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# ASSOCIATION BETWEEN PHONOLOGICAL AWARENESS COMPETENCIES AND EARLY READING READINESS OF KINDERGARTEN PUPILS

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**Abstract**

This study determined the relationship between phonological awareness skills and early reading readiness of Kindergarten learners in selected elementary schools in Camotes Island, Cebu during the School Year 2025–2026. Specifically, it described the profile of the learners in terms of age, gender, and pre-kindergarten attendance, assessed their level of phonological awareness skills and early reading readiness, and examined the significant relationship between the two variables. The study employed a descriptive-correlational research design involving 3 Kindergarten teachers as source of data, with data gathered through teacher-rated assessments using a researcher-made Kindergarten Literacy Observation Scale. Statistical tools used included frequency count, percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. Findings revealed that most of the learners were six years old, slightly more were female, and the majority had attended pre-kindergarten. The learners demonstrated an advanced level of phonological awareness in terms of rhyming skills, syllable awareness, beginning sound identification, and sound blending. Likewise, they showed a high level of early reading readiness across letter recognition, letter-sound correspondence, vocabulary development, and print awareness. However, results of the correlation analysis showed no significant relationship between phonological awareness skills and early reading readiness among the respondents. Based on the findings, it is concluded that although Kindergarten learners exhibit strong foundational literacy skills, phonological awareness alone does not significantly predict early reading readiness in the selected schools. This suggests that other contributing factors beyond phonological awareness may influence early reading development. An enrichment program titled Camotes District Reading Enrichment Program (CD-REP) is proposed to strengthen integrated literacy development and support a smoother transition to Grade 1 reading demands.

**Keywords**: phonological awareness, early reading readiness, descriptive-correlational research, McArthur Elementary School, Puertobello Elementary School, Tudela Central School

## Introduction

Early reading readiness is fundamental to learners' long-term literacy development, with phonological awareness identified as a key predictor of beginning reading success. Globally, studies have shown that phonological awareness, particularly skills such as rhyming, syllable segmentation, beginning sound identification, and sound blending, plays a critical role in enabling children to decode words and develop reading fluency. Kiss and Csapó (2025) emphasized that phonological awareness assessed during kindergarten significantly predicts early reading performance. They identified segmentation and synthesis as among the most challenging yet essential skills for young learners.

In the Philippine context, early reading challenges remain a persistent concern. Data from school reading profiles reveal that only about 10% of learners reach independent reading levels, while the majority remain at frustration and

instructional levels (Badillo, 2025). Similarly, Galvez and Marquez (2025) found that kindergarten learners often perform below expected benchmarks in emergent literacy, particularly in phonological awareness. These concerns are further supported by findings from the Second Congressional Commission on Education (EDCOM II) (2025), which reported that Cebu Province ranked 7th in the lowest reading performance. This indicates that literacy gaps persist even within relatively performing divisions.

At the local level, similar issues are observed in McArthur Elementary School, Puertobello Elementary School, and Tudela Central School in Camotes Island. Based on classroom observations and teacher reports, many kindergarten learners can recognize letters but struggle with essential phonological awareness skills such as identifying beginning sounds, producing rhymes, segmenting syllables, and blending sounds to form words. For example, some learners can recite the alphabet but are unable to match sounds to letters. Others find difficulty blending phonemes to read simple words. These challenges directly affect early reading readiness components such as letter recognition, letter sound correspondence, vocabulary development, and print awareness. Supporting this, Ederio (2023) found variability in phonological awareness skills among kindergarten learners, with only moderate relationships observed between phonological awareness and reading competency.

Despite existing international and Philippine studies affirming the importance of phonological awareness in early reading development, several gaps remain. Many studies examine phonological awareness as part of broader emergent literacy constructs or focus on intervention outcomes rather than directly analyzing its relationship with early reading readiness. Furthermore, most local studies focus on general reading performance in early grades without isolating phonological awareness as a distinct predictor variable. More importantly, there is limited empirical evidence in Cebu Province, particularly in Camotes Island, that examines the relationship between specific domains of phonological awareness such as rhyming skills, syllable awareness, beginning sound identification, and sound blending and key indicators of early reading readiness such as letter recognition, letter sound correspondence, vocabulary development, and print awareness.

Given these gaps and the observed classroom challenges, there is a need to investigate the relationship between phonological awareness skills and early reading readiness among kindergarten learners in the identified schools. Understanding this relationship would provide empirical evidence on which specific phonological awareness domains significantly influence reading readiness and would support the development of targeted instructional interventions. Thus, this study aimed to determine the relationship between phonological awareness skills and early reading readiness of kindergarten learners in McArthur Elementary School, Puertobello Elementary School, and Tudela Central School in Camotes Island during the School Year 2025 to 2026. The findings would serve as a basis for developing a phonological awareness enhancement guide to strengthen early literacy instruction and improve reading readiness among young learners.

**Theoretical and Conceptual Framework**

This study is anchored on three major theories that explain the development of early literacy skills and the role of phonological awareness in early reading readiness: Emergent Literacy Theory, the Alphabetic Principle, and Ehri's Four Phases of Word Reading Development. These theories collectively explain how children develop foundational literacy skills, acquire sound-symbol knowledge, and progress toward reading readiness.

Emergent literacy is founded on the idea that children begin developing knowledge and skills related to reading, writing, and language long before they receive formal education (Clay, 1966). Emergent literacy begins at birth as children naturally acquire language through everyday interactions and communication. As they grow, they develop increasingly complex speaking and listening skills that form the foundation for later reading and writing. During the preschool years, children learn to use language to express ideas, thoughts, and feelings while building essential literacy skills that prepare them for formal education (Septiani & Syaodih, 2021). Moreover, this theory refers to the foundational language and literacy skills that children develop before formal reading and writing instruction. It includes oral language, phonological awareness, print awareness, and early writing, which are acquired through meaningful interactions and everyday experiences in language-rich environments. These early skills provide the basis for later reading achievement and academic success (Lemire & Paul, 2026). This theory directly supports the early

reading readiness variables of letter recognition, vocabulary development, and print awareness. Vygotsky (1978) further emphasized that learning occurs through social interaction within the Zone of Proximal Development, where guided instruction supports literacy growth.

The Alphabetic Principle explains that written language is based on systematic relationships between letters and sounds, providing the foundation for decoding and early reading acquisition. This principle supports the development of phonological awareness skills, including rhyming, syllable awareness, phoneme identification, segmentation, and blending. Recent evidence continues to identify phonological awareness as a key predictor of reading readiness and early literacy development.

Ehri's Four Phases of Word Reading Development describe how children progress from the pre-alphabetic and partial alphabetic phases to the full and consolidated alphabetic phases as they acquire increasingly sophisticated letter-sound knowledge and word recognition skills. This theory supports the present study by explaining how phonological awareness enables children to transition from recognizing purely visual cues to decoding words through systematic letter-sound correspondences, thereby securing early reading readiness. Recent evidence continues to affirm that phonological awareness is a critical predictor of early reading development.

Anchoring these theories and empirical findings within the Philippine educational system, three major legal bases directly mandate, support, and justify the execution of this study. First, the Republic Act No. 10157 (The Kindergarten Education Act) mandates kindergarten education as a compulsory and integral component of basic education, explicitly emphasizing that the curriculum must be designed to develop foundational literacy skills, including phonological awareness, to guarantee early reading readiness before primary schooling begins. Second, DepEd Order No. 47, s. 2016 (The Omnibus Policy Guidelines on Kindergarten Education) provides concrete operational directives for implementing developmentally appropriate instruction, explicitly targeting the systematic cultivation of emergent literacy, language development, and phonetic exploration within child-centered environments. Finally, DepEd Department Memorandum No. 064, s. 2025 strengthens contemporary national reading interventions by mandating a focused focus on foundational sub-skills, explicitly identifying phonological awareness and decoding as the primary target mechanisms for correcting reading difficulties among early grade learners. These legal frameworks collectively ensure that early childhood literacy instruction is legally prioritized in kindergarten education and that reading readiness skills are systematically developed and measured.

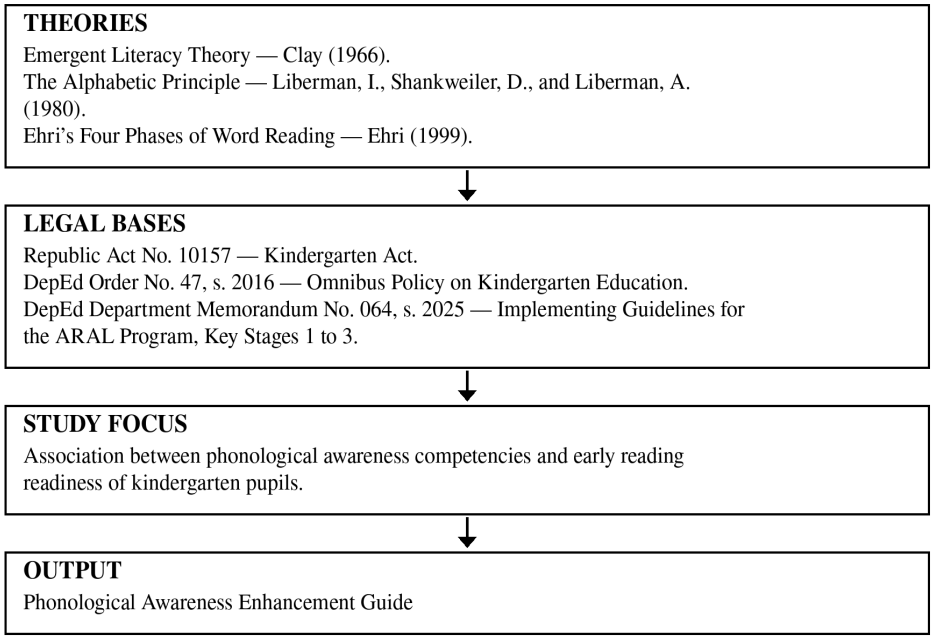



**Figure 1**
*Theoretical Framework of the Study*

In synthesis, Emergent Literacy Theory explains how early social and language environments shape foundational pre-reading behaviors; the Alphabetic Principle explains how children master the systematic sound-symbol relationships necessary for decoding; and Ehri's Four Phases of Word Reading Development explain how phonological awareness allows children to progress sequentially from visual guessers to accurate, fluent decoders. Supported by an international, national, and local empirical matrix of 15 distinct studies, these theories confirm that phonological awareness is a critical, non-negotiable foundation for early reading readiness. Together with the legal mandates of Republic Act No. 10157, DepEd Order No. 47, s. 2016, and DepEd Memorandum No. 064, s. 2025, these frameworks provide a rigorous theoretical and policy-driven basis for examining the relationship between phonological awareness skills and early reading readiness among kindergarten learners, directly justifying the development of targeted instructional interventions to optimize early literacy outcomes.

*Related Studies*

Robust empirical support for Emergent Literacy Theory is demonstrated by a series of global and local investigations that link structural environments to early reading readiness. Globally, Lemire and Paul (2026) provided longitudinal evidence showing that baseline phonological awareness and oral language skills in early childhood account for a major percentage of variance in formal reading achievement, acting as a critical cognitive buffer against future reading difficulties. This environmental dependency is further validated by Hsin and Wu (2021), whose experimental trials proved that interactive, dialogic storybook reading strategies, where educators deliberately emphasize word sounds and alliteration, sharply accelerate rhyme detection and phoneme isolation. Similarly, Neumann (2020) demonstrated that parent-guided exploration of environmental print coupled with deliberate letter-sounding significantly boosts both early phonetic interest and letter-sound knowledge in young learners.

In terms of instructional delivery mediums, Jiménez et al. (2024) established that phonetically aligned digital applications featuring real-time audio feedback loops function as a highly interactive modern environment that accelerates phonemic segmenting and blending. Conversely, the absence of these supportive settings creates severe developmental bottlenecks. In the Philippine context, Galvez and Marquez (2025) provided empirical evidence showing a high prevalence of emergent literacy delays, particularly in phoneme isolation and blending, among kindergarten learners who lacked print exposure and active language interactions in low-income home environments. Badillo (2025) reinforced these findings by comparing public and private settings, proving that children embedded in speech-saturated and highly interactive environments scored significantly higher on standardized phonological sensitivity diagnostics. Additionally, Septiani and Syaodih (2021) confirmed that a child's capacity to complexly utilize expressive language and distinctively isolate sounds within natural speech strongly dictates their subsequent success in formal decoding, indicating that early speech environments serve as the primary catalyst for early reading readiness.

Empirical evidence validating the direct relationship between this principle and early reading readiness is found in a large-scale meta-analysis by Odo (2021), which proved that structured, explicit phonological awareness combined with synthetic phonics instruction yields statistically significant, high-magnitude positive effects on both real word and pseudoword reading, accelerating a learner's transition into systematic decoding. Additionally, Míguez-Álvarez et al. (2022) provided global empirical validation through a cross-linguistic meta-analysis confirming that the strong relationship between early phonological sensitivity and subsequent reading success remains stable, positive, and invariant across various alphabetic languages, establishing it as a universal cognitive prerequisite. When children struggle to grasp this sound-symbol connection, targeted structural interventions are required. Eccles et al. (2021) provided longitudinal evidence showing that intensive, tier-2 small-group interventions focusing strictly on phonological remediation successfully altered the negative reading trajectory of over 80% of at-risk primary learners, bringing their reading readiness competencies up to age-appropriate baselines. Furthermore, Herrera et al. (2021) utilized a mixed-methods framework to demonstrate that explicit decoding and phonological training modules yielded universally positive literacy gains across culturally and linguistically diverse student demographics while significantly increasing instructional efficacy.

In the Philippine educational context, Abdon and Barrios (2022) provided empirical evidence for this developmental progression by demonstrating that kindergarten learners exposed to targeted phonological awareness instruction achieved significantly higher reading readiness and word-reading scores than those exposed to traditional unaligned

reading routines, proving that direct training in sound segmenting and blending moves children efficiently along Ehri's alphabetic continuum. The execution of this framework relies heavily on classroom leadership, as Arceo-Elemento and Capinpin (2024) demonstrated a significant positive correlation between a teacher's specialized pedagogical content knowledge of phonological awareness and the corresponding word-reading phases achieved by their classes. Furthermore, this developmental progression encounters unique challenges in marginalized spaces. Santos (2022) exposed severe deficits in syllable deletion and initial sound identification tasks among entering public school kindergarteners in rural communities, attributing these delays to a critical lack of early literacy resources necessary to push learners out of the pre-alphabetic phase. Resolving these localized reading readiness deficits requires leveraging cross-linguistic frameworks. Villanueva (2023) provided empirical support via structural equation modeling showing that phonological awareness developed in a child's mother tongue (L1) directly transfers to and predicts reading readiness in secondary languages (L2/L3), allowing multilingual Filipino learners to navigate advanced alphabetic reading phases with significantly less resistance. Collectively, these recent studies provide strong empirical support for Ehri's theory by demonstrating that strong phonological awareness facilitates children's progression toward accurate, fluent, and multi-lingual word reading.

## Methodology

### *Research Design*

This study employed a descriptive-correlational research design to determine the relationship between phonological awareness skills and early reading readiness among kindergarten learners. The descriptive component was used to determine the levels of phonological awareness and early reading readiness across their respective domains. The correlational component was used to examine whether a significant relationship existed between the two variables.
A descriptive-correlational design was appropriate for this study because it described the characteristics of variables and examined the degree of relationship between them without manipulating any conditions or variables (Creswell and Creswell, 2018). Since no intervention or experimental treatment was implemented, the study focused on naturally occurring literacy behaviors among kindergarten learners as observed and assessed by their teachers.

Correlational research determines the strength and direction of the relationship between variables using statistical measures such as the Pearson Product-Moment Correlation Coefficient (r) (Fraenkel, Wallen, and Hyun, 2019). In this study, descriptive statistics such as mean were used to determine the levels of phonological awareness skills and early reading readiness, while Pearson r was used to analyze the relationship between the two variables.

Through this design, the study determined whether higher levels of phonological awareness skills were significantly associated with higher levels of early reading readiness among kindergarten learners.

### *Input–Process–Output Model*

This study followed the Input–Process–Output (IPO) Model as a systematic guide for examining the relationship between phonological awareness skills and early reading readiness among kindergarten learners. The model ensured that the variables were clearly defined, the research procedures were systematically organized, and the expected output was aligned with the study's purpose of developing a phonological awareness enhancement guide. The actual respondents who completed the research instrument were the kindergarten teachers, who served as evaluators of the learners' performance.

Input. The Input phase consisted of three major elements: the phonological awareness skills of kindergarten learners, their early reading readiness, and the learners' demographic and contextual information, such as age and previous literacy exposure. These inputs represented the learners' existing literacy abilities and provided baseline data reflecting their readiness for reading instruction and their capacity to perform phonological awareness tasks.

Process. The Process phase involved the systematic collection of data using the research instruments, including phonological awareness assessments and early reading readiness tests. Appropriate statistical treatments, such as descriptive analysis and correlational testing, were applied to determine the relationship between phonological awareness skills and early reading readiness. This process enabled the researcher to identify patterns and relationships

among the variables, providing insights into which phonological skills were critical in supporting early literacy development.

Output. The Output of this study was the development of a Phonological Awareness Enhancement Guide for kindergarten learners. The guide was informed by the actual data gathered and analyzed, ensuring that the recommendations were context-based, relevant, and applicable to classroom practices. It was intended to serve as a practical tool for teachers, school administrators, and other educational stakeholders in designing interventions that strengthened phonological awareness and supported early reading readiness.

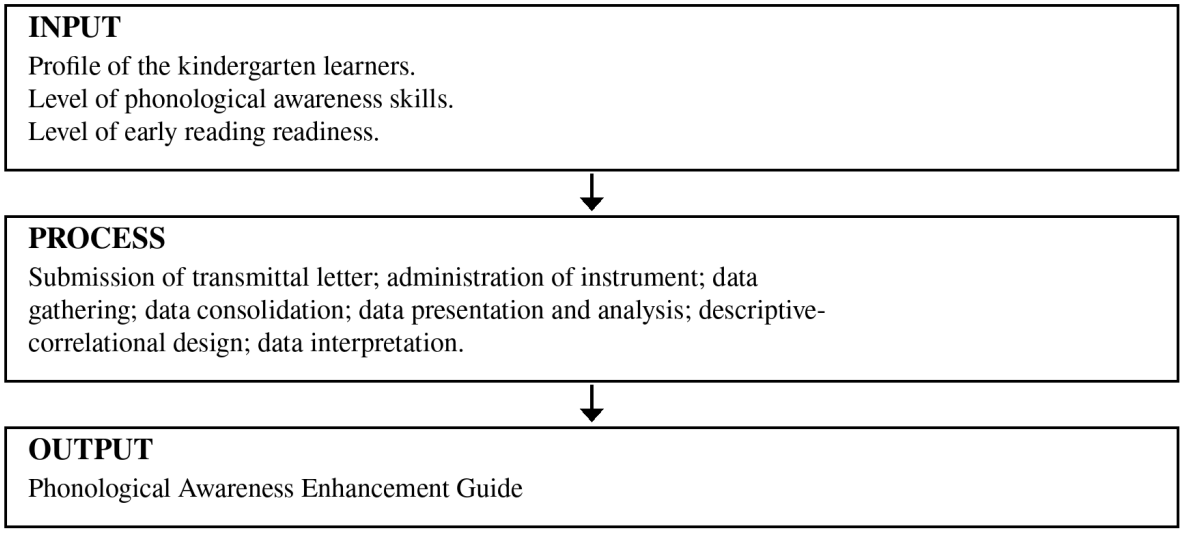



**Figure 2**
*Flow of the Study*

*Research Environment*

The study was conducted in three public elementary schools in the Municipality of Tudela, Province of Cebu, under the Schools Division of Cebu Province, namely McArthur Elementary School, Puertobello Elementary School, and Tudela Central School. These schools operate under the Department of Education (DepEd) and serve as key institutions in providing accessible, equitable, and quality basic education to children residing in their respective communities.

Historically, the three schools were established to address the increasing educational needs of learners from both inland and coastal barangays in Tudela. Since their establishment, they have continuously expanded their educational services in response to population growth and the evolving demands of the Philippine basic education system. Through the implementation of the K to 12 Basic Education Program, the schools have strengthened their curriculum by providing developmentally appropriate learning experiences from Kindergarten through Grade 6. Their educational programs are anchored on the national curriculum prescribed by the Department of Education, emphasizing literacy, numeracy, critical thinking, values formation, and lifelong learning.

In terms of academic offerings, the schools provide complete elementary education consisting of Kindergarten and Grades 1 to 6. The Kindergarten program follows the National Kindergarten Curriculum, which focuses on holistic child development across cognitive, language, socio-emotional, physical, and creative domains. Particular emphasis is given to the development of emergent literacy competencies, including oral language, vocabulary development, alphabet knowledge, phonological awareness, listening comprehension, and print awareness, which serve as essential foundations for formal reading instruction in Grade 1. The primary grades continue to reinforce these competencies through systematic literacy instruction designed to develop reading fluency and comprehension.

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Over the years, the three schools have actively supported the implementation of various national and school-based programs that promote foundational literacy and improve learners' academic performance. These include reading intervention initiatives, remedial and enrichment programs, classroom-based literacy activities, regular reading assessments, and participation in learning recovery initiatives intended to address learning gaps among early-grade learners. Such programs demonstrate the schools' continuing commitment to strengthening literacy instruction and ensuring that young learners acquire the foundational skills necessary for academic success.

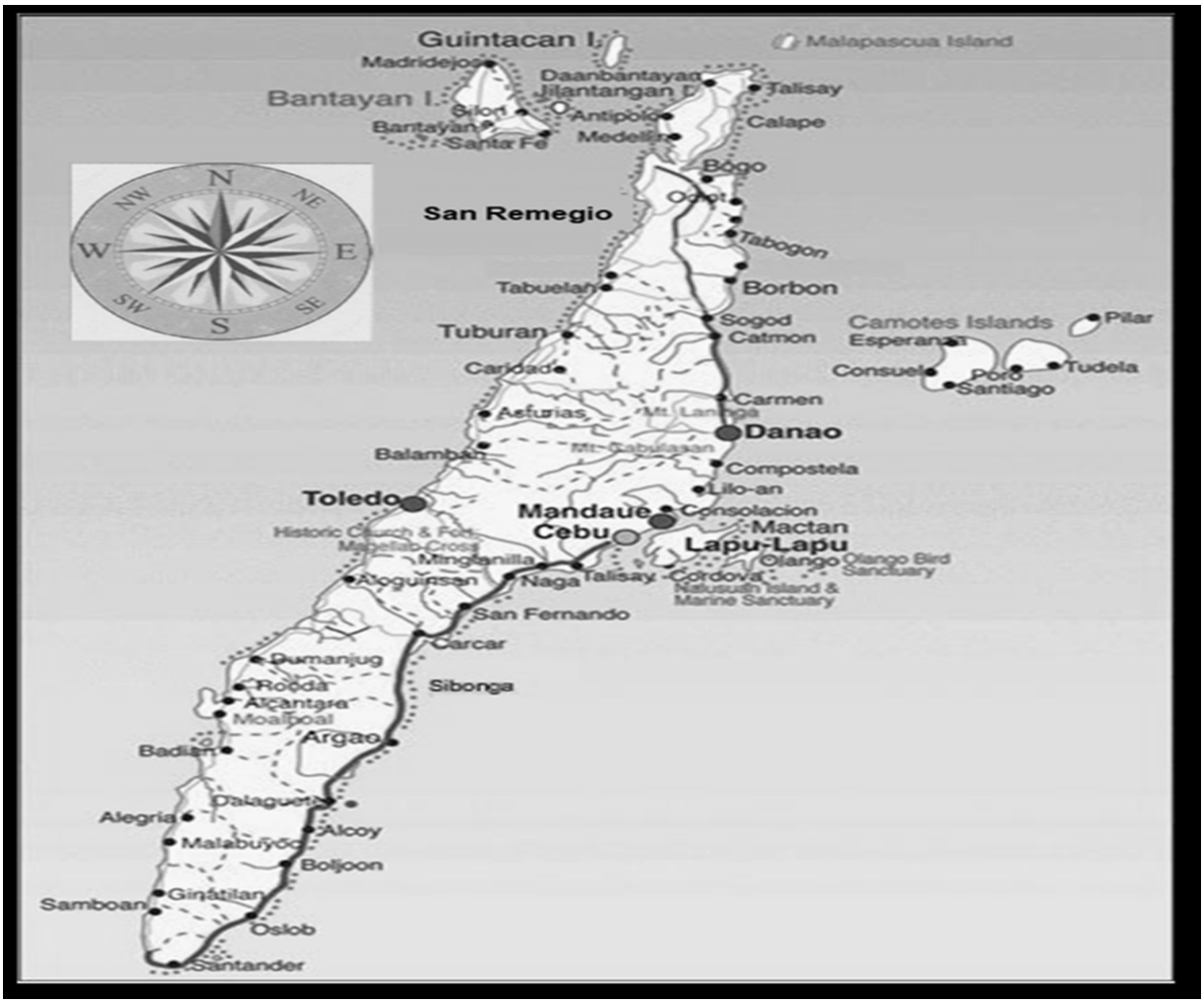



**Figure 3**
*Location Map of the Study*

As public elementary schools, McArthur Elementary School, Puertobello Elementary School, and Tudela Central School have consistently complied with Department of Education standards on curriculum implementation, learner assessment, and school improvement planning. They have sustained educational programs that support learner development through effective classroom instruction, community participation, and continuous school improvement efforts. Their commitment to improving educational quality is reflected in the implementation of literacy enhancement activities, learner support programs, and initiatives aimed at promoting inclusive and child-centered education.

The three schools also represent diverse educational contexts within the municipality. McArthur Elementary School and Puertobello Elementary School primarily serve learners from smaller rural and coastal communities, allowing teachers to provide instruction within relatively smaller school populations. In contrast, Tudela Central School serves

a larger learner population and functions as one of the central educational institutions in the municipality, providing broader instructional resources and educational services. Despite differences in school size, learner population, and available resources, all three schools share a common commitment to developing learners' foundational literacy skills and improving early reading outcomes through quality Kindergarten instruction.

The varied characteristics of these schools make them appropriate research environments for the present study. Their differences in learner population, instructional resources, and classroom contexts provide a broader perspective on the development of phonological awareness and early reading readiness among kindergarten learners. Examining these variables across multiple public elementary schools within the same school division allows the study to generate findings that more accurately reflect the existing conditions of early literacy development in diverse educational settings. Consequently, the selected research environments provide a meaningful basis for identifying learners' phonological awareness skills and their relationship with early reading readiness, thereby supporting the development of evidence-based interventions to strengthen literacy instruction in Kindergarten.

*Respondents and Learners Evaluated*

The respondents of this study were the three kindergarten teachers from selected elementary schools in Tudela, Camotes Island, Province of Cebu, namely McArthur Elementary School, Puertobello Elementary School, and Tudela Central School. These teachers were selected as the primary respondents because they are directly responsible for teaching kindergarten classes and are best positioned to assess learners' phonological awareness and early reading readiness.

The teachers served as evaluators of the 84 kindergarten learners under their respective classes. They provided data based on systematic classroom observations and structured assessment tools designed for the study. The teachers assessed learners' phonological awareness skills in terms of rhyming skills, syllable awareness, beginning sound identification, and sound blending, as well as early reading readiness in terms of letter recognition, letter-sound correspondence, vocabulary development, and print awareness.

Using teachers as respondents was appropriate since they have direct daily interaction with learners and are trained to observe and evaluate literacy-related behaviors in natural classroom settings. This ensured that the data collected reflected authentic classroom performance and developmental progress of the learners.

There were a total of three kindergarten teachers who participated in the study. Since the respondents were professionals, ethical considerations such as informed consent, voluntary participation, and confidentiality were strictly observed throughout the study. The distribution of learners are presented in the table below.

**Table 1**
*Distribution of the Learners*

| School | Kindergarten Teachers | Kindergarten Learners |
|---|---|---|
| Puertobello Elementary School | 1 | 40 |
| Tudela Central School | 1 | 29 |
| McArthur Elementary School | 1 | 15 |
| Total | | 84 |

*Research Instrument*

The instrument used in this study was a researcher-made Kindergarten Literacy Observation Scale designed to measure the phonological awareness skills and early reading readiness of Kindergarten learners. The tool was developed based on established early literacy theories, particularly Emergent Literacy Theory, The Alphabetic Principle, and Ehri's Four Phases of Word Reading, as well as the competencies outlined in the Kindergarten Curriculum Guide. Although it was not adapted from any standardized instrument, it was carefully constructed to ensure alignment with the developmental characteristics and literacy needs of Kindergarten learners.

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The instrument consisted of three parts. Part I gathered the demographic profile of the learners in terms of age, gender, and pre-kindergarten attendance. Part II assessed phonological awareness skills in terms of rhyming skills, syllable awareness, beginning sound identification, and sound blending. Part III measured early reading readiness in terms of letter recognition, letter-sound correspondence, vocabulary development, and print awareness.

All items were rated by Kindergarten teachers using a four-point Likert scale: 4 (Always Demonstrated), 3 (Often Demonstrated), 2 (Sometimes Demonstrated), and 1 (Rarely Demonstrated). Higher scores indicated a stronger demonstration of phonological awareness and early reading readiness skills among learners.

Prior to field deployment, the structural integrity and contextual alignment of the tool were subjected to a rigorous face and content validation process. The validation panel consisted of three (3) external subject-matter experts chosen based on strict professional qualifications: one university professor specializing in early childhood education and curriculum development, one master teacher in primary grade reading instruction, and one education program supervisor in language and literacy. These validators systematically evaluated the initial item pool to ensure maximum content relevance, linguistic clarity, structural simplicity, and explicit alignment with the core research objectives. Valuable feedback regarding contextual modifications and item phrasing was incorporated into the final revision of the tool.

Following content validation, a pilot test was administered to a non-participating cohort of kindergarten pupils exhibiting identical characteristics to the actual target population. The gathered pilot data was subjected to statistical reliability testing to measure internal consistency. The analysis yielded a Cronbach's alpha coefficient of 0.988 for Part II (Phonological Awareness Scale) and 0.987 for Part III (Early Reading Readiness Scale). These statistical outputs fall well above the standard acceptable threshold, indicating excellent internal consistency and verifying that the researcher-made instrument was highly dependable for formal data collection.



McArthur Elementary School


Tudela Central School



Puertobello Elementary School

**Figure 4**
*Photographs of the Three Research Environments*

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*Data Gathering Procedure*

The data for this study were collected in a systematic and ethical manner following three stages: preliminary stage, data gathering stage, and post-data gathering stage. The procedures were designed to ensure accuracy, validity, and ethical compliance in assessing kindergarten learners' phonological awareness skills and early reading readiness as evaluated by their teachers.

Preliminary Stage. Prior to data collection, the researcher secured formal approval from the Department of Education and the school heads of the participating schools, namely McArthur Elementary School, Puertobello Elementary School, and Tudela Central School. Since the study involved the evaluation of minors, informed consent was obtained from the parents or guardians of the kindergarten learners to ensure ethical compliance and data privacy. The consent process emphasized that the learners would not be directly tested by the researcher and that the information to be gathered would be based on teacher assessments.

An orientation was conducted with the three kindergarten teacher-respondents to explain the purpose of the study, the nature of the assessment tool, and the procedures for accomplishing the rating forms. This ensured that all teachers had a clear and uniform understanding of how to evaluate learners' phonological awareness skills and early reading readiness based on classroom observations and existing learner performance. The assessment instrument was reviewed and finalized before implementation to ensure clarity, appropriateness, and alignment with kindergarten-level competencies.

Data Gathering Stage. After securing all necessary permissions and finalizing the instrument, the researcher distributed the assessment forms to the teacher-respondents. The three kindergarten teachers accomplished the rating tools based on their actual classroom observations of the 84 kindergarten learners under their care. The teachers assessed each learner's phonological awareness in terms of rhyming skills, syllable awareness, beginning sound identification, and sound blending. They also evaluated early reading readiness in terms of letter recognition, letter-sound correspondence, vocabulary development, and print awareness.

Teachers completed the assessment independently based on their professional judgment and classroom records to ensure accuracy and authenticity of data. The researcher monitored the process to ensure consistency in the completion of the instruments and to address any clarification needed regarding the rating procedure. After completion, all assessment forms were collected and checked for completeness before encoding.

Post-Data Gathering Stage. After data collection, the researcher organized and coded all responses for analysis. Each teacher-respondent's assessment data was reviewed to ensure completeness and consistency. Any incomplete entries were documented but retained as part of the dataset to preserve data integrity. The encoded data were then prepared for statistical analysis to determine the level of phonological awareness skills and early reading readiness of the kindergarten learners as assessed by their teachers, as well as the relationship between the two variables. All data were kept confidential and were used solely for research purposes. The findings were then organized and presented in the succeeding chapters in accordance with the objectives of the study.

*Ethical Considerations*

The study observed strict ethical standards to ensure that all procedures were conducted with respect, integrity, and protection of the rights and welfare of all individuals involved. Since the study involved kindergarten learners as the subjects of assessment and kindergarten teachers as respondents, appropriate ethical safeguards were implemented throughout the research process.

Informed Consent. Informed consent was secured from the parents or legal guardians of the kindergarten learners prior to data collection. The consent form clearly explained the purpose of the study, the procedures involved, and the use of teacher-based assessments to evaluate learners' phonological awareness skills and early reading readiness. Parents were informed that participation was voluntary and that they could refuse or withdraw consent at any time without any negative consequences for their children.

In addition, informed consent was also obtained from the kindergarten teacher-respondents. Teachers were informed about the objectives of the study, their role as evaluators, and the voluntary nature of their participation.

Voluntary Participation. Participation in the study was strictly voluntary for both teachers and learners (through parental consent). Teachers were given the freedom to decline participation or withdraw from the study at any stage without penalty. Likewise, learners were included in the assessment only upon parental approval. No form of coercion or pressure was applied at any point in the research process.

Confidentiality and Anonymity. Confidentiality was strictly maintained throughout the study. No names of learners or teachers were used in the data collection forms, analysis, or final report. Instead, coded identifiers were assigned to ensure anonymity. All collected data were securely stored in password-protected files accessible only to the researcher. Results were presented in aggregated form to ensure that no individual participant could be identified.

Protection of Participants' Rights. The rights of all participants were fully protected throughout the study. Learners were not directly tested by the researcher and were not exposed to any stressful or inappropriate procedures. Instead, their performance was assessed through teacher observations within normal classroom activities. Teachers' professional judgment was respected, and they were not required to provide any information beyond the scope of the study. All procedures were designed to ensure that participants were treated fairly, respectfully, and in accordance with ethical research standards.

Minimization of Risk. The study involved minimal risk since no experimental treatment or intrusive procedures were conducted. Data collection relied solely on teacher-based assessments of existing classroom performance. The process did not disrupt regular instructional activities and ensured that learners remained in a safe and familiar learning environment.

Compliance with Ethical Standards. The study complied with the ethical guidelines of the Department of Education and followed institutional research approval procedures prior to implementation. All stages of the research were conducted with transparency, accountability, and strict adherence to ethical principles to ensure the protection and welfare of learners, teachers, and the school community.

*Statistical Treatment*

Frequency Count. Frequency count was used to determine the number of kindergarten learners based on profile variables such as age, gender, and preschool attendance. This statistical tool was used to present the actual number of respondents in each category in a clear and organized manner.

Percentage. The percentage was used to describe the distribution of kindergarten learners according to their profile variables. This helped present the proportion of learners in each category relative to the total number of respondents, making the data easier to interpret and compare.

Weighted Mean. The weighted mean was used to determine the level of phonological awareness skills and early reading readiness of kindergarten learners as assessed by their teachers. Using a four-point Likert scale, the weighted mean provided a numerical interpretation of the learners' performance in terms of rhyming skills, syllable awareness, beginning sound identification, sound blending, letter recognition, letter-sound correspondence, vocabulary development, and print awareness.

Standard Deviation. Standard deviation was used to measure the variability of the learners' phonological awareness and early reading readiness scores. This statistical tool determined whether the learners' performances were closely similar or widely varied in terms of literacy skills as assessed by their teachers.

Pearson Product-Moment Correlation Coefficient (Pearson r). Pearson r was used to determine the significant relationship between phonological awareness skills and early reading readiness of kindergarten learners. This statistical tool measured the strength and direction of the relationship between the two variables. The results served as a basis for developing a phonological awareness enhancement guide to improve early reading readiness.

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*Scoring Procedure*

The instrument for this study employed a four-point Likert-type scale to assess the frequency of observable phonological awareness behaviors and early reading readiness skills among kindergarten learners. The scale ranged from 1 (Rarely Demonstrated) to 4 (Always Demonstrated), with higher scores indicating stronger manifestation of the targeted skills. Each indicator under phonological awareness skills and early reading readiness was rated by the kindergarten teachers based on classroom observation.

**Table 2**

*Scoring of Phonological Awareness Skills*

| Scale | Numerical Rating | Descriptive Rating | Verbal Interpretation |
|---|---|---|---|
| 4 | 3.25–4.00 | Expert | The learner consistently demonstrates phonological awareness skills, including rhyming, syllable awareness, beginning sound identification, and sound blending, with a very high level of proficiency and independence. |
| 3 | 2.50–3.24 | Advanced | The learner frequently demonstrates phonological awareness skills with only minimal assistance or prompting. |
| 2 | 1.75–2.49 | Intermediate | The learner inconsistently demonstrates phonological awareness skills and requires regular guidance and practice. |
| 1 | 1.00–1.74 | Beginner | The learner rarely demonstrates phonological awareness skills and requires intensive support to develop foundational abilities. |

**Table 3**

*Scoring of Early Reading Readiness*

| Scale | Numerical Rating | Descriptive Rating | Verbal Interpretation |
|---|---|---|---|
| 4 | 3.25–4.00 | Very High | The learner consistently demonstrates a very high level of early reading readiness, including letter recognition, letter-sound correspondence, vocabulary development, and print awareness. |
| 3 | 2.50–3.24 | High | The learner demonstrates a high level of early reading readiness with occasional need for prompts or assistance. |
| 2 | 1.75–2.49 | Low | The learner demonstrates emerging early reading readiness skills but requires regular guidance and practice to strengthen literacy foundations. |
| 1 | 1.00–1.74 | Very Low | The learner demonstrates very limited early reading readiness skills and requires intensive intervention to develop basic literacy competencies. |

## Results and Discussion

*Learner Profile*

*Age of the Learners*

**Table 4**

*Age of the Learners*

| Age (in years) | f | % |
|---|---|---|
| 6 | 46 | 54.76 |
| 5 | 38 | 45.24 |
| Total | 84 | 100.00 |

The predominance of six-year-old learners indicates that most participants entered Kindergarten at an age generally considered appropriate for acquiring foundational literacy competencies. This developmental advantage may have contributed to learners' readiness to engage in activities requiring sound discrimination, oral language processing, and early decoding skills, all of which are essential components of phonological awareness and beginning reading. Although the age difference between five- and six-year-old learners is relatively small, even a few months of additional cognitive, linguistic, and social development can influence children's ability to participate effectively in structured literacy instruction.

The findings underscore the importance of considering developmental readiness when planning early literacy instruction. Teachers should recognize that kindergarten classrooms often consist of learners with varying levels of maturity and prior language experiences. Consequently, literacy instruction should be differentiated to accommodate these developmental differences rather than assuming that learners of the same grade level possess similar readiness skills. Providing developmentally appropriate activities, scaffolded instruction, and targeted interventions can help ensure that younger or less developmentally mature learners receive the support necessary to develop phonological awareness and early reading readiness.

The present findings are consistent with the work of Lonigan et al. (2020) and Piasta et al. (2021), who reported that age and developmental maturity are associated with early literacy development, as older preschool and kindergarten children generally demonstrate stronger phonological processing and decoding abilities due to greater cognitive maturation and increased exposure to language and literacy experiences. However, age should not be viewed as the sole determinant of reading readiness, as the quality of instruction, home literacy environment, and opportunities for meaningful language interaction also play significant roles in supporting early literacy development.

*Gender of the Learners*

**Table 5**

*Gender of the Learners*

| **Gender** | **f** | **%** |
|---|---|---|
| Female | 44 | 52.38 |
| Male | 40 | 47.62 |
| Total | 84 | 100.00 |

The nearly equal distribution of male and female kindergarten learners indicates that the study captured a balanced representation of both gender groups, thereby enhancing the credibility of the findings and minimizing the possibility that the results were influenced by unequal gender representation. This balanced composition provides a more reliable basis for examining phonological awareness and early reading readiness without favoring one gender over the other.
The findings suggest that gender alone may not be a determining factor in the development of phonological awareness and early reading readiness during the kindergarten years. At this stage of development, children's literacy skills are more likely to be influenced by the quality of instruction, language-rich learning experiences, home literacy support, and opportunities for meaningful interaction than by gender. While individual differences in language development and classroom participation may exist, these differences are often shaped by environmental and instructional factors rather than biological sex alone.

These findings are consistent with Logan and Johnston (2020) and Quinn and Wagner (2021), who reported that gender differences in early literacy during the kindergarten years are generally small, with instructional quality, language exposure, and literacy experiences exerting a greater influence on children's reading development than gender itself. These studies emphasize that effective literacy instruction should prioritize learners' developmental needs and learning experiences rather than gender-based expectations.

*Pre-Kindergarten Attendance*

**Table 6**

*Pre-Kindergarten Attendance*

| Attendance | f | % |
|---|---|---|
| Yes | 67 | 79.76 |
| No | 17 | 20.24 |
| Total | 84 | 100.00 |

The high proportion of kindergarten learners who attended pre-kindergarten suggests that most participants entered formal schooling with prior exposure to structured early childhood learning experiences. Such exposure likely provided opportunities to develop foundational competencies through play-based and language-rich activities that promote oral language development, vocabulary acquisition, print awareness, alphabet knowledge, and phonological awareness. These early learning experiences may have facilitated a smoother transition to Kindergarten and better prepared learners to participate in literacy instruction.

From a classroom perspective, the findings highlight the importance of conducting early literacy screening to identify learners with varying levels of readiness upon entry to Kindergarten. Teachers should use assessment results to differentiate instruction and provide developmentally appropriate learning experiences that respond to learners' diverse backgrounds and prior educational experiences. Implementing evidence-based strategies such as explicit phonological awareness instruction, interactive read-alouds, oral language enrichment, and small-group interventions can help ensure that all learners, particularly those without pre-kindergarten experience, acquire the foundational skills necessary for successful reading development.

These findings are supported by Melhuish et al. (2020) and Sylva et al. (2021), who reported that participation in quality early childhood education contributes significantly to children's emergent literacy development, including phonological awareness, oral language, and early reading skills. Their studies emphasize that meaningful early learning experiences provide a strong foundation for later literacy achievement and facilitate learners' readiness for formal reading instruction.

*Phonological Awareness Skills*

*Rhyming Skills*

**Table 7**

*Rhyming Skills*

| S/N | Indicators | WM | SD | Verbal Description |
|---|---|---|---|---|
| 1 | Identifies rhyming words when heard orally | 2.69 | 1.06 | Advanced |
| 2 | Selects a rhyming word from given choices | 2.60 | 0.98 | Advanced |
| 3 | Produces a rhyming word independently | 2.50 | 0.90 | Advanced |
| 4 | Completes a rhyme in familiar patterns | 2.50 | 0.90 | Advanced |
| 5 | Distinguishes rhyming from non-rhyming words | 2.61 | 0.98 | Advanced |
| 6 | Participates actively in rhyming games | 2.61 | 0.98 | Advanced |
| 7 | Generates more than one rhyming word | 2.50 | 0.90 | Advanced |
| 8 | Responds accurately during rhyming activities | 2.58 | 0.98 | Advanced |
| | Aggregate Mean | 2.57 | | Advanced |
| | Aggregate Standard Deviation | | 0.96 | Advanced |

Legend: 3.25-4.00-Expert; 2.50-3.24-Advanced; 1.75-2.49-Intermediate; 1.00-1.74- Beginner

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The findings indicate that kindergarten learners demonstrated an advanced level of rhyming skills, suggesting that they have already developed the ability to recognize, discriminate, and generate similar sound patterns in spoken language. This level of performance may be attributed to consistent exposure to language-rich classroom experiences, including songs, nursery rhymes, storytelling, word-play activities, and interactive literacy instruction commonly integrated into Kindergarten learning. Such experiences provide repeated opportunities for learners to develop sensitivity to the sound structure of words, a fundamental component of phonological awareness.

From a classroom perspective, the results reinforce the value of systematically integrating rhyming activities into daily literacy instruction. Teachers should continue providing engaging and developmentally appropriate experiences such as rhyming games, chants, poems, songs, shared reading, and oral language activities that encourage children to manipulate and recognize sound patterns. At the same time, teachers should monitor individual learner performance to identify children who may require additional support despite the generally advanced level observed. Differentiated instruction and timely intervention remain essential to ensure that all learners continue progressing along the continuum of phonological awareness.

These findings are consistent with Anthony and Francis (2020) and Bradley and Bryant (2021), who emphasized that rhyming ability is a strong predictor of early reading achievement because it enhances children's phonological sensitivity and ability to recognize sound patterns. Their studies suggest that learners who develop strong rhyming skills are better prepared to acquire more complex phonological and decoding skills necessary for successful reading development.

*Syllable Awareness*

**Table 8**

*Syllable Awareness*

| S/N | Indicators | WM | SD | Verbal Description |
|---|---|---|---|---|
| 1 | Claps syllables correctly in familiar words | 2.79 | 0.99 | Advanced |
| 2 | Identifies syllables in own name | 2.79 | 0.99 | Advanced |
| 3 | Differentiates short and long words by syllables | 2.74 | 1.01 | Advanced |
| 4 | Segments unfamiliar simple words | 2.76 | 0.98 | Advanced |
| | Aggregate Mean | 2.77 | | Advanced |
| | Aggregate Standard Deviation | | 0.99 | Advanced |

The findings indicate that kindergarten learners demonstrated an advanced level of syllable awareness, suggesting that they have acquired the ability to identify, segment, and manipulate syllables in spoken words with confidence. This level of performance may be attributed to learners' continuous engagement in developmentally appropriate language and literacy activities, such as clapping syllables, singing songs, chanting, storytelling, and oral language exercises that emphasize the rhythmic structure of spoken language. Frequent exposure to these activities provides learners with meaningful opportunities to recognize syllable patterns, thereby strengthening their phonological awareness.

From a classroom perspective, the results reinforce the importance of incorporating explicit and engaging syllable-awareness activities into daily literacy instruction. Teachers should continue providing interactive learning experiences that encourage learners to identify, count, segment, and blend syllables through games, movement-based activities, songs, shared reading, and oral language tasks. Continuous formative assessment is likewise essential to identify learners who may need additional scaffolding despite the generally advanced performance observed. Providing differentiated instruction and targeted interventions can help ensure that every learner develops the phonological competencies necessary for successful reading acquisition.

These findings are consistent with Caravolas et al. (2020) and Goswami (2021), who emphasized that syllable awareness is a critical component of phonological processing that contributes significantly to decoding, word

recognition, and early reading development. Their studies suggest that learners who demonstrate strong syllable awareness are better equipped to progress toward more advanced literacy skills and achieve greater success in beginning reading.

*Beginning Sound Identification*

**Table 9**

*Beginning Sound Identification*

| S/N | Indicators | WM | SD | Verbal Description |
|---|---|---|---|---|
| 1 | Names objects that begin with given sound | 3.14 | 0.92 | Advanced |
| 2 | Recognizes beginning sounds in classroom objects | 3.14 | 0.92 | Advanced |
| 3 | Demonstrates consistency in identifying initial sounds | 3.13 | 0.92 | Advanced |
| | Aggregate Mean | 3.14 | | Advanced |
| | Aggregate Standard Deviation | | 0.92 | Advanced |

The findings indicate that kindergarten learners demonstrated an advanced level of beginning sound identification, suggesting that they can accurately recognize and distinguish the initial phonemes in spoken words. This high level of performance may be attributed to learners' regular exposure to systematic phonological awareness instruction, alphabet activities, oral language development, shared reading experiences, and classroom routines that emphasize letter-sound relationships. Repeated opportunities to listen to, identify, and produce beginning sounds likely strengthened learners' awareness of the sound structure of words and enhanced their readiness for formal reading instruction.

From a classroom perspective, the results reinforce the importance of providing explicit and systematic instruction in beginning sound identification through engaging, developmentally appropriate activities. Teachers should continue integrating sound-matching games, picture-sound association tasks, alphabet activities, interactive read-alouds, and multisensory learning experiences that strengthen learners' ability to discriminate and manipulate speech sounds. Regular formative assessment should also be conducted to identify learners who may require additional support, ensuring that instruction remains responsive to individual learning needs and promotes equitable literacy development. These findings are consistent with Ehri (2020) and Hulme and Snowling (2021), who emphasized that the ability to identify initial sounds is a key indicator of phonemic awareness and an important predictor of reading achievement. Their work highlights that children who develop strong beginning sound identification skills are better prepared to understand the alphabetic principle, decode words accurately, and progress successfully in early reading instruction.

*Sound Blending*

**Table 10**

*Sound Blending*

| S/N | Indicators | WM | SD | Verbal Description |
|---|---|---|---|---|
| 1 | Blends two phonemes correctly | 3.12 | 0.91 | Advanced |
| 2 | Blends sounds without visual prompts | 3.12 | 0.91 | Advanced |
| 3 | Blends sounds with minimal assistance | 3.12 | 0.91 | Advanced |
| 4 | Shows improvement in blending tasks | 3.12 | 0.91 | Advanced |
| | Aggregate Mean | 3.12 | | Advanced |
| | Aggregate Standard Deviation | | 0.91 | Advanced |

The findings indicate that kindergarten learners demonstrated an advanced level of sound blending, suggesting that they can successfully combine individual phonemes to form meaningful spoken words. This level of proficiency may

be attributed to consistent exposure to structured phonological awareness instruction, oral language activities, and explicit teaching of letter-sound relationships in the Kindergarten classroom. Learning experiences such as guided sound blending, shared reading, phonics activities, language games, and teacher-led modeling likely provided learners with repeated opportunities to practice combining sounds, thereby strengthening their phonemic awareness.

From a classroom perspective, the results reinforce the importance of providing explicit, systematic, and developmentally appropriate instruction in sound blending as part of daily literacy activities. Teachers should continue integrating multisensory phonics lessons, oral blending exercises, interactive games, shared reading, and guided practice that encourage learners to manipulate and combine speech sounds. Ongoing formative assessment should likewise be conducted to monitor learners' progress and identify those who may require additional scaffolding or targeted intervention to strengthen their blending skills and overall reading development.

These findings are consistent with Kilpatrick (2020) and Ouellette and Haley (2021), who emphasized that sound blending is a core component of phonological awareness and a strong predictor of decoding ability, word recognition, and reading fluency. Their studies indicate that children who develop strong sound blending skills are better prepared to decode unfamiliar words and transition successfully from oral language to independent reading.

*Summary of Phonological Awareness*

**Table 11**

*Summary of Phonological Awareness*

| Components | WM | SD | Verbal Description |
|---|---|---|---|
| Rhyming Skills | 2.57 | 0.96 | Advanced |
| Syllable Awareness | 2.77 | 0.99 | Advanced |
| Beginning Sound Identification | 3.14 | 0.92 | Advanced |
| Sound Blending | 3.12 | 0.91 | Advanced |
| Grand Mean | 2.90 | | Advanced |
| Grand Standard Deviation | | 0.95 | Advanced |

The findings indicate that kindergarten learners demonstrated an overall advanced level of phonological awareness, suggesting that they have acquired the foundational auditory and language processing skills necessary for beginning reading. The consistently high performance across all domains may be attributed to the implementation of developmentally appropriate literacy instruction, regular exposure to oral language activities, and structured phonological awareness experiences in the Kindergarten curriculum. Daily engagement in storytelling, songs, rhymes, phonics activities, language games, and interactive classroom discussions likely contributed to learners' ability to recognize and manipulate the sound structures of spoken language.

The stronger performance in beginning sound identification and sound blending suggests that learners have developed the phonemic skills most directly associated with decoding and early word reading. These skills are commonly emphasized in systematic literacy instruction because they enable children to connect spoken sounds with printed letters and decode unfamiliar words. In contrast, although rhyming skills also reached an advanced level, their comparatively lower mean may indicate that learners receive fewer opportunities to engage in playful oral language activities that specifically develop sensitivity to sound patterns. This finding suggests that while learners possess strong overall phonological awareness, balanced development across all domains remains important because each skill contributes uniquely to reading acquisition.

These findings are consistent with Anthony and Francis (2020) and Lonigan et al. (2020), who emphasized that comprehensive development of phonological awareness across multiple domains is a strong predictor of successful reading acquisition. Their studies suggest that children who receive balanced instruction in the different components of phonological awareness are more likely to develop proficient decoding skills, reading fluency, and long-term literacy achievement.

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*Early Reading Readiness*

*Letter Recognition*

**Table 12**

*Letter Recognition*

| S/N | Indicators | WM | SD | Verbal Description |
|---|---|---|---|---|
| 1 | Identifies letters in random order | 3.11 | 0.73 | High |
| 2 | Identifies letters in environmental print | 3.11 | 0.73 | High |
| 3 | Identifies letters in own name | 3.11 | 0.73 | High |
| 4 | Participates in letter recognition activities | 3.11 | 0.73 | High |
| | Aggregate Mean | 3.11 | | High |
| | Aggregate Standard Deviation | | 0.73 | High |

Legend: 3.25-4.00-Very High; 2.50-3.24-High; 1.75-2.49-Low; 1.00-1.74- Very Low

The findings indicate that kindergarten learners achieved a high level of letter recognition, suggesting that they have developed the ability to identify alphabet letters accurately across different learning contexts. This level of performance may be attributed to consistent exposure to print-rich classroom environments, explicit alphabet instruction, shared reading experiences, alphabet games, songs, visual displays, and other literacy activities commonly integrated into Kindergarten instruction. Frequent interaction with printed materials both at school and at home may have further strengthened learners' familiarity with letter forms and names.

From a classroom perspective, the results reinforce the importance of sustaining explicit and systematic instruction in letter recognition through engaging and developmentally appropriate learning experiences. Teachers should continue integrating alphabet activities, multisensory learning tasks, shared reading, environmental print, and interactive games that strengthen learners' familiarity with letter names and forms. At the same time, regular formative assessment should be conducted to identify learners who may still experience difficulty recognizing specific letters, allowing teachers to provide timely and targeted instructional support.

These findings are consistent with Piasta et al. (2021) and Share (2021), who emphasized that letter recognition is a strong predictor of early reading success because it enables children to connect printed letters with spoken language and develop the alphabetic principle. Their work suggests that learners with well-developed letter recognition are better prepared to acquire decoding, word recognition, and other foundational reading skills essential for successful literacy development.

*Letter-Sound Correspondence*

**Table 13**

*Letter-Sound Correspondence*

| S/N | Indicators | WM | SD | Verbal Description |
|---|---|---|---|---|
| 1 | Differentiates letter names and sounds | 3.11 | 0.73 | High |
| 2 | Uses letter sounds in word formation | 3.11 | 0.73 | High |
| 3 | Identifies vowel sounds accurately | 3.11 | 0.73 | High |
| 4 | Applies letter sounds when blending | 3.12 | 0.73 | High |
| | Aggregate Mean | 3.11 | | High |
| | Aggregate Standard Deviation | | 0.73 | High |

The findings indicate that kindergarten learners demonstrated a high level of letter-sound correspondence, suggesting that they have developed the ability to associate printed letters with their corresponding speech sounds and apply this

knowledge in early reading tasks. This level of performance may be attributed to systematic phonics instruction, repeated exposure to alphabet activities, oral language development, and interactive literacy experiences that emphasize the relationship between letters and sounds. Frequent opportunities to practice letter-sound associations through songs, games, shared reading, and guided phonics activities likely contributed to learners' mastery of this foundational literacy skill.

From a classroom perspective, the results reinforce the importance of providing explicit, systematic, and sequential phonics instruction that strengthens learners' understanding of letter-sound relationships. Teachers should continue integrating multisensory phonics activities, guided reading, alphabet games, shared reading, and opportunities for learners to apply letter-sound knowledge in authentic reading and writing tasks. Continuous formative assessment is likewise essential to identify learners who may still experience difficulty with specific letter-sound correspondences, allowing teachers to implement timely and targeted interventions that address individual learning needs.

These findings are consistent with Ehri (2020) and Hulme and Snowling (2021), who emphasized that mastery of letter-sound correspondence is fundamental to reading acquisition because it enables children to understand the alphabetic principle and decode printed words accurately. Their work highlights that strong letter-sound knowledge serves as a key predictor of early reading achievement and provides the foundation for developing fluent and independent readers.

*Vocabulary Development*

**Table 14**

*Vocabulary Development*

| S/N | Indicators | WM | SD | Verbal Description |
|---|---|---|---|---|
| 1 | Names common objects correctly | 2.68 | 0.88 | High |
| 2 | Uses age-appropriate vocabulary | 2.68 | 0.88 | High |
| 3 | Understands simple story words | 2.68 | 0.88 | High |
| 4 | Answers “what” and “who” questions | 2.83 | 0.83 | High |
| 5 | Uses newly learned words | 2.68 | 0.88 | High |
| 6 | Follows simple verbal instructions | 2.68 | 0.88 | High |
| 7 | Identifies objects from descriptions | 2.68 | 0.88 | High |
| 8 | Demonstrates vocabulary growth | 2.68 | 0.88 | High |
| | Aggregate Mean | 2.70 | | High |
| | Aggregate Standard Deviation | | 0.87 | High |

The findings indicate that kindergarten learners demonstrated a high level of vocabulary development, suggesting that they have acquired an adequate repertoire of words to communicate ideas and participate in early literacy activities. This level of performance may be attributed to learners' exposure to oral language experiences through classroom discussions, storytelling, shared reading, songs, play-based learning, and interactions with teachers, peers, and family members. However, the comparatively lower mean than the other domains may indicate that vocabulary acquisition requires more sustained and varied language experiences because children's word knowledge develops gradually through repeated exposure to meaningful contexts.

From a classroom perspective, the results reinforce the importance of providing intentional and language-rich learning experiences that continuously expand learners' vocabulary. Teachers should incorporate interactive read-alouds, storytelling, thematic discussions, songs, dramatic play, and explicit vocabulary instruction that introduces new words in meaningful contexts. Encouraging children to use newly learned words during classroom interactions and play can further deepen their understanding and retention. Regular assessment of vocabulary growth can also help teachers identify learners who require additional language support and provide appropriate interventions.

These findings are consistent with Quinn et al. (2021) and Silverman and Hines (2020), who emphasized that vocabulary knowledge is closely associated with reading comprehension and overall literacy development. Their studies suggest that children with broader vocabularies are better able to understand texts, communicate ideas effectively, and achieve greater success in reading as they progress through the primary grades.

*Print Awareness*

**Table 15**

*Print Awareness*

| S/N | Indicators | WM | SD | Verbal Description |
|---|---|---|---|---|
| 1 | Holds book correctly | 2.71 | 0.83 | High |
| 2 | Identifies front and back of book | 2.95 | 0.71 | High |
| 3 | Tracks print left to right | 2.71 | 0.83 | High |
| 4 | Recognizes that print carries meaning | 2.71 | 0.83 | High |
| 5 | Recognizes familiar environmental print | 2.71 | 0.83 | High |
| 6 | Understands top-to-bottom reading direction | 2.71 | 0.83 | High |
| 7 | Participates in shared reading sessions | 2.74 | 0.84 | High |
| | Aggregate Mean | 2.75 | | High |
| | Aggregate Standard Deviation | | 0.81 | High |

The findings indicate that kindergarten learners demonstrated a high level of print awareness, suggesting that they have developed an understanding of the basic concepts of print, including proper book handling, reading direction, and the organization of written text. This level of performance may be attributed to learners' regular exposure to books, environmental print, classroom labels, shared reading activities, and other print-rich experiences in both school and home environments. Consistent interactions with printed materials likely enabled learners to recognize that print carries meaning and follows specific conventions essential for reading.

From a classroom perspective, the results reinforce the importance of maintaining print-rich learning environments that provide children with frequent and meaningful opportunities to interact with written language. Teachers should continue incorporating shared book reading, environmental print, classroom labels, print-referencing strategies, and interactive literacy activities that explicitly draw learners' attention to the features and functions of print. Regular observation and assessment of learners' print awareness should also be conducted to identify children who may require additional support before formal reading instruction becomes more demanding.

These findings are consistent with Justice et al. (2020) and Piasta et al. (2021), who emphasized that print awareness is a fundamental emergent literacy skill that enables children to understand the conventions and functions of written language. Their studies suggest that children with well-developed print awareness are better prepared to acquire decoding skills, comprehend printed text, and achieve success in early reading instruction.

*Summary of Early Reading Readiness*

**Table 16**

*Summary of Early Reading Readiness*

| Components | WM | SD | Verbal Description |
|---|---|---|---|
| Letter Recognition | 3.11 | 0.73 | High |
| Letter-Sound Correspondence | 3.11 | 0.73 | High |
| Vocabulary Development | 2.70 | 0.87 | High |

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| Components | WM | SD | Verbal Description |
|---|---|---|---|
| Print Awareness | 2.75 | 0.81 | High |
| Grand Mean | 2.92 | | High |
| Grand Standard Deviation | | 0.79 | High |

The findings indicate that kindergarten learners demonstrated an overall high level of early reading readiness, suggesting that they possess the foundational knowledge and skills necessary to begin formal reading instruction successfully. The generally strong performance across the different domains may be attributed to learners' exposure to developmentally appropriate literacy experiences in Kindergarten, including explicit instruction in alphabet knowledge, phonological awareness, oral language, shared reading, and other play-based literacy activities. These experiences likely provided learners with the opportunities needed to develop the essential competencies that support beginning reading.

The stronger performance in letter recognition and letter-sound correspondence suggests that learners have established a solid understanding of the alphabetic principle, which serves as the foundation for decoding and word recognition. These skills are often emphasized in early literacy instruction because they directly support children's ability to connect spoken language with printed text. In contrast, although vocabulary development and print awareness were also rated at a high level, their comparatively lower means suggest that these areas require continuous enrichment through meaningful language interactions and sustained exposure to diverse print experiences. Since vocabulary and print awareness develop over time through repeated engagement with language and text, strengthening these domains can further enhance learners' reading comprehension and overall literacy development.

These findings are consistent with Lonigan et al. (2020) and Quinn et al. (2021), who emphasized that early reading readiness is a multidimensional construct in which balanced development of foundational literacy skills contributes significantly to later reading achievement. Their studies suggest that children who receive comprehensive literacy instruction across multiple domains are more likely to become proficient readers and experience sustained academic success.

*Relationship Between Phonological Awareness and Early Reading Readiness*

**Table 17**

*Test of Relationship Between Phonological Awareness Skills and Early Reading Readiness*

| Variables | r-value | Strength of Correlation | p - value | Decision | Remarks |
|---|---|---|---|---|---|
| Rhyming Skills and Early Reading Readiness | -0.085 | Negligible Negative | 0.442 | Do not reject Ho | Not Significant |
| Syllable Awareness and Early Reading Readiness | -0.041 | Negligible Negative | 0.710 | Do not reject Ho | Not Significant |
| Beginning Sound Identification and Early Reading Readiness | -0.063 | Negligible Negative | 0.572 | Do not reject Ho | Not Significant |
| Sound Blending and Early Reading Readiness | -0.102 | Negligible Negative | 0.357 | Do not reject Ho | Not Significant |

*significant at $p<0.05$ (two-tailed)

Table 17 presents the relationship between the different dimensions of phonological awareness skills and early reading readiness among kindergarten learners. The findings revealed that none of the phonological awareness domains demonstrated a statistically significant relationship with early reading readiness, indicating that variations in learners' phonological awareness skills were not associated with corresponding differences in their readiness to read.

The relationship between rhyming skills and early reading readiness yielded an r-value of -0.085 with a p-value of 0.442, indicating a negligible negative and non-significant relationship. This suggests that learners who performed

better in rhyming tasks did not necessarily exhibit higher levels of early reading readiness. One possible explanation is that rhyming is among the earliest phonological skills developed by young children. Since most of the participants already demonstrated advanced phonological awareness, there was little variation in their rhyming performance, making it difficult to establish a meaningful relationship with reading readiness. This finding is consistent with Hulme and Snowling (2021), who explained that although rhyming contributes to children's early language development, its predictive value for reading decreases once learners have acquired more advanced literacy skills. However, this finding contradicts Cabell et al. (2021), who reported that rhyme awareness contributes significantly to emergent literacy development among preschool children. The difference may be attributed to variations in instructional contexts, learner characteristics, and the relatively homogeneous performance of the participants in the present study.

Similarly, the relationship between syllable awareness and early reading readiness produced an r-value of -0.041 and a p-value of 0.710, indicating a negligible negative and non-significant relationship. This implies that proficiency in identifying or manipulating syllables was not associated with learners' readiness for reading. Although syllable awareness is recognized as an important component of phonological awareness, early reading readiness depends on multiple literacy-related abilities that extend beyond phonological processing alone. These include alphabet knowledge, vocabulary development, oral language proficiency, print awareness, and meaningful exposure to literacy activities. The finding supports Ouellette and Haley (2021), who emphasized that reading readiness is influenced by the interaction of several emergent literacy skills rather than by a single phonological ability. In contrast, Ehri (2022) emphasized that phonological awareness, including syllable-level skills, contributes significantly to children's acquisition of early decoding abilities. The discrepancy may be explained by the uniformly high performance of the learners and the influence of other literacy experiences that contributed to their reading readiness.

The relationship between beginning sound identification and early reading readiness revealed an r-value of -0.063 with a p-value of 0.572, indicating a negligible negative and non-significant relationship. Although identifying initial sounds is an important precursor to phonics instruction, the results suggest that this skill alone did not distinguish learners with higher levels of reading readiness. One possible explanation is that the participants may have acquired beginning sound identification through classroom instruction, resulting in relatively similar performance across the group. Consequently, the limited variability reduced the likelihood of detecting a statistically significant relationship. This finding aligns with Hulme and Snowling (2021), who argued that the contribution of specific phonological skills to reading development varies according to children's literacy experiences and instructional contexts. Conversely, Ehri (2022) identified phoneme-level awareness, including beginning sound identification, as a strong predictor of word reading and decoding. The inconsistent findings may reflect differences in sample characteristics, assessment tools, and the comprehensive literacy experiences provided to the learners in the present study.

Likewise, the relationship between sound blending and early reading readiness obtained an r-value of -0.102 and a p-value of 0.357, indicating a negligible negative and non-significant relationship. Although sound blending is widely recognized as an important foundational reading skill, the present findings indicate that learners' ability to blend sounds did not significantly correspond to their overall readiness for reading. A plausible explanation is that reading readiness is a multidimensional construct influenced by various cognitive, linguistic, instructional, and environmental factors. Learners may have developed strong readiness through rich literacy environments, effective classroom instruction, and exposure to print even when differences in sound blending ability were minimal. This finding is consistent with Ouellette and Haley (2021), who noted that children's reading readiness reflects the combined influence of multiple literacy experiences rather than phonological awareness alone. In contrast, Ehri (2022) emphasized that blending phonemes plays a critical role in learning to decode words during beginning reading instruction. The absence of a significant relationship in the present study may therefore be attributed to the limited variability in learners' performance and the influence of other literacy-related factors.

Overall, the results indicate that none of the four dimensions of phonological awareness demonstrated a statistically significant relationship with early reading readiness among the kindergarten learners. Although the participants generally exhibited advanced phonological awareness and high levels of reading readiness, these variables did not vary together in a manner sufficient to produce significant correlations. One plausible explanation is the ceiling effect, wherein most learners obtained similarly high scores, resulting in restricted variability and reduced statistical power to detect significant relationships. Furthermore, early reading readiness is inherently multidimensional and is influenced not only by phonological awareness but also by alphabet knowledge, oral language development,

vocabulary, print awareness, home literacy experiences, and the quality of classroom instruction. Consequently, phonological awareness alone may not sufficiently explain differences in children's readiness to read within this group. These findings suggest that teachers should continue implementing balanced literacy instruction that integrates phonological awareness with other essential components of emergent literacy. Likewise, assessment of reading readiness should employ multiple measures to capture the diverse skills that contribute to successful early reading development. Future research involving larger and more heterogeneous samples and incorporating additional literacy variables may provide a more comprehensive understanding of the factors influencing early reading readiness among kindergarten learners.

*Summary of Findings*

The majority of the kindergarten learners were within the expected age for Kindergarten, with a relatively balanced representation of male and female learners. Most of the respondents had attended pre-kindergarten prior to their enrollment in Kindergarten, indicating prior exposure to early childhood education.

Kindergarten learners demonstrated an overall advanced level of phonological awareness. Among its components, beginning sound identification and sound blending emerged as the learners' strongest skills, while rhyming, although comparatively lower, was likewise demonstrated at an advanced level.

Kindergarten learners exhibited a high level of early reading readiness. Letter recognition and letter-sound correspondence emerged as the strongest areas, while vocabulary development and print awareness also reflected satisfactory levels of readiness for formal reading instruction.

The study found no significant relationship between phonological awareness skills and early reading readiness among the kindergarten learners.

None of the domains of phonological awareness showed a significant relationship with early reading readiness, indicating that no single component of phonological awareness was significantly associated with learners' early reading readiness in the present study.

**Output of the Study**

The source proposes the Camotes District Reading Enrichment Program (CD-REP) and presents its detailed instructional resource as the Camotes District Reading Enrichment Guide (CD-REG). The learners demonstrated advanced phonological awareness and high early reading readiness, while none of the four phonological-awareness domains had a statistically significant association with reading readiness. These findings informed a guide that integrates phonological awareness with alphabet knowledge, vocabulary development, oral language, and print awareness rather than concentrating on one literacy skill.

The guide proposes eight weeks of developmentally appropriate literacy activities, delivered three times per week for 30–40 minutes per session. Its sequence covers rhyming, syllables, beginning sounds, blending, letter recognition, letter-sound correspondence, vocabulary, and print awareness. Implementation includes orientation, teacher capacity building, classroom enrichment, monitoring, and evaluation, with home reinforcement supporting literacy practice. Appendix A retains the source’s weekly guide, assessment checklist, implementation provisions, and success indicators. These describe the proposed output and do not establish measured intervention gains.

*Camotes District Reading Enrichment Guide*

*Rationale*

The Camotes District Reading Enrichment Guide (CD-REG) is a structured instructional guide designed to strengthen the phonological awareness skills and early reading readiness of Kindergarten learners. It provides developmentally appropriate, play-based, and teacher-facilitated activities that support the development of essential literacy skills such

as rhyming, syllable awareness, beginning sound identification, sound blending, letter recognition, vocabulary development, and print awareness. The guide serves as a classroom support tool and home reinforcement material to improve foundational reading skills.

Early literacy development is a critical priority in Kindergarten education because it lays the foundation for learners' future academic success. The Department of Education emphasizes the importance of developing emergent literacy skills through developmentally appropriate learning experiences that prepare children for formal reading instruction in Grade 1. While phonological awareness has long been recognized as an essential component of early literacy, reading readiness is now understood as a multidimensional construct influenced by various competencies, including alphabet knowledge, vocabulary development, print awareness, oral language, and meaningful literacy experiences. This underscores the need for comprehensive literacy programs that address multiple domains of early reading development rather than focusing on a single skill.

In response to this educational need, the present study assessed the phonological awareness skills and early reading readiness of Kindergarten learners in McArthur Elementary School, Puertobello Elementary School, and Tudela Central School in Camotes District, Cebu. It also determined whether a significant relationship exists between phonological awareness and early reading readiness to provide an evidence-based basis for developing an appropriate literacy intervention.

The findings revealed that the learners demonstrated an advanced level of phonological awareness and a high level of early reading readiness. However, the test of hypothesis showed no significant relationship between the two variables, suggesting that early reading readiness cannot be explained by phonological awareness alone and that other factors may likewise contribute to learners' preparedness for formal reading instruction. These findings highlight the importance of adopting a more holistic approach to early literacy development that addresses the multiple competencies required for successful reading acquisition.

Guided by these findings, the Camotes District Reading Enrichment Guide (CD-REG) was developed as the primary output of the study. The guide is designed to strengthen the comprehensive development of emergent literacy by integrating phonological awareness with vocabulary development, print awareness, oral language enrichment, alphabet knowledge, and engaging literacy activities that are developmentally appropriate for Kindergarten learners. It provides teachers with structured, evidence-based instructional strategies and enrichment activities that support balanced literacy development while complementing the existing Kindergarten curriculum. Through its implementation, the CD-REG is expected to enhance classroom literacy instruction, support teachers in delivering effective early reading interventions, and better prepare Kindergarten learners for the literacy demands of Grade 1.

*General Objective*

To strengthen the phonological awareness and early reading development of Kindergarten learners in Camotes District through structured, engaging, evidence-based, and developmentally appropriate literacy activities that foster holistic emergent literacy.

*Specific Objectives*

At the end of the eight-week implementation, the Kindergarten learners should be able to:
Identify and produce rhyming words in oral language activities.
Count, segment, and manipulate syllables in spoken words.
Recognize beginning sounds of familiar words.
Blend individual speech sounds to form meaningful words.
Recognize and identify uppercase and lowercase letters.
Demonstrate accurate letter-sound correspondence.
Expand receptive and expressive vocabulary through meaningful oral language experiences.
Demonstrate correct print awareness during shared reading activities.
Participate confidently in collaborative literacy activities.
Improve overall readiness for formal reading instruction.

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*Target Beneficiaries and Duration*

Primary Beneficiaries: Kindergarten learners in Camotes District
Secondary Beneficiaries: Kindergarten teachers, School heads, Parents and guardians
Duration: Eight (8) Weeks, Three (3) sessions per week, Thirty (30) to Forty (40) minutes per session

*Scheme of Implementation*

The Camotes District Reading Enrichment Guide (CD-REG) will be implemented in selected Kindergarten classrooms within the Camotes District through a structured school-based approach.

The program will begin with an orientation phase, where school heads and Kindergarten teachers will be presented with the findings of the study and the framework of the CD-REG. During this phase, teachers will be oriented on how the enrichment activities will be integrated into daily instruction to ensure clear understanding and alignment of goals. This will be followed by a capacity-building phase, where teachers will undergo training on enrichment-based literacy instruction. The training will focus on strategies that integrate phonological awareness with vocabulary development, print awareness, and oral language activities, along with preparation of appropriate instructional materials.

The implementation phase will take place in the classroom through regular enrichment activities embedded in daily or weekly lessons. These will include interactive phonological games, storytelling, vocabulary-building exercises, and print awareness tasks. School heads will conduct regular monitoring to ensure proper implementation and provide technical assistance when needed.

Finally, an evaluation phase will be conducted to assess the effectiveness of the program. Teachers will document learner progress and provide feedback on implementation, while school administrators will review results to identify strengths and areas for improvement. The evaluation outcomes will serve as a basis for enhancing future literacy interventions in the district.

**Table 18**
*Components of the Guide*

| Week | Skill Focus | Objective |
|---|---|---|
| 1 | Rhyming Skills | Develop phonological sensitivity |
| 2 | Syllable Awareness | Segment spoken words |
| 3 | Beginning Sound Identification | Recognize initial phonemes |
| 4 | Sound Blending | Blend phonemes into words |
| 5 | Letter Recognition | Recognize alphabet symbols |
| 6 | Letter-Sound Correspondence | Apply the alphabetic principle |
| 7 | Vocabulary Development | Develop oral language |
| 8 | Print Awareness | Understand concepts of print |

*Assessment and Monitoring*

**Table 19**
*Assessment Checklist*

| Skill | Beginning | Developing | Advanced | Expert |
|---|---|---|---|---|
| Rhyming | ☐ | ☐ | ☐ | ☐ |
| Syllable Awareness | ☐ | ☐ | ☐ | ☐ |
| Beginning Sounds | ☐ | ☐ | ☐ | ☐ |
| Sound Blending | ☐ | ☐ | ☐ | ☐ |

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| Skill | Beginning | Developing | Advanced | Expert |
|---|---|---|---|---|
| Letter Recognition | ☐ | ☐ | ☐ | ☐ |
| Letter-Sound Correspondence | ☐ | ☐ | ☐ | ☐ |
| Vocabulary | ☐ | ☐ | ☐ | ☐ |
| Print Awareness | ☐ | ☐ | ☐ | ☐ |

*Teacher Reflection*

After every session, the teacher answers the following:
Which activity engaged the learners the most?
Which literacy skill requires additional reinforcement?
Which learners need remediation?
What instructional strategy was most effective?
What improvements should be incorporated in the succeeding session?

*Comprehensive Weekly Guide and Program Implementation Matrix*

The following weekly records retain the complete content of the source's weekly guide and program implementation matrix, arranged vertically for readability.

*Week 1 Rhyming Skills*

**Table 20**
*Weekly Guide and Implementation Provisions for Week 1*

| Field | Content |
|---|---|
| Literacy Component | Rhyming Skills |
| Learning Objective | Identify, match, and produce rhyming words. |
| Core Activities | • Rhyming Basket• Finish the Rhyme• Rhyming Bingo• Nursery Rhyme Circle |
| Instructional Materials | Picture cards, rhyming flashcards, pocket chart, songs, storybooks |
| Expected Learning Outcomes / Assessment | ✓ Identifies rhyming words correctly.✓ Produces rhyming words independently. |
| Areas of Concern | Phonological Awareness (Rhyming) |
| Objectives | Develop rhyming skills |
| Strategies / Activities | Rhyming games, nursery rhymes |
| Persons Involved | Kinder Teacher |
| Budget | N/A |
| Source of Budget | N/A |
| Time Frame | Week 1 |
| Expected Outcome | 80% proficiency |
| Actual Accomplishment | Learners identify rhyming words |
| Remarks | Evaluated using Observation Checklist |

*Week 2 Syllable Awareness*

**Table 21**
*Weekly Guide and Implementation Provisions for Week 2*

| Field | Content |
|---|---|
| Literacy Component | Syllable Awareness |
| Learning Objective | Count, clap, segment, and manipulate syllables in spoken words. |

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| Field | Content |
|---|---|
| Core Activities | • Clap the Name• Syllable Hopscotch• Beat the Drum• Syllable Sorting |
| Instructional Materials | Name cards, drum/ tambourine, picture cards, syllable mats |
| Expected Learning Outcomes / Assessment | ✓ Counts syllables accurately.✓ Segments familiar words into syllables. |
| Areas of Concern | Phonological Awareness (Syllabication) |
| Objectives | Strengthen syllable awareness |
| Strategies / Activities | Clapping, hopping, segmentation |
| Persons Involved | Kinder Teacher |
| Budget | N/A |
| Source of Budget | N/A |
| Time Frame | Week 2 |
| Expected Outcome | 80% proficiency |
| Actual Accomplishment | Learners segment syllables |
| Remarks | Evaluated using Performance Tasks |

*Week 3 Beginning Sound Identification*

**Table 22**
*Weekly Guide and Implementation Provisions for Week 3*

| Field | Content |
|---|---|
| Literacy Component | Beginning Sound Identification |
| Learning Objective | Identify the beginning sounds of familiar words. |
| Core Activities | • Mystery Bag• Sound Hunt• Beginning Sound Wheel• What's the First Sound? |
| Instructional Materials | Mystery bag, real objects, alphabet cards, picture cards |
| Expected Learning Outcomes / Assessment | ✓ Identifies beginning sounds correctly.✓ Matches objects and pictures with their initial sounds. |
| Areas of Concern | Phonics / Initial Sound Identification |
| Objectives | Improve beginning sound identification |
| Strategies / Activities | Sound hunt, mystery bag |
| Persons Involved | Kinder Teacher |
| Budget | N/A |
| Source of Budget | N/A |
| Time Frame | Week 3 |
| Expected Outcome | 85% proficiency |
| Actual Accomplishment | Learners identify initial sounds |
| Remarks | Evaluated using Teacher-made Test |

*Week 4 Sound Blending*

**Table 23**
*Weekly Guide and Implementation Provisions for Week 4*

| Field | Content |
|---|---|
| Literacy Component | Sound Blending |
| Learning Objective | Blend individual speech sounds to form meaningful words. |
| Core Activities | • Robot Talk• Blend and Build• Sound Train• Stretch and Blend |
| Instructional Materials | Letter cards, picture cards, phoneme strips, manipulatives |
| Expected Learning Outcomes / Assessment | ✓ Blends phonemes accurately.✓ Forms simple words from individual sounds. |
| Areas of Concern | Phonemic Awareness (Blending) |

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| Field | Content |
|---|---|
| Objectives | Develop sound blending |
| Strategies / Activities | Robot Talk, Blend and Build |
| Persons Involved | Kinder Teacher |
| Budget | N/A |
| Source of Budget | N/A |
| Time Frame | Week 4 |
| Expected Outcome | 85% proficiency |
| Actual Accomplishment | Learners blend phonemes |
| Remarks | Evaluated using Oral Assessment |

*Week 5 Letter Recognition*

**Table 24**
*Weekly Guide and Implementation Provisions for Week 5*

| Field | Content |
|---|---|
| Literacy Component | Letter Recognition |
| Learning Objective | Recognize and identify uppercase and lowercase letters. |
| Core Activities | • Alphabet Bingo• Letter Fishing• Alphabet Puzzle• Find My Letter |
| Instructional Materials | Alphabet flashcards, magnetic letters, puzzles, bingo cards |
| Expected Learning Outcomes / Assessment | ✓ Recognizes uppercase letters.✓ Recognizes lowercase letters accurately. |
| Areas of Concern | Alphabet Knowledge (Letter Recognition) |
| Objectives | Improve letter recognition |
| Strategies / Activities | Alphabet games |
| Persons Involved | Kinder Teacher |
| Budget | N/A |
| Source of Budget | N/A |
| Time Frame | Week 5 |
| Expected Outcome | 85% proficiency |
| Actual Accomplishment | Learners recognize letters |
| Remarks | Evaluated using Observation |

*Week 6 Letter-Sound Correspondence*

**Table 25**
*Weekly Guide and Implementation Provisions for Week 6*

| Field | Content |
|---|---|
| Literacy Component | Letter-Sound Correspondence |
| Learning Objective | Match letters with their corresponding sounds. |
| Core Activities | • Sound Match• Letter Detective• Alphabet Treasure Hunt• Build the Sound |
| Instructional Materials | Alphabet cards, sound cards, objects, picture charts |
| Expected Learning Outcomes / Assessment | ✓ Matches letters with their corresponding sounds.✓ Identifies letter sounds in familiar words. |
| Areas of Concern | Phonics / Letter-Sound Association |
| Objectives | Strengthen letter-sound correspondence |
| Strategies / Activities | Explicit phonics instruction |
| Persons Involved | Kinder Teacher |
| Budget | N/A |
| Source of Budget | N/A |

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| Field | Content |
|---|---|
| Time Frame | Week 6 |
| Expected Outcome | 85% proficiency |
| Actual Accomplishment | Learners match letters and sounds |
| Remarks | Evaluated using Checklist |

*Week 7 Vocabulary Development*

**Table 26**
*Weekly Guide and Implementation Provisions for Week 7*

| Field | Content |
|---|---|
| Literacy Component | Vocabulary Development |
| Learning Objective | Expand receptive and expressive vocabulary through meaningful oral language experiences. |
| Core Activities | • Picture Talk• Story Circle• Name That Object• Word of the Day |
| Instructional Materials | Storybooks, picture cards, real objects, vocabulary charts |
| Expected Learning Outcomes / Assessment | ✓ Uses newly learned words appropriately in oral communication.✓ Answers oral comprehension questions correctly. |
| Areas of Concern | Oral Language & Vocabulary |
| Objectives | Expand vocabulary |
| Strategies / Activities | Storytelling, Picture Talk |
| Persons Involved | Kinder Teacher |
| Budget | N/A |
| Source of Budget | N/A |
| Time Frame | Week 7 |
| Expected Outcome | 80% proficiency |
| Actual Accomplishment | Learners use new vocabulary |
| Remarks | Evaluated using Vocabulary Checklist |

*Week 8 Print Awareness*

**Table 27**
*Weekly Guide and Implementation Provisions for Week 8*

| Field | Content |
|---|---|
| Literacy Component | Print Awareness |
| Learning Objective | Demonstrate understanding of the concepts of print. |
| Core Activities | • Book Walk• Point and Read• Environmental Print Hunt• Print Detective |
| Instructional Materials | Big books, classroom labels, environmental print materials, charts |
| Expected Learning Outcomes / Assessment | ✓ Demonstrates correct book handling.✓ Identifies the title, author, and directionality of print.✓ Recognizes that print conveys meaning. |
| Areas of Concern | Early Literacy & Print Awareness |
| Objectives | Enhance print awareness |
| Strategies / Activities | Book Walk, Shared Reading |
| Persons Involved | Kinder Teacher, School Head |
| Budget | N/A |
| Source of Budget | N/A |
| Time Frame | Week 8 |
| Expected Outcome | 80% proficiency |
| Actual Accomplishment | Learners demonstrate concepts of print |
| Remarks | Evaluated using Reading Readiness Checklist |

## Conclusion

Based on the findings of the study, it is concluded that the kindergarten learners of McArthur Elementary School, Puertobello Elementary School, and Tudela Central School possess well-developed foundational literacy skills, as evidenced by their advanced level of phonological awareness and high level of early reading readiness. These findings indicate that the learners have acquired the essential competencies needed to support their transition to formal reading instruction and reflect the effectiveness of early literacy experiences provided in the school environment.

Despite the learners' strong performance in both variables, the study found no significant relationship between phonological awareness and early reading readiness. This indicates that, within the context of the study, phonological awareness alone was not significantly associated with learners' readiness for reading. The findings affirm that early reading readiness is a multidimensional construct influenced by the interaction of various factors beyond phonological awareness, such as alphabet knowledge, vocabulary development, print awareness, oral language experiences, instructional practices, home literacy environment, learner engagement, and other contextual influences. Consequently, assessing or developing only phonological awareness may not provide a complete picture of a child's preparedness for formal reading instruction.

The findings have important implications for professional practice. Kindergarten teachers should continue implementing evidence-based phonological awareness activities while simultaneously strengthening other foundational literacy domains through comprehensive and developmentally appropriate instruction. Classroom practices should incorporate rich oral language experiences, explicit alphabet and phonics instruction, vocabulary enrichment, print-rich learning environments, and continuous assessment to address the diverse literacy needs of young learners. Such an integrated approach can better support children's overall readiness for reading and reduce the risk of future reading difficulties.

The results likewise have implications for program development and policy implementation. Schools and education leaders should design and strengthen early literacy programs that adopt a holistic approach to reading readiness by integrating phonological awareness with other essential emergent literacy skills. School-based interventions should include comprehensive literacy screening, differentiated instruction, targeted support for learners with varying readiness levels, and sustained family engagement to reinforce literacy learning beyond the classroom. At the policy level, the findings support the continued implementation of developmentally appropriate, evidence-based Kindergarten literacy programs that recognize reading readiness as a multifaceted developmental outcome rather than one that depends solely on phonological awareness. Such initiatives can contribute to more effective literacy instruction and improved reading outcomes among young learners.

Overall, the study concludes that developing early reading readiness requires a comprehensive approach that addresses multiple dimensions of emergent literacy. While phonological awareness remains an essential foundation for reading development, it should be complemented by other instructional and environmental factors that collectively support children's literacy growth and long-term academic success.

## Recommendation

Camotes District Reading Enrichment Program (CD-REP) is recommended that the proposed Camotes District Reading Enrichment Program (CD-REP) be adopted and implemented across the public elementary schools in Camotes District as the primary output of this study. The program should serve as a comprehensive framework for strengthening emergent literacy by integrating phonological awareness, alphabet knowledge, vocabulary development, print awareness, and other evidence-based literacy practices. Regular monitoring and evaluation should be conducted to determine its effectiveness in improving learners' early reading readiness and to provide a basis for continuous program enhancement.

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