

THE IMPACT OF USING LETTER SOUND KNOWLEDGE AND INITIAL SOUND IDENTIFICATION TO THE READING SKILL OF GRADE 1 LEARNERS

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ABSTRACT

This study addressed the impact of letter sound knowledge and initial sound identification on the reading skills of first grade learners. The benefits of leading programs that encompass letter-sound knowledge and initial sound identification were discussed as well as the benefits and problems associated with them. A research study using EGRA (Early Grade Reading Assessment) was conducted, and conclusions were drawn from the study and from the literature. The researchers used the experimental method in the form of a one-group pre-test and post-test design. Through the process of assessing the impact of this approach, the researcher conducted a five-session experiment to measure the effectiveness of this approach on the reading skills of Grade 1 learners. Wilcoxon-ranked test is applied which identified the differences between the pre-test and post-test in terms of reading skills using letter sound knowledge and initial sound identification. This showed that the null hypothesis was rejected because the findings revealed significant differences between pre-reading and post-reading ability levels in terms of letter sound knowledge and initial sound identification. Based on the p-value of 0.001, this study revealed that there is a significant difference between the pre and post reading assessment. Therefore, the findings demonstrated an improvement in the students' reading abilities from pre-reading to post-reading. Recommendations were made for future letter sound knowledge and initial sound identification training, like early grade reading assessment repetition and reading support materials provisions.

Keywords: *Phonic Awareness, Reading Ability, Letter Sound Knowledge, Initial Sound Identification, Early Grade Reading Assessment (EGRA).*
