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EDUFILESPH ELEMENTARY SCHOOL

SCHOOL-BASED READING INTERVENTION PLAN

KEY STAGE 2 (Grades 4 to 6)

School Year 2026–2027

I. RATIONALE

In Key Stage 2, learners move from learning to read to reading to learn. Lessons in Science, Araling Panlipunan, and the other learning areas now assume that learners can read grade-level texts. Learners who still read at the frustration level cannot keep up in any learning area.

Under RA 12028 and DepEd Order No. 18, s. 2025, learners from Kindergarten to Grade 6 are given priority in the ARAL Program. DepEd Memorandum No. 64, s. 2025 provides ARAL-Reading Basic for learners who lack foundational skills and ARAL-Reading Plus for learners who can decode but need help with fluency, vocabulary, and comprehension, with the Phil-IRI in Filipino and English as the basis for grouping.

DepEd reported that in SY 2025–2026 the share of struggling readers in Key Stage 2 dropped by 16 percentage points, the smallest reading gain among all key stages. This plan therefore puts particular weight on fluency and comprehension in addition to decoding.

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. 14, s. 2018 — Policy Guidelines on the Administration of the Revised Phil-IRI
5. DepEd Order No. 15, s. 2026 — Classroom Assessment Guidelines (remediation may begin as early as Week 5, after the first summative test)
6. DepEd Order No. 29, s. 2022 — Basic Education Monitoring and Evaluation Framework (BEMEF)
7. DepEd three-term School Calendar and Activities for SY 2026–2027

III. OBJECTIVES

General Objective

To bring Key Stage 2 learners who read below grade level up to grade-level reading by the end of SY 2026–2027.

Specific Objectives

Specifically, this plan aims to:

a. Assess all Grades 4 to 6 learners using the Phil-IRI (Filipino and English) at the beginning, middle, and end of the school year;
b. Place learners in ARAL-Reading Basic, ARAL-Reading Plus, or classroom-based remediation according to their reading profile;
c. Move at least 70% of learners in intervention up by at least one Phil-IRI reading level by the midline assessment;
d. Reduce the number of non-readers and frustration-level readers by at least 50% 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 — Phil-IRI (Filipino, then English)									
Grade Level	**Assessment Tool**	**Language of Assessment**	**Enrolment**	**No. Assessed**	**Non-reader / Basic**	**Frustration**	**Instructional**	**Independent**	**No. for Intervention**
Grade 4	Phil-IRI	Filipino, then English							
Grade 5	Phil-IRI	Filipino, then English							
Grade 6	Phil-IRI	Filipino, then English							
		TOTAL							

V. READING INTERVENTION PLAN MATRIX

GRADE 4 — READING / LITERACY *Phil-IRI, Filipino then English; priority for SY 2026–2027: learners reading levels below grade (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
Lacks foundational skills (ARAL-Reading Basic)	• Cannot decode grade-level words; weak phonological awareness and letter-sound knowledge • Reads word by word or cannot read the Phil-IRI graded passage	• Master letter-sound correspondence and blending in Filipino, then English • Decode multi-syllable words and read high-frequency words automatically • Read decodable passages with at least 90% accuracy	• ARAL-Reading Basic lessons: explicit, systematic phonics • Elkonin boxes, word building, and syllable chunking • Age-appropriate decodable texts (avoid babyish materials) • Daily repeated reading and sight-word drills • Confidence-building: private progress charts	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages; leveled readers; graphic organizers	Class adviser / English and Filipino teachers; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027 (Grades 4–6 start ARAL-Reading after BOSY profiling); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	75% of Grade 4 learners in ARAL-Reading Basic move to ARAL-Reading Plus by midline
Frustration level (ARAL-Reading Plus)	• Decodes but reads slowly with many miscues • Answers few comprehension	• Read grade-level passages with appropriate speed and accuracy	• Repeated reading and phrase-cued reading • Before–during–after reading routine	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages;	Class adviser / English and Filipino teachers; ARAL tutor (not the learner's own teacher); Reading	Term 1–Term 3, SY 2026–2027 (Grades 4–6 start ARAL-Reading after	70% move up to Instructional level in the midline Phil-IRI

GRADE 4 — READING / LITERACY *Phil-IRI, Filipino then English; priority for SY 2026–2027: learners reading levels below grade (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**
	questions correctly • Limited English vocabulary	• Answer literal and inferential questions • Use context clues to find meanings of unfamiliar words	• Vocabulary banks and word maps • Guided reading groups using leveled texts • Bridging Filipino and English through cognates	leveled readers; graphic organizers	Coordinator; parents/guardians	BOSY profiling); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	
Instructional level (classroom-based remediation)	• Reads with support but has difficulty summarizing and noting details in informational texts	• Identify main idea and supporting details • Sequence events and retell • Read short content-area texts (Science, AP)	• Graphic organizers (story map, main idea table) • Reciprocal teaching (predict, question, clarify, summarize) • Content-area read-alouds • Reading logs	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages; leveled readers; graphic organizers	Class adviser / English and Filipino teachers; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027 (Grades 4–6 start ARAL-Reading after BOSY profiling); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	70% reach Independent level by EOSY
Independent level (enrichment)	• Reads at grade level; needs sustained reading habit	• Read widely for pleasure and information	• Book clubs and reading challenges	Classroom library; storybooks; reading logs	Class adviser; school librarian / reading-corner teacher	Term 1–Term 3; during free reading periods	Each learner reads at least 10 books per term;

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GRADE 4 — READING / LITERACY *Phil-IRI, Filipino then English; priority for SY 2026–2027: learners reading levels below grade (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**
		• Serve as reading buddies for struggling readers	• Peer reading buddy program (supervised) • Library and reading-corner use				maintains Independent level

GRADE 5 — READING / LITERACY *Phil-IRI, Filipino then English*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Lacks foundational skills (ARAL-Reading Basic)	• Cannot decode grade-level words; weak phonological awareness and letter-sound knowledge • Reads word by word or cannot read the Phil-IRI	• Master letter-sound correspondence and blending in Filipino, then English • Decode multi-syllable words and read high-frequency words automatically	• ARAL-Reading Basic lessons: explicit, systematic phonics • Elkonin boxes, word building, and syllable chunking • Age-appropriate decodable texts (avoid babyish materials)	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages; leveled readers; graphic organizers	Class adviser / English and Filipino teachers; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027 (Grades 4–6 start ARAL-Reading after BOSY profiling); weekdays ≤ 1 hr/day or	75% of Grade 5 learners in ARAL-Reading Basic move to ARAL-Reading Plus by midline

GRADE 5 — READING / LITERACY *Phil-IRI, Filipino then English*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
	graded passage	• Read decodable passages with at least 90% accuracy	• Daily repeated reading and sight-word drills • Confidence-building: private progress charts			Saturday ≤ 2 hrs	
Frustration level (ARAL-Reading Plus)	• Reads slowly with frequent miscues on longer words • Cannot identify main idea; weak vocabulary of affixes and roots	• Read grade-level texts fluently and accurately • Use affixes, roots, and context clues to unlock word meanings • Identify main idea and supporting details	• Timed repeated reading with fluency graphs • Word study: prefixes, suffixes, and root words • Main-idea umbrella / table-top organizers • Partner reading with comprehension questions	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages; leveled readers; graphic organizers	Class adviser / English and Filipino teachers; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027 (Grades 4–6 start ARAL-Reading after BOSY profiling); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	70% move up to Instructional level in the midline Phil-IRI
Instructional level (classroom-based remediation)	• Difficulty with informational text structures (cause–effect, compare–	• Identify text structures and signal words	• Text-structure mini-lessons with signal-word charts	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025);	Class adviser / English and Filipino teachers; ARAL tutor (not the learner's own	Term 1–Term 3, SY 2026–2027 (Grades 4–6 start ARAL-	70% reach Independent level by EOSY

GRADE 5 — READING / LITERACY *Phil-IRI, Filipino then English*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
	contrast, problem–solution) • Weak inferencing	• Make inferences and draw conclusions • Summarize informational texts	• QAR (Question–Answer Relationship) strategy • Summarizing with Somebody–Wanted–But–So–Then • Content-area reading in Science and AP	Phil-IRI passages; leveled readers; graphic organizers	teacher); Reading Coordinator; parents/guardians	Reading after BOSY profiling); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	
Independent level (enrichment)	• Reads at grade level; needs deeper and wider reading	• Read longer literary and informational texts • Write responses and short reviews	• Literature circles • Peer reading buddy program (supervised) • Reading journals and book talks	Classroom library; storybooks; reading journals	Class adviser; school librarian / reading-corner teacher	Term 1–Term 3; during free reading periods	Each learner reads at least 10 books per term; maintains Independent level

GRADE 6 — READING / LITERACY *Phil-IRI, Filipino then English; final year before Key Stage 3*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Lacks foundational skills (ARAL-Reading Basic)	• Cannot decode grade-level words; weak phonological awareness and letter-sound knowledge • Reads word by word or cannot read the Phil-IRI graded passage • Is at risk of entering Grade 7 as a non-reader	• Master letter-sound correspondence and blending in Filipino, then English • Decode multi-syllable words and read high-frequency words automatically • Read decodable passages with at least 90% accuracy	• ARAL-Reading Basic lessons: explicit, systematic phonics • Elkonin boxes, word building, and syllable chunking • Age-appropriate decodable texts (avoid babyish materials) • Daily repeated reading and sight-word drills • Confidence-building: private progress charts	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages; leveled readers; graphic organizers	Class adviser / English and Filipino teachers; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027 (Grades 4–6 start ARAL-Reading after BOSY profiling); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	75% of Grade 6 learners in ARAL-Reading Basic move to ARAL-Reading Plus by midline
Frustration level (ARAL-Reading Plus)	• Reads grade-level texts slowly; loses meaning in long sentences • Weak inferential and	• Read grade-level texts with fluency and expression • Answer inferential	• Phrase-cued and repeated reading • Think-alouds and text-evidence highlighting • Vocabulary notebooks	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages; leveled readers;	Class adviser / English and Filipino teachers; ARAL tutor (not the learner's own teacher); Reading	Term 1–Term 3, SY 2026–2027 (Grades 4–6 start ARAL-Reading after BOSY	70% move up to Instructional level in the midline Phil-IRI

GRADE 6 — READING / LITERACY *Phil-IRI, Filipino then English; final year before Key Stage 3*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
	critical comprehension	questions using text evidence • Use context clues and word parts for new vocabulary	• Guided reading with leveled texts	graphic organizers	Coordinator; parents/guardians	profiling); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	
Instructional level (classroom-based remediation)	• Has difficulty distinguishing fact from opinion and evaluating texts • Weak summarizing of longer texts	• Distinguish fact from opinion • Identify author's purpose • Summarize and synthesize information from texts	• Fact-or-opinion sorting with news articles • Author's purpose (PIE: persuade, inform, entertain) • Note-making with Cornell notes (simplified) • Reciprocal teaching	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages; leveled readers; graphic organizers	Class adviser / English and Filipino teachers; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027 (Grades 4–6 start ARAL-Reading after BOSY profiling); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	70% reach Independent level by EOSY and enter Grade 7 reading at grade level
Independent level (enrichment)	• Reads at grade level; needs exposure to more complex texts	• Read and discuss complex literary and informational texts	• Literature circles and debates • Reading buddies with Grades 1–3 (supervised)	Classroom library; newspapers; magazines	Class adviser; school librarian / reading-corner teacher	Term 1–Term 3; during free reading periods	Each learner reads at least 10 books per term; maintains

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GRADE 6 — READING / LITERACY *Phil-IRI, Filipino then English; final year before Key Stage 3*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
		• Model reading for younger learners	• School paper / campus journalism				Independent level

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

Part	What happens	Time
Guided practice (We do)	Learners practice with the tutor's prompts and feedback	15 min
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 Phil-IRI 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) Phil-IRI assessment (per SDO schedule)	Reading Coordinator; Class advisers					■	■						
6	EOSY Phil-IRI 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	Phil-IRI	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 2 (Grades 4 to 6) — 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: Non-reader / Basic / Frustration / Instructional / Independent

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 2 (Grades 4 to 6) — SY 2026–2027

Learning Area: Reading / Literacy (Filipino, then English) Grade & Section: _____ Tutor / Teacher: _____ Assessment Tool: Phil-IRI

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								