Republic of the Philippines

Department of Education

REGION ____

SCHOOLS DIVISION OFFICE OF _____

EDUFILESPH NATIONAL HIGH SCHOOL

SCHOOL-BASED READING INTERVENTION PLAN

KEY STAGE 4 (Grades 11 to 12 (Senior High School))

School Year 2026–2027

I. RATIONALE

Senior High School learners need to read academic, technical, and workplace texts in order to finish their tracks and move on to college, employment, or entrepreneurship. Learners who still read below grade level at this stage need targeted support before they leave basic education.

The ARAL Program under RA 12028 and DepEd Order No. 18, s. 2025 covers reading only up to Grade 10. Support in Key Stage 4 therefore follows DepEd Order No. 15, s. 2026, which requires that learners who do not meet minimum standards receive remediation that is timely, targeted, documented, and built into regular instruction, beginning as early as Week 5 after the first summative test. DepEd Memorandum No. 016, s. 2026 introduced the Senior High School Literacy and Numeracy Assessments (SHS LNA) for Grade 11, which, together with the school's own reading diagnostic, can serve as the basis for identifying learners who need help.

This plan is a school-initiated reading intervention for Grades 11 and 12. It applies the same assess–group–teach–monitor cycle used in ARAL-Reading, adapted to the academic and career demands of Senior High School.

II. LEGAL BASES

1. DepEd Order No. 15, s. 2026 — Classroom Assessment Guidelines (timely, targeted, documented remediation built into regular instruction)
2. DepEd Memorandum No. 016, s. 2026 — Administration of the Senior High School Literacy and Numeracy Assessments (SHS LNA) for Grade 11 Learners
3. DepEd Order No. 14, s. 2018 — Policy Guidelines on the Administration of the Revised Phil-IRI (as a reference for reading assessment procedures)
4. Republic Act No. 12028 and DepEd Order No. 18, s. 2025 — ARAL Program (as a reference model; ARAL covers Grades 1 to 10)
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 Senior High School learners who read below the expected level up to the reading level needed for their track, further studies, and work by the end of SY 2026–2027.

Specific Objectives

Specifically, this plan aims to:

a. Identify learners who need help using the literacy results of the SHS LNA (Grade 11), a school reading diagnostic based on Phil-IRI procedures, and classroom assessment results;
b. Provide reading remediation within regular classes from Week 5 of each term, plus add-on sessions for learners at the frustration level;
c. Move at least 70% of learners in intervention up by at least one reading level by the midline check;
d. Ensure that at least 80% of learners in intervention pass their core language subjects for the school year; and
e. Document each learner's progress in an Individual Reading Intervention Plan, and refer learners who show no progress to the guidance office or 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 — SHS LNA (Grade 11); school reading diagnostic based on Phil-IRI procedures								
Grade Level	**Assessment Tool**	**Language of Assessment**	**Enrolment**	**No. Assessed**	**Frustration**	**Instructional**	**Independent**	**No. for Intervention**
Grade 11	SHS LNA + school diagnostic	English / Filipino						
Grade 12	School diagnostic	English / Filipino						
		TOTAL						

V. READING INTERVENTION PLAN MATRIX

GRADE 11 — READING / LITERACY *Basis: SHS LNA results (DM 016, s. 2026), school reading diagnostic, and classroom assessment (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
Frustration level	• Reads academic texts slowly and with many miscues • Cannot identify main ideas in textbooks and handouts • Limited academic vocabulary	• Read short academic and functional texts with understanding • Identify main ideas and key details in textbook passages • Build vocabulary needed in core and track subjects	• Add-on small-group sessions (1:5 to 1:15) using short, high-interest academic texts • Phrase-cued and repeated reading • Track-specific vocabulary lists (e.g., ABM, STEM, HUMSS, TVL terms) • Pre-reading guides for subject readings • Guidance referral if attendance or motivation is a concern	School-prepared reading packets; Phil-IRI-based passages; academic and functional texts from core and track subjects; graphic organizers	Language subject teachers; class adviser; SHS Reading Coordinator; peer tutors (supervised); parents/guardians	Term 1–Term 3, SY 2026–2027; remediation built into regular instruction from Week 5 (DO 15, s. 2026) plus ≤ 1 hr add-on sessions before/after class	70% move up to Instructional level at the midline check
Instructional level	• Understands texts with support but has difficulty with academic	• Summarize and paraphrase academic texts	• Remediation within regular classes (reading-to-learn routines across subjects)	School-prepared reading packets; Phil-IRI-based	Language subject teachers; class adviser; SHS Reading Coordinator; peer	Term 1–Term 3, SY 2026–2027; remediation built into	70% reach Independent level by EOSY

GRADE 11 — READING / LITERACY *Basis: SHS LNA results (DM 016, s. 2026), school reading diagnostic, and classroom assessment (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
	reading tasks: summarizing, note-making, evaluating sources	• Make notes and outlines from readings • Evaluate the reliability of sources	• Cornell note-making and outlining • Source evaluation checklists (CRAAP test) • Reciprocal teaching	passages; academic and functional texts from core and track subjects; graphic organizers	tutors (supervised); parents/guardians	regular instruction from Week 5 (DO 15, s. 2026) plus ≤ 1 hr add-on sessions before/after class	
Independent level (enrichment)	• Reads at the expected level; needs advanced academic reading	• Read research articles and long-form texts • Mentor learners in intervention	• Research reading circles • Supervised peer tutoring • Campus journalism and forums	Library; online journals and news sites	Language teachers; librarian; research adviser	Term 1–Term 3; club and research periods	Maintains Independent level; serves as peer tutor

Republic of the Philippines

Department of Education

REGION ____

SCHOOLS DIVISION OFFICE OF _____

EDUFILESPH NATIONAL HIGH SCHOOL

GRADE 12 — READING / LITERACY *Basis: school reading diagnostic and classroom assessment (DO 15, s. 2026); exit year of basic education*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Frustration level	• Cannot understand workplace and technical texts (manuals, contracts, forms) • Struggles with research readings	• Read workplace, technical, and civic texts accurately • Follow written procedures and fill out forms correctly • Read research literature with guidance	• Functional-reading tasks (job ads, resumes, government forms, manuals) • Add-on small-group sessions using track-specific texts • Guided reading of research articles with question guides • Repeated reading of short technical passages	School-prepared reading packets; Phil-IRI-based passages; academic and functional texts from core and track subjects; graphic organizers	Language subject teachers; class adviser; SHS Reading Coordinator; peer tutors (supervised); parents/guardians	Term 1–Term 3, SY 2026–2027; remediation built into regular instruction from Week 5 (DO 15, s. 2026) plus ≤ 1 hr add-on sessions before/after class	70% move up to Instructional level at the midline check
Instructional level	• Has difficulty synthesizing sources for research and evaluating arguments	• Synthesize information from several sources • Evaluate claims and evidence • Write a review of related literature	• Synthesis matrices for research • Argument evaluation checklists • Writing workshops linked to research subjects • Conferencing with research advisers	School-prepared reading packets; Phil-IRI-based passages; academic and functional texts from core and track	Language subject teachers; class adviser; SHS Reading Coordinator; peer tutors (supervised); parents/guardians	Term 1–Term 3, SY 2026–2027; remediation built into regular instruction from Week 5 (DO 15, s. 2026) plus ≤ 1	70% reach Independent level by EOSY; complete the research requirement on time

GRADE 12 — READING / LITERACY *Basis: school reading diagnostic and classroom assessment (DO 15, s. 2026); exit year of basic education*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
				subjects; graphic organizers		hr add-on sessions before/after class	
Independent level (enrichment)	• Reads at the expected level; prepares for college and work	• Read college-level and professional texts • Mentor learners in intervention	• College-readiness reading program • Supervised peer tutoring • Book and article review forums	Library; online journals and news sites	Language teachers; librarian; research adviser	Term 1–Term 3; club and research periods	Maintains Independent level; serves as peer tutor

VI. MODES OF DELIVERY AND SESSION STRUCTURE

- Remediation is built into regular instruction and may begin as early as Week 5 of each term, after the first summative test (DO 15, s. 2026).
- Learners far below the expected level also attend add-on reading sessions of not more than one hour before or after class, in small groups of 5 to 15 learners.
- Delivery may be face-to-face, online, or blended. Supervised peer tutors from the Independent / At Expected Level group may assist teachers.
- 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

Weekly cycle adapted from the ARAL-Reading model for Senior High School.

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
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	Diagnostic reading assessment; review of SHS LNA results (Grade 11)	Subject teachers; Reading Coordinator	■	■										
2	Orientation of learners and parents/guardians; grouping	School Head; Reading Coordinator; Class advisers		■										
3	Remediation within regular classes (from Week 5 of each term, DO 15, s. 2026)	Subject teachers		■	■	■	■	■	■	■	■	■		
4	Add-on reading sessions	Subject teachers; peer tutors			■	■	■	■	■	■	■	■		
5	Midline progress check	Reading Coordinator; subject teachers					■	■						
6	End-of-year assessment	Reading Coordinator; subject teachers									■	■		
7	SHS LNA for Grade 11 (as scheduled by DepEd)	School Test Coordinator										■		
8	Monthly progress conference / LAC session	School Head; Reading Coordinator		■	■	■	■	■	■	■	■	■		
9	Term progress report to the School Head	Reading Coordinator				■			■			■		
10	Program evaluation and planning for next school year	School Head; Reading Coordinator											■	

VIII. MONITORING AND EVALUATION

A. Progress Pathways after Each Assessment

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 end-of-year checks	School reading diagnostic	Mid-year and end of year	Reading Coordinator; class advisers
Collaborative expertise session / LAC	Assessment results; learner work samples	Monthly	School Head; Reading Coordinator
Progress report	Summary of results by grade and level	End of each term	Reading Coordinator → School Head

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.
Peer Tutors (supervised)	Assist teachers in add-on sessions under supervision; model reading strategies.
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
Certificates and recognition for peer tutors and learners who improve				MOOE / PTA
		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

Republic of the Philippines

Department of Education

REGION ____

SCHOOLS DIVISION OFFICE OF _____

EDUFILESPH NATIONAL HIGH SCHOOL

ANNEX A

INDIVIDUAL READING INTERVENTION PLAN

KEY STAGE 4 (Grades 11 to 12 (Senior High School)) — SY 2026–2027

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

Reading profile levels: 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: _____

Republic of the Philippines

Department of Education

REGION ____

SCHOOLS DIVISION OFFICE OF _____

EDUFILESPH NATIONAL HIGH SCHOOL

ANNEX B

CLASS READING INTERVENTION PROGRESS MONITORING SHEET

KEY STAGE 4 (Grades 11 to 12 (Senior High School)) — SY 2026–2027

Learning Area: Reading / Literacy Grade & Section: _____ Tutor / Teacher: _____ Assessment Tool: SHS LNA (Grade 11); school reading diagnostic based on Phil-IRI procedures

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								