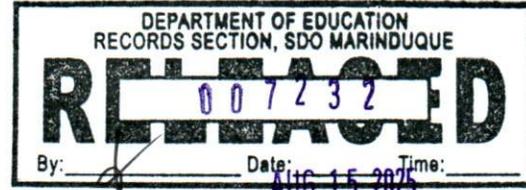Republic of the Philippines

Department of Education

MIMAROPA REGION
SCHOOLS DIVISION OF MARINDUQUE

Office of the Schools Division Superintendent

August 14, 2025

DIVISION MEMORANDUM
No. 081 s. 2025

DISSEMINATION OF DEPED MEMORANDUM NO. 064, S. 2025 TITLED IMPLEMENTING GUIDELINES FOR THE ACADEMIC RECOVERY AND ACCESSIBLE LEARNING PROGRAM IN READING FOR KEY STAGES 1 TO 3 AND OTHER INFORMATION

TO: Chief Education Supervisor, CID/ OIC-CES, SGOD
       Public Schools District Supervisors
       Public Elementary and Secondary School Heads
       All Others Concerned

1.   In preparation for the full implementation of the Academic Recovery and Accessible Learning (ARAL) Program this School Year 2025-2026, this Office, through the Curriculum Implementation Division, disseminates to all public elementary and secondary schools DepEd Memorandum No. 064, s 2025 titled Implementing Guidelines for the Academic Recovery and Accessible Learning Program in Reading for Key Stages 1 to 3. Copy of the guidelines is attached for reference.

2.   Corollary to this DepEd Memorandum, schools are instructed to accomplish the ARAL Program Data Collection Form through the link: **bit.ly/DATA-NEEDED-ARAL-PROGRAM** on or before August 15, 2025.

3.   Prior to ARAL Reading implementation in schools, school heads and identified ARAL tutors are required to attend the Division Orientation for School Heads and ARAL Tutors tentatively scheduled on September 5-6, 9-10, 11-12, 2025, respectively. Details shall be disseminated through a separate memorandum.

4.   Further, it is expected that School Heads have prepared their School Action Plan on ARAL Program, ARAL School Readiness and Responsiveness Audit (ASRRA) Tool, and have conducted the preliminary activities prior to ARAL implementation.

5.   For immediate and wide dissemination.

LYNN G. MENDOZA, EdD
OIC, Schools Division Superintendent

Encl.: As stated
Reference: DepEd Memorandum No. 064, s. 2025
To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION	LEARNERS	PROGRAMS	PROJECTS
READING	EDUCATION	SCHOOLS	

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AUG 0 1 2025

DepEd MEMORANDUM
No. 064 , s. 2025

IMPLEMENTING GUIDELINES FOR THE ACADEMIC RECOVERY AND ACCESSIBLE LEARNING PROGRAM IN READING FOR KEY STAGES 1 TO 3

To: Undersecretaries
        Assistant Secretaries
        Minister, Basic, Higher, and Technical Education, BARMM
        Bureau and Service Directors
        Regional Directors
        Schools Division Superintendents
        Public and Private Elementary and Secondary School Heads
        Attached Agencies
        All Others Concerned

1.   The **Academic Recovery and Accessible Learning Program in Reading (ARAL-Reading)** aims to provide timely, responsive, and effective support to learners who fall below the expected reading proficiency levels, enabling them to catch up with the grade-level expectations set by the Department of Education (DepEd). This Memorandum operationalizes the implementation of the ARAL-Reading for key stages 1 to 3, in accordance with Republic Act (RA) No. 12028 (An Act Establishing an ARAL Program and Appropriating Funds Therefor), its Implementing Rules and Regulations, and DepEd Order (DO) No. 018, s. 2025 (Implementing Guidelines of the ARAL Program).

2.   ARAL-Reading shall begin in the second quarter of school year (SY) 2025–2026. Schools that require more time to organize personnel and resources are directed to coordinate with the schools division office regarding the appropriate steps to take.

3.   Specific guidelines for the implementation of ARAL-Reading per key stage are contained in the following enclosures of this Memorandum:

   Enclosure No. 1: General Guidelines on the Implementation of the ARAL-Reading Program,

   Enclosure No. 2: Implementing Guidelines for ARAL-Reading in Key Stage 1, and

   Enclosure No. 3: Implementing Guidelines for ARAL-Reading in Key Stages 2 and 3.

4.   For further inquiries, please contact the **Academic Recovery and Accessible Learning Program Secretariat**, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at aralprogram@deped.gov.ph.

5.   Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:

ATTY. FATIMA LIPP D. PANONTONGAN
Undersecretary and Chief of Staff
Office of the Secretary and Procurement

Encls.:
    As stated

Reference:
    DepEd Order (No. 018, s. 2025)

To be indicated in the Perpetual Index
    under the following subjects:

    BASIC EDUCATION
    BUREAUS AND OFFICES
    LEARNERS
    PROGRAMS
    PROJECTS
    READING EDUCATION
    SCHOOLS

MSCM, DM Implementing Guidelines for the ARAL Program in Reading ...
0281 – August 1, 2025

(Enclosure No. 1 to DepEd Memorandum No. 064, s. 2025)

IMPLEMENTING GUIDELINES FOR THE ACADEMIC RECOVERY AND ACCESSIBLE LEARNING PROGRAM IN READING FOR KEY STAGES 1 TO 3

(GENERAL GUIDELINES ON THE IMPLEMENTATION OF THE ARAL-READING PROGRAM)

1. These guidelines provide guidance on the implementation of ARAL-Reading for Key Stages 1 to 3.

2. Lessons learned from the implementation of the Bawat Bata Makababasa Program (BBMP) and the Literacy Remediation Program (LRP) [DO 10, s. 2025, 2025 Department of Education Summer Programs] shall be incorporated into ARAL-Reading.

3. ARAL-Reading addresses the urgent need to improve reading proficiency among Grades 1 to 10 learners by applying structured, learner-centered, and targeted instruction that is appropriate to a learner's reading ability rather than their age or grade level.

I.   IMPLEMENTATION TIMELINE

4. ARAL-Reading (Program) shall be implemented in phases beginning School Year (SY) 2025-2026.

   4.1.   For Grade 1, the Program shall start in the third quarter of SY 2025-2026, while for Grades 2 and 3, it shall start in the second quarter of SY 2025-2026.

   4.2.   For Grades 4 to 10, the Program shall start in the second quarter of SY 2025-2026 or as soon as the school has met the readiness indicators for the Program, whichever is earlier.

5. Guidelines for the participation of learners under the Alternative Learning System (ALS) in ARAL-Reading shall be released in a separate issuance.

II.   ALIGNMENT WITH OTHER PROGRAMS

5. ARAL-Reading may be effectively complemented by existing literacy intervention initiatives through shared use of assessment tools and teaching-learning materials, as well as coordinated implementation strategies.

6. Upon the approval of the Schools Division Office (SDO), schools may continue to implement existing intervention programs provided these programs demonstrate effectiveness and support the objectives of ARAL-Reading.

III. PROGRAM IMPLEMENTATION

7. For SY 2025–2026, ARAL-Reading shall prioritize Low and High Emerging learners in Key Stage 1 and learners in the Frustration level in Key Stages 2 and 3. However, schools with the needed personnel and other resources are encouraged to extend the program to Developing and Transitioning learners in Key Stage 1 and Instructional learners in Key Stages 2 and 3.

8. The ARAL Program Framework is shown in Figure 1:

Figure 1: ARAL Program Framework (DO 18, s. 2025)
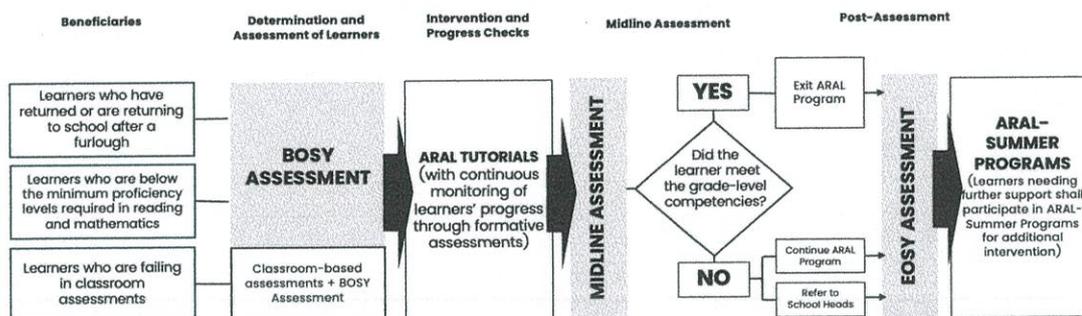
9. The following activities shall be conducted in preparation for ARAL-Reading: Beginning of School Year (BOSY) assessments, ARAL School Readiness and Responsiveness Audit (ASRRA), profiling and grouping learners, recruiting, assigning, and training tutors, preparing teacher and class programs, orienting field implementers, tutors, parents, and learners, and vision and health-related screening.

10. Technical Working Groups (TWGs) shall be established at the regional and division levels to coordinate the implementation of ARAL-Reading in close coordination with the National TWG and Secretariat.

BOSY Assessment

11. BOSY assessments shall be administered to all learners within two (2) weeks up to one (1) month from the beginning of the school year.

12. The Comprehensive Rapid Literacy Assessment (CRLA) shall be administered in Grades 1 to 3, while the Philippine Informal Reading Inventory (Phil-IRI) shall be administered in Grades 4 to 10. The results, along with other available data on learners' reading levels, shall be used to identify those who will be included in ARAL-Reading.

13. Assessment may be done in phases, beginning with learners who demonstrate reading difficulties, to allow remediation measures to start right away.

14. Teachers shall administer the Multi-Factored Assessment Tool (MFAT) at the beginning of the school year to determine developmental conditions among learners, if any [DO 029, s. 2018, Policy on the Implementation of the Multi-Factored Assessment Tool]. Learners who manifest developmental or learning

challenges shall be referred to the school heads for necessary interventions (see Annex A, page 7 of this Enclosure).

Recruitment and Assignment of ARAL-Reading Tutors and Capacity-Building for Tutors and Field Implementers

15. The following may be engaged as ARAL-Reading tutors, as long as they meet the minimum qualifications stipulated in DO 18, s. 2025, Item 50:

    15.1. DepEd teachers, provided that they will not be the tutors of their learners;

    15.2. Pre-service teachers; and

    15.3. Other individuals who are qualified, experienced, competent, and of good character. Those with prior training in reading remediation or foundational literacy strategies are preferred.

16. ARAL-Reading tutors and field implementers shall be provided suitable training through the National Educators Academy of the Philippines (NEAP) [DO 18, s. 2025, Items 52, 53, and 54]. Please refer to the "Guidelines on the Budget Allocation and Fund Utilization for the Academic Recovery and Accessible Learning (ARAL) Program for SY 2025-2026" for further guidance on budget allocation and fund utilization for training activities.

17. The following shall also participate in the capacity-building activities: school heads, master teachers with expertise in literacy remediation, supervisors, and technical staff who will provide technical assistance to tutors.

Health Assessment of Learners

18. Schools shall ensure that vision screening and other health-related assessments are undertaken [DM No. 50, s. 2025, Learners' Health Assessment and Screening for School Year 2025-2026].

19. DepEd shall establish partnerships that can facilitate vision screening, referrals, and corrective interventions.

20. Eyeglasses shall be provided to learners requiring corrective intervention upon the recommendation of optometrists and ophthalmologists.

ARAL School Readiness and Responsiveness Audit (ASRRA)

21. All schools are required to conduct an ARAL School Readiness and Responsiveness Audit (ASRRA) to ensure that they are fully prepared to implement ARAL-Reading [DM 56, s. 2025, Supplemental Guidelines on the Implementation of the ARAL School Readiness and Responsiveness Audit (ASSRA)].

22. The ASRRA covers five (5) key domains: (1) Learner Readiness; (2) Teacher Readiness; (3) School Environment Readiness; (4) Parent and Community Engagement Readiness; and (5) System Support and Governance Readiness. Conducting the ASRRA is essential to guarantee that schools are adequately supported in the implementation of ARAL-Reading.

23. Based on findings from the ASRRA, SDOs shall provide technical assistance to schools in the preparation for and continued implementation of ARAL-Reading.

IV. PROGRAM SUPPORT

24. Specific guidelines for ARAL-Reading per Key Stage are contained in the following enclosures:

    24.1. Enclosure 2: Implementing Guidelines for ARAL-Reading in Key Stage 1; and

    24.2. Enclosure 3: Implementing Guidelines for ARAL-Reading in Key Stages 2 and 3

Teaching and Learning Resources

25. Tutors and learners shall be provided with relevant materials. These materials shall be disseminated to schools and tutors prior to the start of the program. Please refer to the "Guidelines on the Budget Allocation and Fund Utilization for the Academic Recovery and Accessible Learning (ARAL) Program for SY 2025-2026" for guidance on budget allocation and fund utilization for teaching and learning resources.

26. Tutors may also utilize other materials that can support the development of learners' oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension, such as the following:

    26.1. Existing resources from the DepEd Learning Management System;

    26.2. Reading modules from the Early Language, Literacy, and Numeracy (ELLN) Program;

    26.3. Literacy Remediation Program (LRP) materials designed for Key Stage 1 learners;

    26.4. Instructional resources from the Revised K to 10 English Curriculum.

27. Schools are encouraged to set up dedicated reading areas in the classrooms to foster love for reading and promote independent and self-paced learning among the learners.

Conduct of Professional Development Activities

28. Schools shall take advantage of the Learning Action Cell (LAC) sessions to provide a platform for those involved in ARAL-Reading to reflect on the Program's implementation, share strategies and experiences, discuss challenges, and agree on necessary instructional adjustments.

29. Non-DepEd tutors are encouraged to participate in the LAC sessions and other professional development activities to ensure the effectiveness of teaching and learning processes.

Orientation of Parents, Guardians, and Learners

30. Prior to the start of ARAL-Reading, school heads shall organize orientation sessions for the learners' parents and guardians, as well as the learners themselves.

31. The orientation shall emphasize the goals of ARAL-Reading and the role of parents or guardians in supporting the learners.

32. The documentation of the orientation session for parents shall be submitted to the SDO by the School Head.

33. Schools shall provide continuous guidance to parents and guardians to help them support the learners and monitor their progress at home.

Partnership and Stakeholder Engagement

34. DepEd shall collaborate with Local Government Units (LGUs), the Department of Social Welfare and Development (DSWD), and other agencies to support the implementation of ARAL-Reading, particularly, in terms of engaging parents.

V.   ROLES AND RESPONSIBILITIES

35. School Heads will lead the implementation of ARAL-Reading in close coordination with the Central Office ARAL TWG and Secretariat, as well as Regional and Division TWGs.

VI.   MONITORING AND EVALUATION

36. The attendance of tutors and learners in the tutorial sessions shall be recorded daily at the school level.

37. Tutors and teachers shall jointly monitor the academic performance and socio-emotional needs of learners throughout their participation in ARAL-Reading.

38. A Monitoring and Evaluation System for ARAL-Reading shall be established. Guidelines will be released through a separate issuance.

39. An ARAL-Reading Dashboard shall be developed to help track learners' attendance and progress, as well as the outcomes of the Program. Guidelines shall be provided in a separate issuance.

40. Reflection sessions among tutors, classroom teachers, and reading coordinators shall be organized periodically to discuss successes and challenges encountered in the implementation of ARAL-Reading and recommend ways by which the Program can be strengthened.

41. After the EOSY assessment, School Heads are expected to submit the following reports to the SDO, for regional consolidation and national reporting within thirty (30) calendar days:

    41.1. Accomplishment report;

    41.2. Consolidated learner assessment data; and

    41.3. Insights and reflections from the LAC sessions.

ANNEX A

PROCESS FLOW FOR LEARNERS WHO MANIFEST DEVELOPMENTAL OR LEARNING CHALLENGES

PROCESS FLOW FOR LEARNERS WHO MANIFEST DEVELOPMENTAL OR LEARNING CHALLENGES
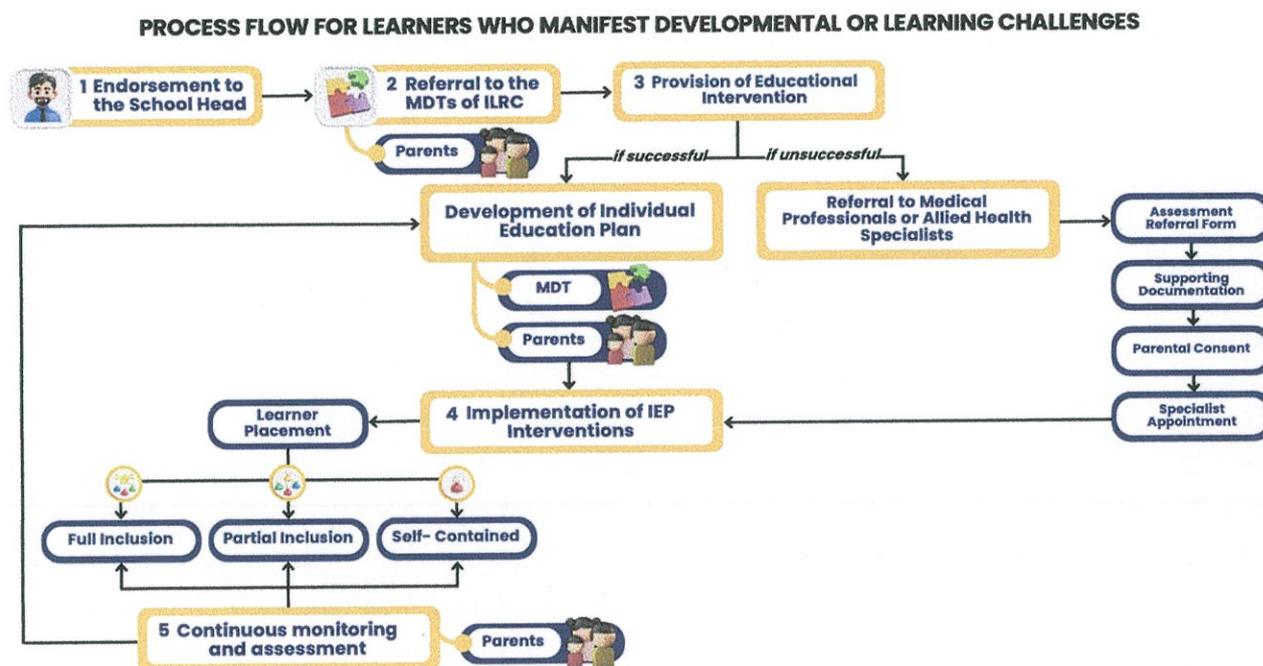
1. **Endorsement to the School Head of learner(s) who manifest developmental or learning challenges**

    a. Based on assessment results or observed behavior and in collaboration with the learner's subject teacher and class adviser, ARAL Tutors shall identify learners who exhibit signs of developmental or learning challenges.

    b. A consolidated list of these learners must be submitted to the School Head for appropriate action.

2. **Referral to the Multidisciplinary Team (MDT) of the Inclusive Learning Resource Center (ILRC)**

    a. A learner who exhibits signs of developmental or learning challenges is referred to the Multidisciplinary Team (MDT) of the Inclusive Learning Resource Center (ILRC).

    b. The MDT, composed of professionals from various fields such as education, health, and allied health services, conducts an in-depth assessment of the learner's needs in close coordination with the child's parents or guardians. The MDT then designs appropriate interventions.

    c. Alternative support may be sought from local health units or partner institutions in situations where an ILRC is unavailable.

3. Provision of educational interventions

    a. The Special Needs Education (SNED) teacher immediately implements targeted support for the learner(s) concerned based on the intervention designed by the MDT.

    b. The MDT monitors a learner's response to the interventions through class observations, analysis of work outputs, and anecdotal evidence.

    c. A learner's progress is tracked through regular progress reports and conferences with the learner's teachers and parents or guardians.

        i. An Individual Education Plan (IEP) is prepared for a learner who responds positively to the interventions. The IEP should guide modifications in teaching strategies, use of assistive tools, or the provision of additional support services.

A learner who does not respond positively to the interventions is recommended for specialized assessment. The following must be noted in these cases: Assessment Referral Form, comprehensive documentation, parental consent, and appointment with a specialist.

(IMPLEMENTING GUIDELINES FOR ARAL-READING IN KEY STAGE 1)

1. ARAL-Reading for Key Stage 1 shall apply to Grades 1 to 3 learners.

I. PROGRAM OBJECTIVES

2. ARAL-Reading for Key Stage 1 is centered on a structured, focused, and learner-centered reading remediation program designed to support learners. The program involves:

   2.1. Capacity-building activities for teachers, tutors, school heads, and instructional supervisors;

   2.2. Provision of appropriate teaching and learning materials for ARAL-Reading tutors and learners;

   2.3. Engagement of the learner's parents or guardians and the larger community;

   2.4. Close monitoring and evaluation processes; and

   2.5. Periodic reporting of school-level data to develop foundational reading skills and catch up with grade-level expectations.

II. DETERMINATION AND ASSESSMENT OF LEARNERS

Assessment Tools

3. The Comprehensive Rapid Literacy Assessment (CRLA) will be used to identify learners' reading proficiency levels.

   3.1. The language(s) of the CRLA to be used should be consistent with the provisions stipulated in DO 20, s. 2025 [Policy on the Medium of Instruction for Kindergarten to Grade 3 Effective School Year 2025-2026].

   All CRLA materials can be accessed through https://bit.ly/CRLA_AdministrationMaterials.

   3.2. The CRLA shall be administered at the beginning of the school year (BOSY), in the middle of the school year (MOSY), and at the end of the school year (EOSY).

   3.3. The participation of Grades 2 and 3 learners in the ARAL-Reading Program shall be based on the BOSY results. The participation of Grade 1 learners in the ARAL-Reading Program shall be based on the MOSY results.

4. Learners identified as Low and High Emerging shall be asked to participate in ARAL-Reading, while Developing and Transitioning learners shall remain in the regular classes.

5. Table 1 below shows the description of each reading profile based on the CRLA tool.

Table 1. CRLA Profiles (Key Stage 1)

Reading Profile	Description
Emerging	Learners show limited phonological awareness and may only know a few letters, attempting to read by sounds or syllables without recognizing whole words. They need targeted instruction to build foundational skills and improve reading comprehension.
Developing	Learners have phonological awareness and can decode some words and phrases but require teacher guidance to enhance automaticity, fluency, and comprehension of simple texts.
Transitioning	Learners have more advanced reading skills from previous levels but need additional practice to improve accuracy and automaticity in reading.
Reading at Grade Level	Learners demonstrate strong letter knowledge, phonological awareness, and decoding skills. They can read various texts in L1 and L2 and are starting to read in L3.

Grouping of Learners

6. Based on the BOSY and MOSY results, learners shall be grouped by their grade and proficiency levels. Table 2 shall be the basis for the grouping of learners.

Table 2: Basis of Learner Grouping

Grade Level	Basis for Grouping	Language of Instruction
Grade 1	Results of CRLA in Mother Tongue (MT) or Filipino	Tutorial sessions will be in MT pursuant to DO 20 s. 2025 for monolingual classes or Filipino for non-monolingual classes
Grade 2	Results of CRLA in Filipino	Tutorial sessions will be in Filipino; Medium of instruction will shift to English as soon as learners demonstrate readiness for English
Grade 3	Results of CRLA English	Tutorial sessions will be in English

7. The recommended class size for ARAL-Reading is a maximum of 15 learners per class.

8. The grouping of learners shall be finalized by the School Head and submitted to the SDO for recording and monitoring purposes.

III. ARAL-READING IMPLEMENTATION FOR KEY STAGE 1

9. Figure 1 shows the journey of Grade 1 learners in ARAL-Reading, while Figure 2 illustrates the journey of Grades 2 to 3 learners.

Figure 1. Journey of Grade 1 Learners in ARAL-Reading
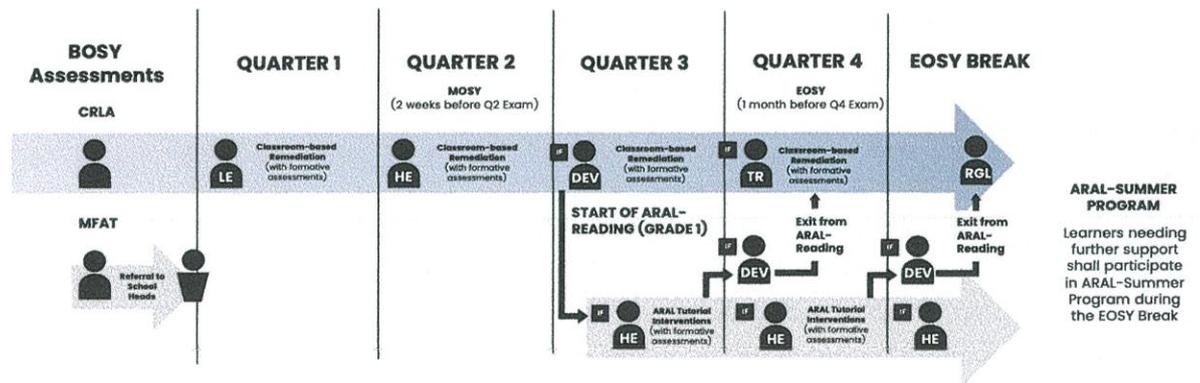
LEGEND:
LE – Low Emerging; **HE** – High Emerging; **DEV** – Developing; **TR** – Transitioning; **RGL** – Reading at Grade Level

Figure 2. Journey of Grade 2-3 Learners in ARAL-Reading
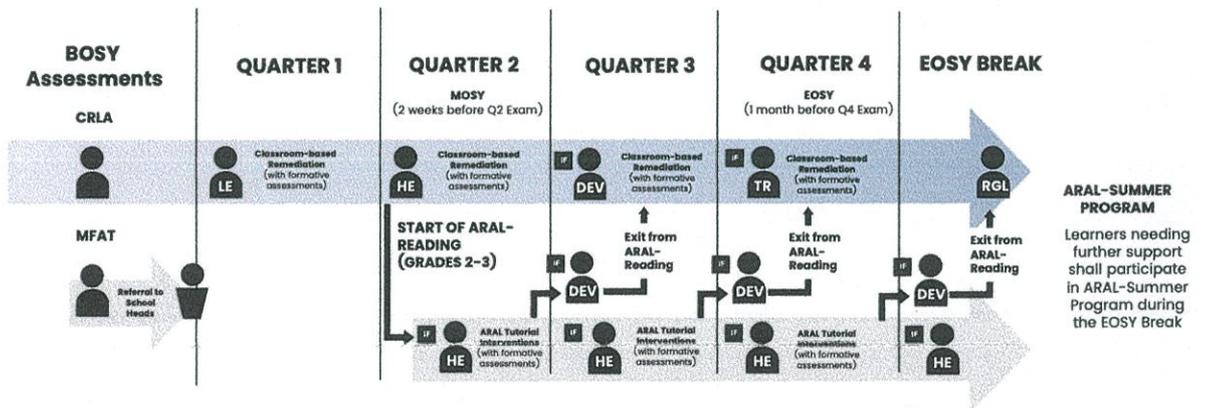
LEGEND:
LE – Low Emerging; **HE** – High Emerging; **DEV** – Developing; **TR** – Transitioning; **RGL** – Reading at Grade Level

Curriculum, Teaching Materials, and Learning Resources

10. The ARAL-Reading curriculum for Key Stage 1 is designed to strengthen learners' foundational reading skills. Specific information may be found in Enclosure 2, Annex A, page 15.

11. Tutors and learners shall be provided with a set of teaching and learning resources, such as those indicated in Table 4.

Table 4: Teacher and Learner Resources for ARAL-Reading Key Stage 1

	ARAL-Reading Materials for Key Stage 1
Learners	- Decodables Books - Leveled readers - Flashcards - Letter tiles - Activity Sheets/Workbook
Tutors	- Alphabet cards - Word - picture cards - Teacher's Guide
Note: Additional suggested materials are found in Enclosure 2, Annex D.	

12. Tutors may utilize existing quality-assured materials developed by the Region or Division.

13. School heads shall ensure the availability of suitable spaces for the ARAL-Reading sessions.

14. Procurement of additional materials or supplies not provided by the DepEd Central Office shall be done through available Maintenance and Other Operating Expenses (MOOE) funds, subject to existing budgeting and procurement rules.

Delivery Modes and Duration of Tutorial Sessions

15. ARAL-Reading sessions shall be conducted using any of the following delivery modes:

    15.1. Face-to-face sessions;

    15.2. Online sessions; or

    15.3. Blended learning sessions.

16. When classes are suspended, schools shall automatically shift to Alternative Delivery Modes for Education in Emergencies (EiE-ADM) to ensure learning continuity as provided for by DO 22, s. 2024 [Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies].

17. Tutorial sessions may be conducted in any or a combination of the following schemes:

17.1. Pull-out - learners will be pulled out from their regular classes during class hours to attend ARAL-Reading sessions.

17.2. Off-school hours - learners attend the ARAL-Reading sessions before or after class hours, during weekends, or at any other time within the school calendar.

17.3. Other strategies proposed by the schools, subject to the approval of the Schools Division Superintendents (SDS).

18. ARAL-Reading sessions shall not exceed one (1) hour during weekdays and preferably be conducted daily.

19. Schools implementing multiple class shifts and special curricular programs may conduct ARAL-Reading on weekends, with each session not exceeding two (2) hours.

Recommended Structure of the Tutorial Sessions

20. Table 5 provides the recommended structure for a typical ARAL-Reading session.

Table 5: Recommended Structure of the Tutorial Sessions

I. Motivation Activity	Preparation for the lesson through a short game, video, storytelling, or a question
II. Review	Revisit the previous lesson through a quick drill using flashcards, oral activity, or short games.
III. Discussion	Development of a new skill or concept using clear examples and interactive activities.
IV. Practice	Application of a new skill through guided exercises, group work, or individual activities.
V. Assessment of Learning	Check-up on comprehension and mastery through a short quiz, engaging activity, or recitation.
VI. Closing Activity	Summary of key takeaways to check if objectives are met and reinforce learning. This serves as an opportunity for learners to reflect on what they learned.

VII. Homework	Assignment of tasks to reinforce learning at home.

Monitoring of Learners' Progress and Pathways

21. ARAL-Reading tutors shall work closely with the learners' classroom teachers to help learners catch up with grade-level competencies.

22. Formative tests and activities shall be conducted regularly to determine whether learners are progressing in the acquisition of necessary competencies. The MOSY CRLA shall be administered two (2) weeks before the second quarter examination, and the results shall be recorded and uploaded to the CRLA dashboard.

23. Low and High Emerging Grade 2 and 3 learners based on the MOSY CRLA shall continue with ARAL-Reading, while the Developing and Transitioning learners shall exit the Program. Classroom-based remediation shall be provided to Developing and Transitioning learners in Grades 2 and 3 until they are grade-level ready.

24. Learners who do not show improvement through ARAL-Reading will be referred to the school heads for extended intervention or specialized support [DO 18, s. 2025, Item 46]. See Annex A, page 9 of this Enclosure for the process flow.

25. Decisions on the pathways of learners shall be collaboratively made by the tutors, classroom teachers, parents or guardians, and other education professionals to ensure that they receive appropriate support.

End-of-School-Year (EOSY) Assessment

26. The EOSY CRLA shall be administered one (1) month before the fourth quarter examination to determine learners' progress. Learners needing further support shall be recommended to participate in the ARAL-Summer Programs.

ANNEX A

ARAL-READING KEY STAGE 1 CURRICULUM

ARAL-Reading for Key Stage 1 supports Low and High Emerging learners through a phonics-based curriculum that builds reading skills in a structured manner. This involves explicit, multi-sensory instruction in phonological awareness, phonics, and word structure. As learners demonstrate improvement, instruction shifts to building fluency and comprehension. The program also includes provisions for the learners' socio-emotional development.

Lesson Sequence

Week	1	2	3	4	5	6	7	8
English	SEL and pre-reading activities	Week 1 skills m,a,t	Week 2 letters e, s, i, l	Week 1-3 letters p, f, h, n	Week 1-4 letters o, b, r	Week 1-5 letters u, d, g, c	Week 1-6 letters w, k, j, x	Week 1-7 letters v, y, z, q q, v, x, z
Filipino	SEL and pre-reading activities	Week 1 skills m, s, a	Week 2 letters i, o, b	Week 1-3 letters e, u	Week 1-4 letters p, r, d, h, w	Week 1-5 letters t, n, k, l, w, y	Week 1-6 letters g, ñ, ng	Week 1-7 letters c, f, j, ñ, q, v, x, z

The lesson sequence for remedial sessions progresses from simple to complex, designed to reduce cognitive load for learners. The DepEd Grade 1 Primers provide guidance for the ARAL-Reading sessions where the Mother Tongue is used as the language of instruction pursuant to DO 20, s. 2025.

ANNEX B

Reading Sub-Skills for ARAL-Reading Basic

Literacy Components	Grade 1	Grades 2-3
Oral Language	Using polite greetings and leave-taking expressions	Expressing ideas in clear, complete sentences
	Describing personal experiences using complete and connected sentences	Explaining opinions and preferences with supporting reasons
	Responding to simple questions with relevant answers	Using transitional words to retell events or recount experiences
	Participating in shared reading and group discussions	Engaging in collaborative conversations by asking follow-up questions
Phonological Awareness	Recognizing rhyming words in songs and poems	Blending and segmenting phonemes in longer, unfamiliar words
	Clapping or tapping syllables given spoken words	Recognizing and manipulating sounds in multisyllabic words
	Identifying the first sound (onset) in familiar words	Identifying common sound patterns such as consonant blends and digraphs
	Blending onset and rime to form single-syllable words (e.g., /c/ + 'at' = cat)	
Phonics	Identifying uppercase and lowercase letters of the alphabet	Decoding unfamiliar multisyllabic words with regular patterns
	Producing the corresponding sounds for consonants and short vowels	Recognizing and reading irregularly spelled high-frequency words
	Reading consonant-vowel-consonant (CVC) words with accuracy	Reading and understanding words with common prefixes and suffixes
	Recognizing and reading basic sight words (e.g., I, am, is, the, to)	Spelling and reading word families and patterns
Fluency	Reading short decodable texts aloud with appropriate pacing	Reading connected texts with appropriate intonation and phrasing
	Tracking print from left to right and top to bottom while reading	Adjusting rate and expression to match purpose and punctuation

		Pausing at punctuation marks when reading aloud	Using self-correction strategies when encountering difficult words
Vocabulary	Using familiar words to name people, objects, and actions	Determining the meaning of unfamiliar words using context clues
	Understanding new words through illustrations, actions, or realia	Understanding and using synonyms, antonyms, and homonyms
	Categorizing words based on similarities (e.g., animals, colors, things at home)	Grouping and categorizing words by themes or topics
		Using newly learned vocabulary orally and in writing
Comprehension	Recalling story events in the correct sequence using visual cues or story maps	Identifying the main idea and supporting details in informational and literary texts
	Describing characters and settings using details from given text	Describing characters, settings, and events using specific details from given text
	Answering literal questions (who, what, where, when) after listening to or reading a text	Making predictions and drawing conclusions based on evidence in the text
	Predicting what happens next in a story based on illustrations or patterns	Answering inferential questions using text clues and background knowledge
	Drawing connections between personal experiences and events in a given text	Summarizing a story or informational text in logical order
	Identifying the beginning, middle, and ending of a story	Comparing and contrasting characters, events, or ideas across texts
		Connecting themes or messages of texts to personal experiences

ANNEX C

Comprehensive Rapid Literacy Assessment (CRLA)
Reading Profile by Grade Level

CRLA Reading Profile	Description		
	Grade 1	Grade 2	Grade 3
Low Emerging	Learners know **only a few letters and their sounds** and have **very little to moderate evidence of phonological awareness** when doing rhyming tasks. They can barely blend letter sounds together and struggle to read even simple syllables and words.	Learners know **most of the letters and their sounds** but in reading Grade 2 or Grade 1 - level words, learners are reading letter sounds in **isolation** or are reading by syllable with **very low automaticity.**	Learners know **most of the letters and their sounds** but in reading Grade 3 or lower - level words, learners are reading letter sounds in **isolation** or are reading by syllable with **very low automaticity.**
High Emerging	Learners **know 80% or more of the letters** and have firm phonological awareness. Learners struggle to decode words at the current grade level and cannot respond to comprehension questions.	Learners can **decode 80% or more of Grade 1 level words** and struggle to decode words at Grade 2 level and need to improve fluency to read a full Grade 2 level passage and recall details from a passage.	Learners can **decode 80% or more** of the given Grade 2-level words. Learners struggle to decode words at the Grade 3 level and need to improve their ability to recall details from a recently read passage.
Developing	Learners **can decode Grade 1 level words and phrases but require a lot of guidance** from teachers to increase automaticity, accuracy, and speed. They can read portions of a Grade 1 level passage but not within a given time and can answer **literal level questions** only.	Learners can **decode words and phrases at Grade 1 and 2 levels**, but they require a lot of guidance from teachers to increase automaticity, accuracy, and speed. They **struggle to read** a Grade 2 passage at the expected speed. They can answer some **low-level comprehension questions** from a Grade 2 level passage.	Learners can **decode words and phrases at Grades 2 and 3 levels**, but they require a lot of guidance from teachers and practice to increase automaticity, accuracy, fluency, and reading comprehension of sentences and passages at the current grade level.
Transitioning	Learners have **mastered Grade 1 phonics patterns.** They can decode and read Grade 1-level words, phrases, sentences, and passages with expected accuracy but still need to improve on speed. Learners need to master fluency and strengthen reading comprehension.	Learners can **decode and read simple Grade 2-level words, phrases, sentences, and passages** with expected accuracy but still need practice to improve their speed. Learners need to master fluency and enhance their reading comprehension of Grade 2-level passages.	Learners can **decode and read simple Grade 3-level words, phrases, sentences, and passages** with expected accuracy but still need practice to improve their speed. Learners need to master fluency and strengthen their reading comprehension of Grade 3-level passages.
Reading at Grade Level	Learners have a **firm grasp of letter knowledge and**	Learners **possess strong decoding skills for texts at a**	Learners **possess strong decoding skills for Grade**

	phonological awareness, and possess strong decoding skills for Grade 1-level text. Learners can benefit from reading texts from a variety of themes and styles in L1. They can read passages and respond to most comprehension questions.	**Grade 2 level.** Learners can benefit from reading texts from a variety of themes and styles. They can read passages at Grade 2 level and respond to most comprehension questions.	**3-level text**. Learners can benefit from reading texts from a variety of themes and styles. They can read passages at a Grade 3 level and respond to most comprehension questions.

ANNEX D

Sample Materials for Key Stage 1 ARAL-Reading

The success of reading remediation depends greatly on the use of well-chosen and purposeful learning materials. The following are important to note:

- **Multisensory:** Materials should engage multiple senses to address the diverse needs of learners.
- **Differentiated:** Materials should be available for various levels to meet the individual needs of learners.
- **Engaging and Age-Appropriate:** Materials should be colorful, appealing, and interesting to learners.
- **Durable:** Materials should withstand repeated use.
- **Organized Storage:** There should be a storage place for all materials to ensure smooth transitions between activities.

The following are highly suggested teaching-learning materials:

Material	Activity
Decoding and Phonics	
Alphabet Cards (Picture and Letter) *For letter recognition (uppercase and lowercase), initial sound identification, and matching.* Variations: Large wall charts, individual flashcards, magnetic letters	• letter sound drills • matching games • find the letter activities.
Phoneme/Grapheme Flashcards • Individual sounds (phonemes - m, a, t, ng, ñ, etc.) • Consonant blends (bl, str, etc.) • Digraphs (sh, ch, th, ng) • Vowel teams (ai, ee, oo, etc.) • R-controlled vowels (ar, or, er)	• quick drills • "sound-out" games • building words
Letter Cards *Hands-on manipulation for building words, segmenting sounds, and understanding letter order* Variation: Magnetic letters with board	• "make a word" challenges • changing one letter to make a new word (e.g., cat to hat) • spelling practice
Word Family Charts/Cards *To teach common rhyming patterns and build automaticity (-at, -en, -op, etc.) - For English*	• generating words within a family • sorting activities • reading fluency drills
Picture- Keyword Cards *Visual aids that connect a letter or letter*	• sounding out,

combination to a picture (e.g., "apple" for 'a', "mais" for 'm'). Beginning letters are often printed in a different color for emphasis.	reinforcing letter-sound connections
Decodable Books *Specifically designed materials with controlled vocabulary that only uses the phonics skills already learned; follows English (Phonics) and Filipino (Marungko) sequences.*	• guided reading • independent reading • reading with a partner

Other suggested teaching-learning materials may be found in the Teaching Guide.

ANNEX E

Sample Session Plans
Low Emerging Class, Filipino
60-minutes ARAL-Reading Session

	SESSION 1	SESSION 2	SESSION 3
Objectives / Layunin	- *Makilala at matukoy ang titik Mm* - *Mabigkas ang tunog ng titik Mm* - *Maisulat nang maayos ang malaki at maliit na titik Mm* - *Makapagbigay ng mga salita na nagsisimula sa titik Mm* - *Makalahok sa masaya at interaktibong gawain upang mapalalim ang kaalaman sa titik Mm*	- *Makilala at matukoy ang titik Ss* - *Mabigkas ang tunog ng titik Ss* - *Maisulat nang maayos ang malaki at maliit na titik Ss* - *Makapagbigay ng mga salita na nagsisimula sa titik Ss* - *Makalahok sa masaya at interaktibong gawain upang mapalalim ang kaalaman sa titik Ss*	- *Makilala at matukoy ang titik Aa* - *Mabigkas ang tunog ng titik Aa* - *Maisulat nang maayos ang malaki at maliit na titik Aa* - *Makapagbigay ng mga salita na nagsisimula sa tunog ng /a/* - *Makalahok sa masaya at interaktibong gawain upang mapalalim ang kaalaman sa titik Aa*
Materials / Mga Gamit	- Puzzle: jigsaw puzzle (hidden image: *manga, mais*) - Story book - Mm picture-letter card	- Story book - Ss picture-letter cards	- Story book - Aa picture-letter cards
Opening / Motivation Activity 10 min	- **Puzzle:** Pagtukoy ng imahe *Bubuuin ng mga mag-aaral ang puzzle (mata, mais) nang sama-sama. Kapag nabuo na ang imahe, itatanong ang unang titik nito.*	**Prutas Song (Tune: Fruit Salad)** *Pagkatapos awitin ang Prutas Song, tatanungin ng guro ang mga mag-aaral kung ano-ano ang paborito nilang prutas. Gagamitin ang 'saging' na panimula sa talakayan.*	**Spot it!:** *Magpapakita ang guro ng isang malaking larawan kung saan may mga nakatagong larawan ng mga salita na nagsisimula sa /a/ tulad ng ahas, aso, apoy, apat, ate. Hahanapin ng mga mag-aaral ang mga ito sa loob ng 30 segundo.*
Review / Pagbabalik-aral 5 min	**Song: Alphabet Song** **Focus sound:/m/**	**Review:** /m/ **Focus sound:** /s/	**Review:** /m/, /s/ **Focus sound:** /a/
Discussion / Pagtalakay 10 min **Practice / Pagsasanay** 10 min	**Song (Tune of "The Wheels on the Bus)** *Ano ang tunog ng titik Mm, titik Mm, ano ang tunog ng titik Mm, /m/, /m/, /m/* **Pagsusulat ng Mm:** *E.g. air writing, palm writing, desk writing, buddy writing, etc.* **Activity: Pass the Ball -** *Ipapasa ang bola sa*	**Song (Tune of "The Wheels on the Bus)** *Ano ang tunog ng titik Mm, titik Mm, ano ang tunog ng titik Ss /s/, /s/, /s/* **Pagsusulat ng Ss:** *E.g. air writing, palm writing, desk writing, buddy writing, etc.* **Activity: Mga Salita na Nagsisimula sa**	**Song (Tune of "The Wheels on the Bus)** *Ano ang tunog ng titik Mm, titik Mm, ano ang tunog ng titik Aa, /a/, /a/, /a/* **Pagsusulat ng Aa:** *E.g. air writing, palm writing, desk writing, buddy writing, etc.* **Activity: Mga Salita na Nagsisimula sa /a/** *Gamit ang picture-word cards,*

		/s/ Gamit ang picture-word cards, ipapakita ng guro ang larawan ng mga salita na nagsisimula sa /s/: sabon, sili, sapatos, susi, at singsing	ipapakita ng guro ang larawan ng mga salita na nagsisimula sa /a/: aso, apa, abokado, apat, ahas
	kaibigan. Kapag nasalo ang bola, ang mag-aaral ay magbibigay ng isang salita na nagsisimula sa /m/	**Activity: Makinig at Ituro** *Magbibigay ang guro ng tatlong salita, dalawa na nagsisimula sa /s/ at isang hindi. Kailangan tukuyin ng mga mag-aaral ang salita na hindi nagsisimula sa /s/*	**Activity: Makinig at Igalaw** *Magbibigay ang guro ng tatlong salita, dalawa na nagsisimula sa /a/ at isang hindi. Tatalon ang mga mag-aaral kapag ang salita ay nagsisimula sa /a/ at uupo kapag hindi nagsisimula sa /a/*
Assessment of Learning / Pagsukat ng natutunan 10 min	**Story:** "Mila at Kanyang Mga Mata" *Babasahin ng guro ang maikling kuwento. Matapos ay tutukuyin ng mga mag-aaral ang mga salita na nagsisimula sa tunog na /m/. Maari nilang iguhit ang mga salita at isulat ang salita kung kakayanin. Maari din nilang dagdagan ng mga sarili nilang salita na nagsisimula sa /m/* **Sound Booklet -** Maaring itago ang mga iginuhit ng mga mag-aaral at isama ito sa isang booklet.	**Story:** "Susi ni Sam" *Babasahin ng guro ang maikling kuwento. Matapos ay tutukuyin ng mga mag-aaral ang mga salita na nagsisimula sa tunog na /s/. Maari nilang iguhit ang mga salita at isulat ang salita kung kakayanin.* **Sound Booklet:** Isama ang iginuhit na sa booklet na binubuo.	**Story:** "Ang Aso at Ang Apoy" *Babasahin ng guro ang maikling kuwento. Matapos ay tutukuyin ng mga mag-aaral ang mga salita na nagsisimula sa tunog na /a/. Maari nilang iguhit ang mga salita at isulat ang salita kung kakayanin.* **Sound Booklet:** sama ang iginuhit na sa booklet na binubuo.
Closing / Paglalagom 5 min	**Paglalagom:** *Bigyan ng pagkakataon ang mga mag-aaral na tukuyin ang kanilang naramdaman sa mga pagsasanay sa klase. Maaaring itanong ang mga sumusunod:* 1. Ano ang mga natutunan natin ngayon? 2. Ano ang pinakamasayang bahagi ng ating klase ngayon? Bakit? 3. Saan ka nahirapan? Saan ka nadalian? 4. Ano ang makakatulong upang mas gumaling tayong bumasa? *Maari din maghanda ang guro ng "feedback" or "emotions check-in" para madaling maibahagi ng mga mag-aaral ang kanilang karanasan.*		
Homework/ Gawaing-bahay	**Pagtukoy sa Titik M sa Kapaligiran** *Maghahanap ng tatlong bagay sa kapaligiran na nagsisimula sa tunog na /m/. Iguguhit ang mga ito sa papel or kwaderno.*	**Pagtukoy sa Titik S sa Kapaligiran** *Maghahanap ng tatlong bagay sa kapaligiran na nagsisimula sa tunog na /m/. Iguguhit ang mga ito sa papel or kwaderno.*	**Pagtukoy sa Titik A sa Kapaligiran** *Maghahanap ng tatlong bagay sa kapaligiran na nagsisimula sa tunog na /a/. Iguguhit ang mga ito sa papel or kwaderno.*

(IMPLEMENTING GUIDELINES FOR ARAL-READING IN KEY STAGES 2 AND 3)

1. These guidelines provide guidance on the implementation of ARAL-Reading for Key Stages 2 and 3.

2. ARAL-Reading in Key Stages 2 and 3 shall cover Grades 4 to 10 learners, including those returning or re-enrolling, who meet any of the following criteria:

    2.1. demonstrate reading proficiency below the minimum standard, as determined by the Philippine Informal Reading Inventory (Phil-IRI) results;

    2.2. struggling readers based on formative or summative assessments as identified by English or Filipino subject teachers; or

    2.3. reading two or more grade levels below expected levels based on the Individualized Reading Assessment (IRA) results.

    Note: Educational Service Contracting (ESC) learners from private schools may be accommodated in ARAL-Reading upon request, subject to the availability of slots [RA 12028].

3. ARAL-Reading for Key Stages 2 and 3 shall start in the second quarter of the school year or as soon as the school has met the readiness indicators for the Program, immediately after the BOSY assessments.

I. PROGRAM OBJECTIVES

4. The overall goal of ARAL-Reading for Key Stages 2 and 3 is to help learners achieve grade-level reading proficiency in English and Filipino. The program involves:

    4.1. Capacity-building activities for teachers, tutors, school heads, and instructional supervisors;

    4.2. Provision of appropriate teaching and learning materials for ARAL-Reading tutors and learners;

    4.3. Engagement of the learner's parents or guardians and the larger community;

    4.4. Close monitoring and evaluation processes; and

    4.5. Periodic reporting of school-level data to develop foundational reading skills and catch up with grade-level expectations.

II. PROGRAM COMPONENTS

5. To address the varied needs of Grades 4 to 10 learners in terms of reading levels, two components for ARAL-Reading are available:

5.1. **ARAL-Reading Basic** supports learners in Grades 4 to 10 who demonstrate significant gaps in foundational literacy skills, such as phonological awareness, alphabet knowledge, decoding, and basic fluency. Instruction in ARAL-Reading Basic for these learners needs to be explicit, intensive, and multisensory.

5.2. **ARAL-Reading Plus** is designed for learners in Grades 4 to 10 who are able to decode text but continue to struggle with fluency, vocabulary, and comprehension. These learners often read at frustration or low instructional levels. Instruction in ARAL-Reading Plus builds on learners' decoding abilities through purposeful interaction with texts.

6. Both **ARAL-Reading Basic** and **ARAL-Reading Plus** are underpinned by reading sub-skills stipulated in the Revised K to 10 English Curriculum [Enclosure 3, Annex A].

7. Teaching-learning strategies in ARAL-Reading for Key Stages 2 and 3 are grounded on the Teaching at the Right Level (TaRL)[1] approach to ensure that instruction is aligned with each learner's actual reading ability rather than grade level. Five interrelated core practices are drawn from the TaRL approach:

Figure 1. ARAL-Reading Guidelines Based on Teaching at the Right Level (TaRL)

| Assessing learners to determine current ability | → | Grouping learners by learning level, not grade | → | Delivering targeted instruction based on reading profile | → | Monitoring progress regularly to guide instruction | → | Moving learners forward as they improve |
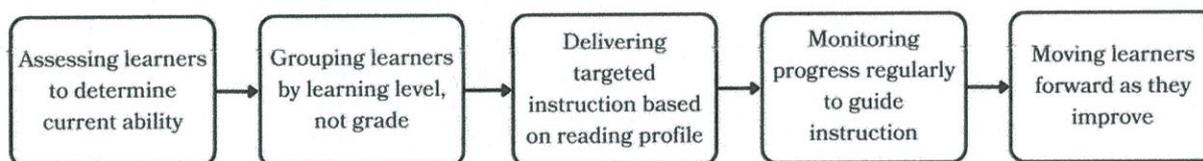
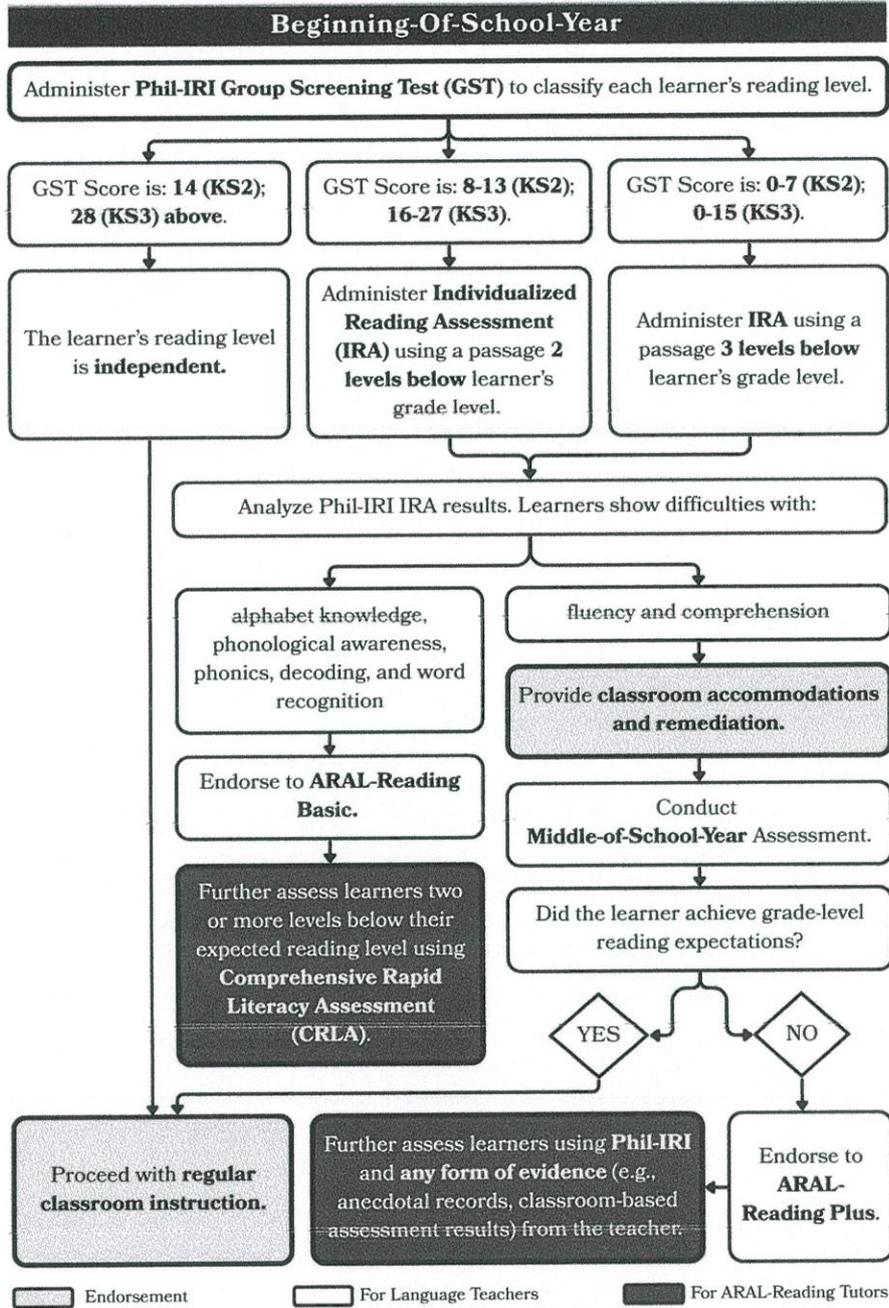## III. DETERMINATION AND ASSESSMENT OF LEARNERS

Assessment Tools

8. At the beginning of the school year, all learners in Grades 4 to 10 shall undergo the Philippine Informal Reading Inventory (Phil-IRI), composed of two (2) parts: (1) the Group Screening Test (GST); and (2) the Individualized Reading Assessment (IRA). The GST serves as a quick screener to identify learners who may need additional support, while the IRA provides a deeper understanding of each learner's reading fluency and comprehension skills.

9. Figure 2 illustrates the process of learner identification and referral flow using Phil-IRI and CRLA.

9.1. Learners who score 14 and 28 or higher in the Phil-IRI English GST, for Key Stages 2 and 3, respectively, are considered reading independently. These learners continue with regular classroom instruction, including accommodations and differentiated tasks.

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[1]**Teaching at the Right Level (TaRL)** is an instructional approach that organizes instruction around learners' actual learning levels rather than on their grade level. It involves assessing learners, grouping them by level, providing targeted instruction, monitoring progress regularly, and adjusting placement accordingly to accelerate foundational learning outcomes.

9.2. Learners who score 13 and 27 or below in the Phil-IRI English GST, for Key Stages 2 and 3, respectively, shall proceed to take the IRA. Learners whose IRA results are two or more grade levels below their current grade level will be directed to ARAL-Reading Basic.

Figure 2. Learner Identification and Referral Flow Using Phil-IRI and CRLA

Beginning-Of-School-Year

Administer **Phil-IRI Group Screening Test (GST)** to classify each learner's reading level.

GST Score is: **14 (KS2)**; **28 (KS3) above**.	GST Score is: **8-13 (KS2)**; **16-27 (KS3)**.	GST Score is: **0-7 (KS2)**; **0-15 (KS3)**.
The learner's reading level is **independent**.	Administer **Individualized Reading Assessment (IRA)** using a passage **2 levels below** learner's grade level.	Administer **IRA** using a passage **3 levels below** learner's grade level.

Analyze Phil-IRI IRA results. Learners show difficulties with:

alphabet knowledge, phonological awareness, phonics, decoding, and word recognition

fluency and comprehension

Provide **classroom accommodations and remediation.**

Endorse to **ARAL-Reading Basic.**

Conduct **Middle-of-School-Year** Assessment.

Further assess learners two or more levels below their expected reading level using **Comprehensive Rapid Literacy Assessment (CRLA).**

Did the learner achieve grade-level reading expectations?

YES   NO

Proceed with **regular classroom instruction.**

Further assess learners using **Phil-IRI** and **any form of evidence** (e.g., anecdotal records, classroom-based assessment results) from the teacher.

Endorse to **ARAL-Reading Plus.**

Endorsement   For Language Teachers   For ARAL-Reading Tutors

10. Learners referred to ARAL-Reading Basic may be further assessed using the Comprehensive Rapid Literacy Assessment (CRLA), if necessary [Enclosure 2, Section II, item 3 and 3.1].

26

11. The CRLA results will serve as the basis for the development of the learner's Individualized Reading Intervention Plan (IRIP) to ensure targeted instructional interventions. See Table 1 for details.

Table 1. Phil-IRI Profiles (Key Stages 2 and 3)

Phil-IRI Profile	Description	Program Implication
Frustration Level	Low fluency and comprehension; struggles with grade-level texts	Refer to ARAL-Reading Basic for foundational intervention, or ARAL-Reading Plus for fluency and comprehension intervention
Instructional Level	Slightly below grade level; requires guided support	Referral to ARAL-Reading will be based on the teacher's recommendation
Independent Level	Adequate fluency and comprehension	Not eligible for ARAL-Reading

12. Table 2 describes the CRLA reading profiles and sample instructional focus for learners who will be referred to ARAL-Reading Basic.

Table 2. CRLA Reading Profile for Instructional Targeting

CRLA Profile	Learner Abilities	Instructional Focus
Low Emerging	Limited print awareness, phonological awareness, decoding	Letter-sound correspondence, rhyming, phoneme blending
High Emerging	Beginning to decode, limited fluency	Phonics patterns, decoding simple words, sight word development
Developing Reader	Reads with emerging fluency; limited comprehension	Fluency drills, vocabulary enrichment, literal and inferential comprehension
Transitioning Reader	Approaching grade level; some comprehension strategies	Advanced comprehension, textual response, vocabulary in context
Reading At Grade Level	Benchmarks in fluency and comprehension	May exit ARAL or transition to enrichment

13. Learners who were not initially referred to ARAL-Reading after BOSY assessments but continue to exhibit difficulties in reading fluency and comprehension despite interventions may be endorsed to ARAL-Reading Plus following the MOSY assessment.

14. Learners who continue to struggle despite ARAL-Reading interventions shall be referred for necessary screening [DO 29, s. 2018; DM 50, s. 2025].

Grouping of Learners

15. Grouping of learners in ARAL-Reading for Key Stages 2 and 3 shall be based on their reading proficiency profiles rather than grade level. For example, a Grade 6 learner who struggles with decoding, phonological awareness, and basic oral fluency may be more appropriately grouped with Low Emerging Grade 4 learners. Instruction shall focus on foundational skills using age-appropriate materials, suitable for older learners' cognitive and emotional maturity.

16. Table 3 provides guidance for grouping learners in ARAL-Reading Basic. Annex B: Reading Sub-Skills for Key Stage 1 of Enclosure 2 shall serve as a reference for ARAL-Reading Basic learners.

Table 3. Guidelines for Grouping Learners in ARAL-Reading Basic

Principle	Description
Shared Reading Profile	Learners in each group should demonstrate similar patterns of strengths and gaps based on CRLA results and sub-skills found in Enclosure 2, Annex B.
Use of Enclosure 2 Annex B	Tutors shall use the sub-skill checklist to verify that learners share comparable instructional needs.
Small Group Size	Groups should consist of ten (10) learners or lower to enable targeted instruction, individualized feedback, and interaction with peers.
Dynamic Grouping	Weekly formative assessments and IRIP reviews should allow movement across groups as learners progress.
Age-Appropriate Materials	While reading content may be at Key Stage 1 level, texts and activities shall reflect learners' age, interests, and lived experiences to maintain engagement.

17. For ARAL-Reading Plus learners, grouping shall be based on their ability to engage with grade-level English content (reading stories, informational texts, and academic tasks that require interpretation, synthesis, and inference). The primary goal is to bridge the gap between basic decoding ability and full comprehension and fluency (comprehension depth, vocabulary use, and stamina in processing academic texts).

18. Table 4 provides guidance for grouping learners in ARAL-Reading Plus.

Table 4. Guidelines for Grouping Learners in ARAL-Reading Plus

Principle	Description
Instructional Zone Grouping	Learners at similar instructional levels (e.g., frustration vs. near-independent) are grouped together to ensure materials are neither too easy nor too difficult.
Focus on Meaning-Making	Groupings should reflect shared comprehension challenges (e.g., inferencing, summarizing, identifying main ideas).
Regular Progress Checks	Adjustments in groupings should be guided by observed fluency and comprehension levels.
Strategic Use of Age-Respectful Texts	Texts should contain high-interest topics suitable for the learners' ages, even if written at a lower readability level.
Data-Informed Regrouping	Documented observations and updated IRIPs must be reviewed to move learners forward or adjust instructional focus.

19. Grouping in ARAL-Reading Plus shall also take into account the learners' socio-emotional development.

IV.   ARAL-READING IMPLEMENTATION FOR KEY STAGES 2 AND 3

Curriculum, Teaching Materials, and Learning Resources

20. In ARAL-Reading for Key Stage 2, the Reading learning competencies shall be derived from the Grades 4 to 6 English curriculum to strengthen learners' foundational and grade-level reading skills.

21. The following annexes serve as a reference for reading sub-skills and learning competencies, as appropriate, per Key Stage.

    21.1. Key Stage 1, ARAL-Reading Basic: Enclosure 2, Annex B (Page 16)

    21.2. Key Stage 2, ARAL-Reading Plus: Enclosure 3, Annex A (Page 35)

    21.3. Key Stage 3, ARAL-Reading Plus: Enclosure 3, Annex B (Page 36)

22. Tutors are reminded to design reading activities that support not just cognitive growth but also learners' socio-emotional and motivational development. Affirmations, personal reflections, or self-assessment tools can foster learner confidence and a sense of progress.

23. Translanguaging[2] may be advantageous as a scaffold, especially in linguistically diverse settings. Strategic use of Filipino or the learner's home language can help clarify meaning, explain instructions, or build vocabulary.

Delivery Modes and Duration of Tutorial Sessions

24. ARAL-Reading sessions shall be conducted using any of the following delivery modes:

   24.1. Face-to-face sessions;

   24.2. Online sessions; or

   24.3. Blended learning sessions.

25. When classes are suspended, schools shall automatically shift to Alternative Delivery Modes for Education in Emergencies (EiE-ADM) to ensure learning continuity as provided for by DO 22, s. 2024 [Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies].

26. Tutorial sessions may be conducted in any or a combination of the following schemes:

   26.1. Pull-out - learners will be pulled out from their regular classes during class hours to attend ARAL-Reading sessions

   26.2. Off-school hours - learners attend the ARAL-Reading sessions before or after class hours, during weekends, or at any other time within the school calendar.

   26.3. Other strategies proposed by the schools, subject to the approval of the Schools Division Superintendents (SDS).

27. ARAL-Reading sessions shall not exceed one (1) hour during weekdays and preferably be conducted daily.

28. Schools implementing multiple class shifts and special curricular programs may conduct ARAL-Reading on weekends, with each session not exceeding two (2) hours.

Recommended Structure of the Tutorial Sessions

29. Instruction shall be carefully tailored to address the specific needs of each group of learners. The development of an Individualized Reading Intervention Plan (IRIP) for every learner may be helpful. The IRIP serves as a guide that includes weekly instructional targets, suggested activities, and appropriate materials and strategies based on each learner's reading profile.

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[2]**Translanguaging** refers to an instructional approach that allows learners to use their home language alongside Filipino or English during the tutorial class to facilitate understanding, build vocabulary, and develop comprehension skills.

An IRIP Checklist is provided in Annex C, page 38.

30. Instruction shall be structured, multisensory, and engaging, using a combination of printed materials, visual aids, manipulatives (e.g., word tiles, letter cards), and audio resources. Tutors are encouraged to incorporate local literature and culturally relevant stories in the lessons.

31. Table 5 provides the recommended structure for a typical ARAL-Reading session for Key Stages 2 and 3. This may be modified based on the context of the group of learners.

Table 5. Sample 30-Minute ARAL-Reading Session Structure

Time Allotment	Segment	Description
5 minutes	Warm-up	Oral language activity, vocabulary recall, or sight word flashcards
15 minutes	Core Instruction	Guided reading or explicit skill instruction based on the IRIP
7 minutes	Practice and Feedback	Paired reading, fluency drills, or comprehension tasks
3 minutes	Reflection and Wrap-up	Learner self-check, exit ticket, or confidence circle

32. The following weekly cycle is recommended for ARAL-Reading Key Stages 2 and 3:

Table 6. Weekly Cycle for ARAL-Reading Implementation

Step	Action	Description
1	Administer Formative Assessments	Conduct reading fluency checks, decoding tasks, comprehension questions, or other appropriate tools based on learner profile.
2	Analyze Learner Performance	Review assessment results to determine if SMART objectives were met, partially met, or unmet.
3	Update the IRIP	Revise the Individualized Reading Intervention Plan to adjust learning targets, strategies, and group placement if needed.
4	Implement Targeted Instruction	Deliver sessions aligned with the updated IRIP, ensuring instruction matches the learner's current reading level.
5	Track and Document Changes	Record learner progress, changes in groupings, and shifts in reading profiles.

Monitoring of Learners' Progress and Pathways

33. ARAL-Reading tutors shall work closely with the learners' classroom teachers to help learners catch up with grade-level competencies.

34. Tutors shall conduct weekly formative assessments, observe the learners closely, and update the Individualized Reading Intervention Plans (IRIP), teaching strategies, and group placement accordingly. All assessments shall be carried out in a supportive environment that fosters learner confidence and reduces anxiety.

35. Figure 3 indicates the weekly implementation flow for ARAL-Reading for Key Stages 2 and 3:

**Figure 3. ARAL-Reading Weekly Implementation Flow**
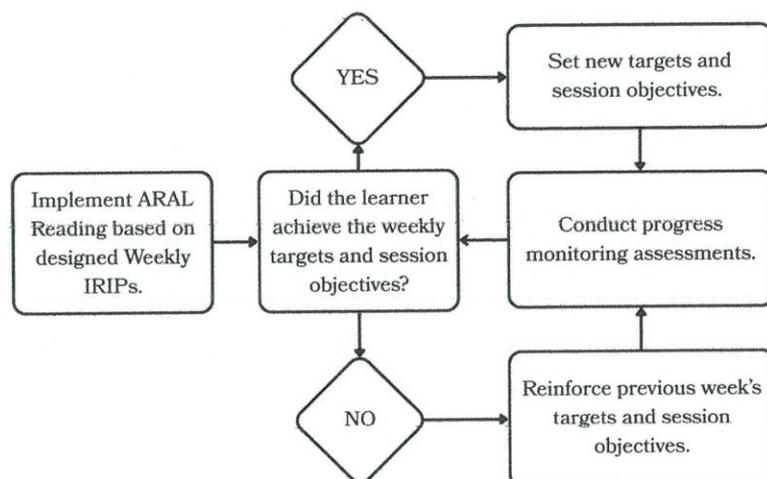
36. Tutors shall conduct a summative assessment at the end of each quarter. This should cover fluency, decoding, comprehension, vocabulary, and use of reading strategies. Results are compared with the learner's initial data to measure growth. Tutors shall also consider qualitative indicators like participation in class, confidence level, and engagement with texts for a fuller picture of the learner's progress.

37. Below are possible pathways for ARAL-Reading Key Stages 2 and 3 learners:

   37.1. **Exit from ARAL-Reading**. The learner can participate in grade-level reading tasks without additional support.

   37.2. **Exit from ARAL-Reading with Classroom Support**. The learner is approaching grade-level expectations and may no longer require daily sessions. Instead, targeted support can be integrated into the regular class.

   37.3. **Exit from ARAL-Reading Basic.** The learner can independently demonstrate proficiency in foundational reading skills and readiness for grade-level decoding and fluency tasks.

   37.4. **Exit from ARAL-Reading Plus**. The learner can sustain grade-level fluency, apply comprehension strategies independently, and consistently perform at the instructional or independent reading level.

37.5. **Remain in ARAL-Reading** - The learner has made notable progress but still demonstrates significant gaps in fluency or comprehension.

38. Figure 7 illustrates learners' pathways in ARAL-Reading for Key Stages 2 and 3.

Figure 7. Learners' Pathways in ARAL-Reading Key Stages 2 and 3
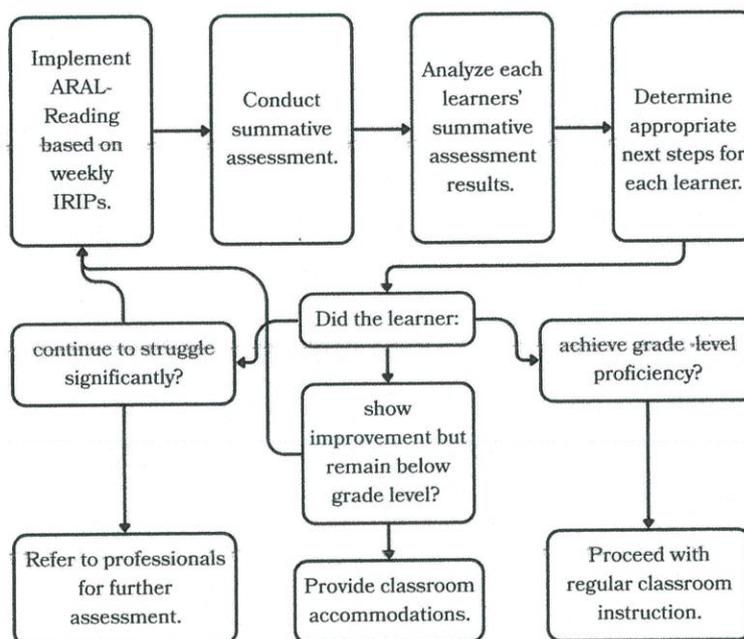
39. Tutors shall document all decisions made and provide clear evidence of readiness through assessment results and IRIP tracking. See Figure 8 for the flow of post-intervention recommendations.

Figure 8. ARAL-Reading Post-implementation Process Flow
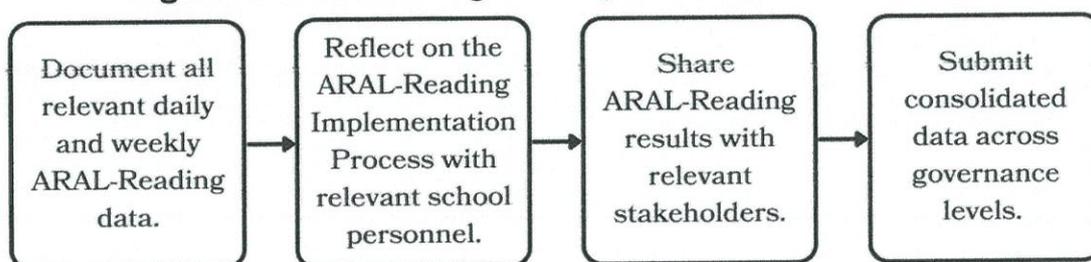
40. Decisions on the pathways of learners shall be collaboratively made by the tutors, classroom teachers, parents or guardians, and other education professionals to ensure that they receive appropriate support.

End-of-the-School-Year (EOSY) Assessment

41. The Phil-IRI shall be administered one (1) month before the fourth quarter examination to determine learners' progress. Learners needing further support shall be recommended to participate in the ARAL-Summer Programs.

IX. REFERENCES

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ANNEX A

List of Learning Competencies for the ARAL-Reading Plus
Reading Sub-Skills for Key Stage 2

No.	Reading Subskill	Big 6 Component
1	Identifying high-frequency words accurately.	Vocabulary
2	Identifying roots of high-frequency words (nouns, verbs, and adjectives).	Vocabulary
3	Using vocabulary in a new context.	Vocabulary
4	Using content-specific words.	Vocabulary
5	Identifying words with different functions.	Vocabulary
6	Identifying the synonyms and antonyms of words.	Vocabulary
7	Reading words accurately and automatically according to word patterns.	Fluency
8	Reading sentences with appropriate speed, accuracy, and expression.	Fluency
9	Noting important elements from stories (characters, setting, events).	Comprehension
10	Sequencing events.	Comprehension
11	Identifying the problem and solution in stories.	Comprehension
12	Inferring the character's feelings and traits.	Comprehension
13	Relating story events to one's experience.	Comprehension
14	Identifying cause and effect of events.	Comprehension
15	Predicting possible endings.	Comprehension
16	Summarizing texts.	Comprehension
17	Noting significant details.	Comprehension
18	Identifying text types.	Comprehension
19	Drawing conclusions.	Comprehension

ANNEX B

List of Learning Competencies for the ARAL-Reading Plus
Reading Sub-Skills for Key Stage 3

No.	Reading Subskill	Big 6 Component
1	using context clues to understand the meaning of unfamiliar words	Vocabulary
2	identifying the literal and implied meanings of words.	Vocabulary
3	using structural analysis to understand the meaning of unfamiliar words	Vocabulary
4	using general references (print and online)	Vocabulary
5	self-assessing fluency	Fluency
6	using context to confirm word meaning and self-correct errors during reading, including rereading when necessary	Fluency
7	reading aloud with proper pacing and expression	Fluency
8	using non-verbal cues to enhance fluency	Fluency
9	noting important elements (story grammar)	Comprehension
10	identifying author's/speaker's point of view	Comprehension
11	sequencing events	Comprehension
12	identifying the type of plot	Comprehension
13	analyzing sound devices	Comprehension
14	analyzing figures of speech to get and clarify meaning	Comprehension
15	making inferences	Comprehension
16	making predictions	Comprehension
17	drawing conclusions	Comprehension
18	identifying the theme	Comprehension
19	summarizing story events	Comprehension
20	differentiating fantasy from reality	Comprehension
21	applying the important story elements to one's schema	Comprehension

22	noting important information through outlining (topic, main idea, supporting details)	Comprehension
23	identifying text types	Comprehension
24	identifying author's purpose	Comprehension
25	making generalizations	Comprehension
26	making a summary	Comprehension
27	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)	Comprehension
28	identifying propaganda technique used to persuade audience to further an idea or agenda	Comprehension
29	Identify visual/multimedia elements.	Comprehension
30	deriving meaning based on the visual/multimedia elements.	Comprehension
31	identifying real or make-believe, fact or non-fact images.	Comprehension
32	evaluating cultural appropriateness of visual/multimedia elements.	Comprehension
33	creating a visual/multimedia text drawn from visual elements learned.	Comprehension

ANNEX C

Individualized Reading Intervention Plan (IRIP) Checklist

Learner's Name _____   Grade Level _____

Tutor's Name _____

Focus Area	Reading Target			Status	Tutor Notes / Observations
	Phonological Awareness Focus	**Letter Focus**	**Sight Words**		
Filipino	Word Concept (print carries meaning; word boundaries)	M, S, A, I, O, B, E	N/A (Focus on oral naming and print awareness)		*(include all observable, evidence-based remarks including next week's target)*
Filipino	Alliteration	U, T, K, L, N, G	Ang, Mga, Sa, Ito, Ay		
Filipino	Syllable Manipulation (clapping, deleting, blending)	Ng, P, R, D, H, N	Ako, Ikaw, Si, At, May		
Filipino	Phoneme Manipulation (onset-rime, segment/blend)	W, Y, Mga Letrang Banyaga	Phrase/Sentence Reading using previous 10 words		
English	Word Concept (1:1 correspondence; tracking print)	a, m, t, s, i, f, d	N/A (focus on letter-sound fluency)		

English	Alliteration	r, o, g, l, h, u, c	a, the, and, you, is		
English	Syllable Manipulation (clap, blend, segment)	b, n, k, v, e, w, j	he, she, we, to, on		
English	Phoneme Manipulation + Blends + CVCe	Consonant Blends (bl, cl, st, etc.), CVCe (e.g., cake, bike)	in, of, that, was, are		
English	Phoneme Manipulation + Diphthongs	Diphthongs (e.g., oi, ou)	Phrase/Sentence Reading using 10 sight words		

Note: Only Week 1 is pre-assigned. Reading targets for the following weeks will be determined based on the student's performance during ongoing progress monitoring. If the reading target is successfully demonstrated each week, the tutee may continue with the eight-week plan as originally outlined.

Legend   **Description**
✓ Observed   Ready to proceed to the next reading target

◑ Partially Observed   Needs additional practice on the current reading target

✗ Not Observed   Reteach the current reading target