RELEVANT DEPED PROGRAMS THAT SUPPORT THE DEVELOPMENT OF CHILDREN’S READING COMPREHENSION SKILLS

by:
Susan T. San Pedro
Teacher III, San Ramon Elementary School

Honing children’s levels of comprehension is most concrete and evident starting from the second and third grade levels onwards, as teachers are cognizant that the earlier these levels of reading comprehension are established, children are more likely to benefit from early reading foundation. Likewise, another valuable reason or factor that can be considered behind the improvement in the reading readiness of the majority of grade three learners is the academic support system provided by the Department of Education through its potential and beneficial educational programs that are in conjunction with the objective of developing and improving children’s early reading foundation. These programs include the implementation of Early Language, Literacy and Numeracy Program (ELLN), School Learning Action Cell (SLAC), Developmentally-Appropriate Program (DAP), Mother Tongue-Based Multilingual Education Program, contextualization and localization processes integrated in early reading instruction. These DepED programs and initiatives work on enhancing teachers’ knowledge, competence and expertise in teaching reading or as facilitators of reading instruction. From these programs, teachers are able to gain additional inputs and knowledge in line with innovative reading strategies, alternative methods of teaching reading, learners’ materials and innovations and utilization of educational technology integrated in reading instruction.

Programs like ELLN, SLAC and DAP provide teachers with ample trainings on innovative teaching practices in reading as well as the use of developmentally-appropriate reading interventions. Meanwhile, DepED initiatives like the mother tongue-
based multilingual education program, contextualization and localization processes are intended to support reading instruction and programs for children by way of making instructional contents in reading adapted or aligned with the aspects of the locality or community where the learners belong. These aspects include language, demographics, culture, values and real-life scenarios. For instance, the use of mother tongue as a medium of reading instruction helps to make reading instruction more comprehension due to children’s high familiarity with home language. Likewise, localization and contextualization help to improve learners’ comprehension by strengthening the connection of children’s prior knowledge linked with the newly acquired reading instruction. Mother tongue-based, localized and contextualized reading instruction also help to make reading instruction value-laden for children by fostering among them the recognition, respect and appreciation towards the cultural heritage of the community where they belong.

References: