

READING READINESS OF ELEMENTARY PUPILS ON A POST-PANDEMIC SETTING

by:
Charmine Joy T. Naval
Teacher Applicant

The onset of pandemic has caused major shift in the parlance of education causing distress among learners especially primary grade pupils where foundation of learning skills are develop including reading, writing and arithmetic. Furthermore, the pandemic has affected many kids; caused increased disruptions, and learning obstacles, but experts believe it will have the largest impact on the youngest students, in particular those learning to read for the first time.

Reading as well know is one of the basic skills that a child must learn and master. Reading is a foundation of learning which enable the child to acquire word recognition, sound discrimination to comprehension. Reading serves as a form of entry point for the development of academic skills in all areas. It is a universal key that unlocks all the doors. However, the pandemic had greatly affected young learners in developing such skill. Parents also found distress as learning facilitators due to factors that are limiting to the progress of learners at home.

At present, with which community restrictions were lifted and schools are implementing limited face-to-face classes, young learners have exhibited delayed skills on reading, writing and numbers. As pupils return to school, assessing the impact of the epidemic on children who may not have strengthened their reading abilities as expected is critical, according to several experts. Due to the reason that early literacy, or the acquisition of the skills necessary to move from learning to read to reading to learn, is critical to later academic achievement. Many children, according to studies, have lost ground on such key skills.

The readiness of our elementary pupils from primary grades to intermediate level is a challenge among our teachers and to our returning pupils as well. The eagerness of the pupils depends on the strength of their learning foundation. Pupils who haven't mastered reading by the third or fourth grade, when word difficulties abound and reading comprehension is crucial, may be guaranteed to fail. Moreover, if a child is unable to read properly by the third grade or thereabouts, he or she is unlikely to be able to absorb content in future classes.

Given the gaps on reading readiness, teachers and the department of education find ways to address problems. Some include the use of individualized learning plans, another important factor, according to experts, is the significance of individualized learning strategies for all children. Some children may have made more reading progress at home than they would have at school during the pandemic, while others had significantly more challenges. It's more important than ever that the plan is personalized to the youngster. In addition, instead of taking a one-size-fits-all strategy, teachers should aim to meet the children where they are. According to research, making children fill out a reading log may cause some children to view reading as a chore rather than a joy. Other youngsters require similar structure and rewards in order to remain interested.

Accommodation of challenged learners might seem additional burden to our teachers, however, it is a responsibility to take as call of the noble profession. Whereas the full impact of COVID-19 on learning will not be known for months or even years, the department of education discovers and plan suitable strategies to teach and assess young pupils' reading skills after the initial shock of the pandemic. Even with the ongoing uncertainty and disruption, these children were able to make advances in the fall that were comparable to pre-pandemic levels.

References:

<https://edsource.org/2021/what-impact-will-the-pandemic-have-on-early-literacy/659758>

depedbataan.com
The Official Website of DepED Division of Bataan