, ano, saan, kailan) • English oral-language routines (songs, greetings, picture talk)	ARAL-Reading Teacher's Guide & Learner's Workbook (DM 64, s. 2025); letter tiles; alphabet and word-picture cards; decodable texts; crayons/pencils	Class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out or before/after class) or Saturday ≤ 2 hrs	70% read a grade-level Filipino passage with at least 90% accuracy by EOSY
Transitioning	• Reads Filipino texts but struggles with inference • Not yet ready to read in English	• Read grade-level Filipino texts fluently and answer inferential questions • Transfer letter-sound	• Leveled readers; story maps; Readers' Theater • Bridging lessons: same/different sounds in Filipino and English	ARAL-Reading Teacher's Guide & Learner's Workbook (DM 64, s. 2025); letter tiles; alphabet and word-picture cards;	Class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out or before/after class) or	80% are Reading at Grade Level in the EOSY CRLA (Filipino) and can read 10 English CVC words

GRADE 2 — READING / LITERACY *CRLA in Filipino; shift to English when ready (DM 64, s. 2025)*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
		knowledge to English CVC words • Build basic English vocabulary	• English picture dictionaries and vocabulary games • Read-aloud of simple English stories	decodable texts; crayons/pencils		Saturday ≤ 2 hrs	

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GRADE 3 — READING / LITERACY *CRLA in English (DM 64, s. 2025)*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Low Emerging	• Does not know English letter sounds • Cannot read CVC words (e.g., cat, pen, sit)	• Give the English sounds of consonants and short vowels • Blend and read CVC words • Read the first set of sight words	• Explicit phonics with letter tiles and sound cards • Short-vowel word families (-at, -en, -it, -op, -ug) • Blending slides and Elkonin boxes • Sight-word games • Use Filipino as a bridge to explain sounds	ARAL-Reading Teacher's Guide & Learner's Workbook (DM 64, s. 2025); letter tiles; alphabet and word-picture cards; decodable texts; crayons/pencils	Class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out or before/after class) or Saturday ≤ 2 hrs	75% read 8 of 10 CVC words and move to High Emerging or higher at midline
High Emerging	• Reads CVC words but not words with digraphs and blends • Few sight words	• Read words with digraphs (sh, ch, th, wh) and blends (bl, st, tr) • Read common sight words automatically • Read phrases and short sentences	• Word sorts and word building • Phonics-based decodable readers • Sight-word fluency drills • Phrase-card reading	ARAL-Reading Teacher's Guide & Learner's Workbook (DM 64, s. 2025); letter tiles; alphabet and word-picture cards; decodable texts; crayons/pencils	Class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out or before/after class) or Saturday ≤ 2 hrs	75% read words with digraphs/blends at 80% accuracy and move to Developing or higher by EOSY

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GRADE 3 — READING / LITERACY *CRLA in English (DM 64, s. 2025)*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Developing	• Has difficulty with long vowels and the Magic E (CVCe) rule • Reads sentences slowly; weak comprehension	• Read CVCe words (cake, bike, home) and vowel teams • Read sentences and short passages accurately • Answer literal questions	• Magic E lessons with letter tiles • Repeated and partner reading of decodable passages • Guided reading with question cards • Sentence-picture matching	ARAL-Reading Teacher's Guide & Learner's Workbook (DM 64, s. 2025); letter tiles; alphabet and word-picture cards; decodable texts; crayons/pencils	Class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out or before/after class) or Saturday ≤ 2 hrs	70% read a grade-level English passage with at least 90% accuracy by EOSY
Transitioning	• Reads English passages but lacks fluency • Weak inferential comprehension and vocabulary	• Read grade-level narrative and informational texts fluently • Answer literal and inferential questions; retell in sequence • Use context clues for new words	• Leveled readers; Readers' Theater • Story maps and simple graphic organizers • Context-clue mini-lessons • Reading logs at home	ARAL-Reading Teacher's Guide & Learner's Workbook (DM 64, s. 2025); letter tiles; alphabet and word-picture cards; decodable texts; crayons/pencils	Class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out or before/after class) or Saturday ≤ 2 hrs	80% are Reading at Grade Level in the EOSY CRLA and ready for the Grade 4 Phil-IRI

VI. MODES OF DELIVERY AND SESSION STRUCTURE

- Delivery modes: face-to-face, online, or blended (DO 18, s. 2025).
- Settings: pull-out sessions during class hours, add-on sessions before or after class or on weekends, or other approved strategies.
- Duration: not more than one hour per day on weekdays; not more than two hours on weekends (preferably Saturdays) for multi-shift schools or schools with special programs.
- Grouping: one-on-one or group tutorials; a 1:5 ratio is recommended, with a maximum of 15 learners per tutorial class (DO 18, s. 2025; DM 64, s. 2025).
- Tutors may not tutor their own learners. Priority goes to experienced teachers and para-teachers; pre-service teachers, LET-eligible applicants, and other qualified tutors may also be engaged (DO 18, s. 2025).
- Scheduling options: daily (4 times a week), 2 to 3 times a week for 30 to 60 minutes, or a single 2-hour Saturday session (DM 64, s. 2025).
- Each learner's targets and progress are written in an Individual Reading Intervention Plan (Annex A).

A. Weekly Cycle

Day	Activity
Days 1–3	Lesson sessions on the target reading skills for the week
Day 4	Review and check-in (formative assessment of the week's targets)
Day 5	Tutor–teacher conference, updating of Individual Reading Intervention Plans, and preparation of materials

Source: ARAL-Reading weekly cycle, DM 64, s. 2025.

B. Suggested Flow of a 60-Minute Session

Part	What happens	Time
Review / warm-up	Quick drill on previously learned sounds, words, or strategies	5 min
Explicit instruction (I do)	Tutor models the target skill clearly and briefly	15 min
Guided practice (We do)	Learners practice with the tutor's prompts and feedback	15 min

Part	What happens	Time
Independent practice (You do)	Learners read or complete tasks on their own	15 min
Quick check and recording	Short check of the target skill; tutor notes results in the Individual Reading Intervention Plan	10 min

Reading flow follows explicit instruction (gradual release of responsibility).

VII. IMPLEMENTATION TIMELINE (SY 2026–2027)

Term 1: June 8 – September 15, 2026 | Term 2: September 16 – December 18, 2026 | Term 3: January 4 – April 8, 2027

No.	Activity	Persons Responsible	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1	BOSY CRLA assessment and learner profiling; tagging in the LIS	Class advisers; Reading Coordinator	■	■										
2	Orientation of parents/guardians; consent forms; grouping and tutor assignment	School Head; Reading Coordinator; Class advisers		■										
3	Classroom-based remediation (DO 15, s. 2026)	Class advisers / subject teachers		■	■	■	■	■	■	■	■	■		
4	ARAL-Reading tutorial sessions	ARAL tutors			■	■	■	■	■	■	■	■		
5	Midline (MOSY) CRLA assessment (per SDO schedule)	Reading Coordinator; Class advisers					■	■						
6	EOSY CRLA assessment (about one month before the final term examination)	Reading Coordinator; Class advisers									■	■		
7	Monthly progress conference / LAC session (collaborative expertise)	School Head; Reading Coordinator		■	■	■	■	■	■	■	■	■		
8	Term progress report to the School Head and SDO	Reading Coordinator				■			■			■		
9	ARAL Summer Program (Reading) for eligible learners	School Head; ARAL tutors											■	■
10	Program evaluation and planning for next school year	School Head; Reading Coordinator											■	

VIII. MONITORING AND EVALUATION

A. Progress Pathways after Each Assessment (DO 18, s. 2025)

Result	Decision	Action
Learner reaches grade-level proficiency	**EXIT the intervention**	Return to regular class instruction; continue monitoring through classroom assessment.
Learner improves but is still below grade level	**CONTINUE the intervention**	Update the targets in the Individual Reading Intervention Plan; adjust grouping and strategies.
Learner shows no improvement	**REFER for extended or specialized support**	Submit the learner's name to the School Head; refer learners with possible learning difficulties to the ILRC multidisciplinary team; involve the guidance office and parents/guardians.

B. Monitoring Activities

What is monitored	Tool / Evidence	Frequency	Responsible
Formative checks of target skills	Teacher-made quizzes; Individual Reading Intervention Plan	Every session / weekly	Tutors; teachers
Tutor–teacher conference	Individual Reading Intervention Plan; class progress sheet (Annex B)	Weekly (Day 5)	Tutors; class advisers
Midline and EOSY assessments	CRLA	Mid-year and end of year	Reading Coordinator; class advisers
Collaborative expertise session / LAC	Assessment results; learner work samples	Monthly	School Head; Reading Coordinator
School Readiness and Responsiveness Audit (SRRA)	SRRA online forms (DO 18, s. 2025)	Before, during, and after implementation	School Head

What is monitored	Tool / Evidence	Frequency	Responsible
Progress report	Summary of results by grade and level; ARAL dashboard / LIS	End of each term	Reading Coordinator → School Head → SDO

IX. ROLES AND RESPONSIBILITIES

Personnel / Group	Responsibilities
School Head	Approves and leads the plan; includes it in the SIP, AIP, and School Form 7; assigns tutors; secures resources; monitors implementation and reports to the SDO.
Key Stage / Grade Level Chair	Coordinates schedules and grouping across sections; consolidates grade-level results.
Reading Coordinator	Leads reading assessments; checks Individual Reading Intervention Plans; coaches tutors; prepares reading progress reports.
Class Advisers / Language Teachers	Assess learners; provide classroom-based remediation; refer learners to the intervention; meet tutors weekly; communicate with parents.
ARAL-Reading Tutors	Conduct tutorial sessions; keep Individual Reading Intervention Plans updated; give formative checks; attend tutor–teacher conferences.
Guidance Counselor / ILRC Multidisciplinary Team	Assess and support learners referred for possible learning difficulties or socio-emotional concerns.
Parents / Guardians	Give consent; ensure attendance; read with the child at home; attend conferences.
SGC / PTA / LGU / Stakeholders	Support the program with materials, venues, snacks, volunteers, and advocacy.

X. BUDGETARY REQUIREMENTS

Item / Particulars	Quantity	Unit Cost (₱)	Amount (₱)	Source of Fund
Reproduction of learner workbooks and activity sheets				MOOE / SEF
Reading materials and manipulatives (letter tiles, alphabet and word cards, flash cards)				MOOE / Stakeholders
Supplementary reading materials (decodables, leveled readers, storybooks)				MOOE / SEF / Stakeholders
Office supplies (paper, ink, folders for Individual Reading Intervention Plans)				MOOE
Snacks for Saturday / add-on sessions (if supported by stakeholders)				PTA / LGU / Stakeholders
Tutor compensation (overload pay, service credits, or contract of service)				DepEd (per DO 18, s. 2025)
		TOTAL		

Prepared by:

NAME OF PERSONNEL
Reading Coordinator

NAME OF PERSONNEL
Department Head, English / Filipino

NAME OF PERSONNEL
Key Stage / Grade Level Chair

Reviewed by:

Recommending Approval:

Approved:

NAME OF PERSONNEL
Master Teacher / Curriculum Head

NAME OF PERSONNEL
Assistant School Principal / Head Teacher

NAME OF PERSONNEL
School Principal / School Head

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ANNEX A

INDIVIDUAL READING INTERVENTION PLAN

KEY STAGE 1 (Kindergarten to Grade 3) — SY 2026–2027 | ARAL-Reading, DM 64, s. 2025

Name of Learner		**LRN**	
Grade & Section		**Tutor / Teacher**	
Language of Instruction		**Intervention Group**	
BOSY Result		**Midline Result**	
EOSY Result		**Date Started**	

Reading profile levels: Low Emerging / High Emerging / Developing / Transitioning / At Grade Level

Week / Date	Target Skill / Competency	Activities and Materials Used	Learner's Performance (✓ Mastered / △ Developing / ✗ Not Yet)	Tutor Notes / Observations and Next Session's Target

Pathway decision: ☐ Exit (reached grade level) ☐ Continue intervention ☐ Refer for extended / specialized support

Tutor / Teacher: _____ Class Adviser: _____ Parent / Guardian: _____

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ANNEX B

CLASS READING INTERVENTION PROGRESS MONITORING SHEET

KEY STAGE 1 (Kindergarten to Grade 3) — SY 2026–2027

Learning Area: Reading / Literacy Grade & Section: _____ Tutor / Teacher: _____ Assessment Tool: CRLA (Grades 1–3); Kindergarten observation checklist

No.	Name of Learner (Last, First, M.I.)	LRN	Sex	BOSY Result	Midline Result	EOSY Result	Pathway (Exit / Continue / Refer)	Remarks
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								