

Development and Acceptability of Systematic Teaching Reading Materials for Grade Two Pupils

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Abstract

This study focused on the development and acceptability of systematic teaching reading materials for Grade Two pupils in public elementary schools in the District of Morong during the School Year 2025–2026. It employed a developmental and descriptive research design to develop and evaluate the reading materials based on the learning competencies prescribed in the MATATAG Curriculum for English Grade 2. The respondents were the total population of 116 teachers teaching in the primary grades, who were described according to age, sex, civil status, educational attainment, length of service, position title, and in-service trainings and seminars attended. A researcher-made questionnaire-checklist was utilized to assess the acceptability of the developed materials in terms of objectives, content, language used, format, and usefulness. The findings revealed that the materials were systematically developed to address foundational reading skills through a structured progression of activities involving phonemic awareness, phonics, word recognition, vocabulary development, oral reading fluency, and reading comprehension. Alphabet recognition, letter-sound correspondence, blending, word families, and word, phrase, and sentence reading activities were incorporated, with Canva and Microsoft Word used in designing and organizing the materials. The teacher-respondents generally evaluated the developed systematic teaching reading materials as very much acceptable across all dimensions. Significant differences were found in the teachers' evaluations when grouped according to their profile variables. Respondents also provided positive feedback and suggested improvements, particularly the addition of colorful illustrations, visual aids, comprehension and vocabulary activities, interactive and game-based tasks, and differentiated reading exercises. The study concluded that teachers' profile characteristics influence their perceptions of the acceptability of the developed materials. It recommended periodic review and enhancement of the materials, their use as supplementary and intervention resources, continued teacher enrichment and integration, and future experimental or quasi-experimental studies to determine their effectiveness in improving pupils' reading performance and foundational literacy skills.

Keywords: Systematic Teaching Reading Materials, Reading Instruction, Grade Two Pupils, Acceptability, Foundational Literacy, MATATAG Curriculum

1. Introduction

Reading is a fundamental literacy skill that enables learners to access information, communicate ideas, participate meaningfully in classroom activities, and develop higher-order thinking skills. In the early grades, the development of foundational reading skills is particularly important because pupils are expected to progressively move from learning basic reading skills toward using reading as a tool for learning across subject areas. Foundational competencies such as phonological awareness, phonics, word recognition, vocabulary, oral reading fluency, and reading comprehension therefore require systematic, developmentally appropriate, and sustained instruction. In the Philippine basic education context, the importance of strengthening early literacy has become more pronounced because learning gaps continue to affect learners' ability to meet expected grade-level competencies.

The MATATAG Curriculum for English Grades 2–10 provides a strong curricular basis for strengthening foundational literacy instruction. For Key Stage 1, the curriculum emphasizes the interconnected development of phonological awareness, phonics and word study, vocabulary and word knowledge, comprehension and analysis of texts, grammar awareness, and composing and creating texts. It further underscores the need for developmentally and grade-level appropriate learning experiences that allow learners to build essential literacy competencies progressively (Department of Education [DepEd], 2023). Thus, instructional materials for Grade Two learners need to provide carefully sequenced activities that move learners from basic sound and word recognition toward meaningful reading and comprehension.

Recent studies demonstrate the continuing need for focused reading interventions in Philippine elementary schools. Dianela et al. (2023) evaluated an 8-Week Learning Recovery Program designed to address learning loss among elementary learners in Mother Tongue, Filipino, and English. The study demonstrated the value of structured literacy activities in improving pupils' reading competencies and emphasized the need for interventions that respond to gaps between learners' current abilities and expected grade-level skills. Similarly, Edra (2023) investigated Project EdRa, a video-assisted reading intervention for Grade 1 pupils, and reported improvements in reading performance following the intervention. These findings suggest that appropriately designed and engaging supplementary materials can provide meaningful support to learners experiencing difficulties in foundational reading.

The need for systematic and targeted reading instruction is further supported by recent research focusing specifically on Grade Two learners. Zapanta and Arazo (2025) examined individualized reading instruction among Grade 2 learners identified as Full Refreshers through the Comprehensive Rapid Literacy Assessment (CRLA). Their findings showed significant improvement in reading performance after the implementation of individualized reading instruction. The study highlights the importance of providing instructional experiences that respond to differences in learners' reading abilities rather than relying solely on uniform classroom instruction. In a related study, Angay (2025) examined the reading skills, profiles, and challenges of Grade Two pupils and found that reading difficulties remain a significant concern requiring appropriate intervention. The study recommended intervention measures based on identified reading needs and learner characteristics.

Recent evidence also supports the use of structured phonics and technology-enhanced learning experiences in early-grade reading instruction. Doysabas (2025) examined the effectiveness of digital learning applications in enhancing the phonological awareness of Grade 2 learners. The study compared traditional phonics instruction with phonics instruction incorporating technology and highlighted the potential of digital applications to support foundational literacy development. This finding is relevant to the development of reading materials because contemporary instructional resources may combine systematic literacy activities with visually engaging and technology-supported presentations to sustain learners' attention and participation.

Likewise, Bermudez (2025) investigated the utilization of the phonics approach by home reading facilitators and the reading skill levels of Grade 2 learners in Filipino. The study emphasized phonics as an important foundation for developing early reading skills and examined dimensions such as reading materials, reading sessions, motivation, and engagement. The findings reinforce the importance of having appropriate and accessible reading materials that can support structured reading practice both in school and in home-based learning environments.

Another recent study by Factor (2025) examined Project MMK and Tindahan ng Karunungan as reading interventions for struggling Grades 1 to 3 pupils. The intervention produced improvements in reading performance, including among Grade 2 learners, and emphasized the importance of structured instruction, regular monitoring, personalized reading materials, stakeholder involvement, and learner motivation. The findings indicate that reading interventions become more responsive when instructional materials are deliberately designed around learners' specific literacy needs and supplemented with engaging activities.

Despite these recent studies, a gap remains in the development of comprehensive, systematically sequenced, and curriculum-aligned reading materials specifically intended for Grade Two pupils. Much of the recent Philippine literature has focused on evaluating existing reading programs, determining learners' reading profiles, examining instructional practices, or testing particular interventions such as individualized instruction, phonics, digital applications, and video-assisted activities. While these studies provide important evidence on what may improve reading performance, fewer studies have concentrated on the development and acceptability of an integrated reading material that systematically combines phonemic awareness, phonics, word recognition, vocabulary, fluency, and comprehension within one Grade Two resource aligned with the MATATAG Curriculum. Moreover, there remains a need to establish whether such a developed material is acceptable to teachers in terms of its objectives, content, language used, format, organization, and usefulness.

This gap is particularly significant because teachers are primary users of instructional materials and can provide valuable professional judgments regarding their appropriateness, clarity, usability, and responsiveness to learners' needs. Developing materials based on curriculum competencies while incorporating teachers' evaluations may help ensure that the resulting resource is both theoretically grounded and practically applicable in classroom and intervention settings. Hence, the present study seeks to address this gap through the development and acceptability evaluation of systematic teaching reading materials for Grade Two pupils. By integrating foundational literacy skills into a structured sequence of learning activities and evaluating the material through the perspectives of primary-grade teachers, the study aims to contribute a practical and curriculum-aligned resource that can support reading instruction, remediation, and literacy development among Grade Two learners.

The reviewed literature establishes that early-grade reading difficulties remain a continuing concern and that structured, individualized, phonics-based, technology-supported, and intervention-oriented approaches can improve learners' reading competencies. However, the literature also reveals a specific gap: existing studies tend to evaluate particular reading interventions or instructional approaches rather than develop and validate an integrated systematic reading material specifically for Grade Two pupils under the MATATAG Curriculum. There is also limited evidence regarding teacher acceptability of a single resource that systematically integrates phonemic awareness, phonics, word recognition, vocabulary, fluency, and comprehension. The present study addresses this gap by developing a curriculum-aligned systematic teaching reading material and determining its acceptability based on objectives, content, language used, format, and usefulness as evaluated by teachers in the District of Morong.

2. Material and methods

2.1 Research Design

The study employed a developmental-descriptive research design, wherein the systematic teaching reading materials for Grade Two pupils were developed based on the competencies of the MATATAG Curriculum and evaluated in terms of their objectives, content, language used, format, and usefulness.

2.2 Locale of the Study

The study was conducted in public elementary schools in the District of Morong, Rizal, during the School Year 2025–2026, where primary-grade teachers served as the evaluators of the developed systematic teaching reading materials.

2.3 Respondents of the Study

The respondents were the total population of 116 teachers teaching in the primary grades in the public elementary schools of the District of Morong, Rizal, who evaluated the developed systematic teaching reading materials based on the identified criteria.

2.4 Sample and Sampling Procedure

Since the study involved the total population of 116 primary-grade teachers, total enumeration sampling was employed, allowing all qualified teachers in the identified population to participate in the evaluation of the developed reading materials.

2.5 Research Instrument

The primary instrument used was a researcher-made questionnaire-checklist designed to determine the acceptability of the developed systematic teaching reading materials in terms of objectives, content, language used, format, and usefulness, together with items addressing the respondents' profile.

2.6 Data Gathering Procedure

The researcher secured the necessary permissions from the concerned authorities, distributed the researcher-made questionnaire to the 116 teacher-respondents, provided appropriate instructions for its completion, retrieved the accomplished instruments, and organized the collected data for statistical analysis while observing proper research ethics and confidentiality.

2.7 Data Analysis Techniques

The data were analyzed using frequency and percentage to describe the respondents' profiles, weighted mean to determine the level of acceptability of the developed materials, and an appropriate test of significant difference to determine whether significant differences existed in the respondents' evaluations when grouped according to their profile variables.

2.8 Ethical Considerations

The study observed ethical principles in conducting research involving human participants. Participation in the study was voluntary, and the respondents were informed about the purpose of the research before answering the questionnaire. The information gathered from the respondents was used solely for academic purposes and was treated with confidentiality. The researcher ensured that the respondents' identities and personal information were protected throughout the research process. The collected data were analyzed and reported objectively to maintain the integrity and credibility of the study.

3. Results and Discussion

3.1 Development of Systematic Teaching Reading Materials for Grade Two Pupils

The systematic teaching reading materials were developed through a competency-based and systematic process aligned with the MATATAG Curriculum for English Grade 2, focusing on phonemic awareness, phonics, word recognition, vocabulary, oral reading fluency, and reading comprehension. The materials followed a progressive sequence from simple to complex activities, beginning with alphabet and letter-sound recognition and progressing to blending, word families, CVC words, word reading, phrase reading, and sentence reading. Microsoft Word and Canva were used to enhance the organization, presentation, and visual appeal of the materials. Teacher evaluation and feedback were used to assess and refine the materials in terms of objectives, content, language used, format, and usefulness, including recommendations for clearer instructions, additional visual aids, comprehension and vocabulary activities, interactive tasks, and differentiated exercises. Overall, the developed materials were found to be a valuable supplementary and intervention resource that can support systematic reading instruction and address the diverse literacy needs of Grade Two pupils. The development was consistent with Haswani (2022), who emphasized the importance of appropriate instructional materials in promoting learner engagement and improved learning outcomes, and Mijares (2023), who highlighted the value of supplementary learning materials in providing meaningful learning experiences and responding to learners' educational needs.

3.2 Profile of the Respondents in Terms of the Selected Variables

The respondents were predominantly 20–30 years old with 42.2 percent, female with 94.0 percent, and married with 64.7 percent. In terms of educational attainment, 48.3 percent were Master's degree holders, followed by college graduates with 26.7 percent and those with Master's units with 23.3 percent. Regarding length of service, the largest groups had 9 years and below and 10–19 years of service, both with 44.0 percent, indicating a relatively young and moderately experienced teaching workforce. In terms of position title, most were Teacher I with 44.8 percent, closely followed by Teacher III with 44.0 percent, while Teacher II and Master Teacher I comprised smaller proportions. For in-service trainings attended, the majority participated in district-level trainings with 52.6 percent, followed by regional-level trainings with 22.4 percent, while national and school-level trainings each accounted for 9.5 percent and international-level trainings accounted for 6.0 percent. Overall, the respondents were predominantly young, female, married, academically qualified, and engaged in district-level professional development activities.

3.3 Level of Acceptability of the Developed Systematic Teaching Reading Materials as Evaluated by the Teachers with Respect to Objectives, Contents, Language Used, Format, and Usefulness

The developed systematic teaching reading materials were found to be very much acceptable overall, obtaining a composite weighted mean of 4.80. Among the five evaluated aspects, usefulness ranked first with an overall mean of 4.82, followed by contents with 4.81. Objectives and language used both obtained an overall mean of 4.80, while format ranked fifth with 4.78; nevertheless, all aspects were rated very much acceptable. These findings indicate that the materials were perceived as useful, relevant, appropriately worded, clearly aligned with the

intended instructional objectives, and suitably organized for Grade Two reading instruction. The highest rating for usefulness further suggests that the materials can serve as an effective supplementary and intervention resource in addressing pupils' reading needs, particularly in developing reading comprehension, vocabulary, fluency, and foundational literacy skills. The findings are consistent with previous studies showing that developed reading materials and intervention packages can obtain high levels of acceptability when they are responsive to learners' identified reading difficulties and instructional needs (Toleros, 2024; Marcos, 2024). Thus, the overall results support the potential use of the developed systematic teaching reading materials as a supplementary instructional resource for enhancing the reading development and literacy performance of Grade Two pupils.

3.4 Significant Difference on the Level of Acceptability of the Developed Systematic Teaching Reading Materials for Elementary Grade Two Pupils as Evaluated by the Teachers with Respect to the Cited Aspects in Terms of Their Profile

The results revealed a significant difference in the teachers' level of acceptability of the developed systematic teaching reading materials across all assessed aspects, namely objectives, contents, language used, format, and usefulness, when grouped according to age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended. All computed p-values were 0.000, which were lower than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicates that teachers' evaluations of the developed materials varied significantly according to their demographic and professional profiles. The findings suggest that differences in teachers' age, educational background, teaching experience, position, and exposure to professional development may contribute to variations in how they assess the relevance, organization, appropriateness, and usefulness of instructional materials. These results are consistent with studies indicating that profile characteristics and educational experiences may influence the evaluation and application of instructional interventions and reading strategies (Capistrano, 2022; Valdez, 2022).

3.5. Comments and Suggestions of the Respondents to Improve the Developed Systematic Teaching Reading Materials for Elementary Grade Two Pupils

The respondents expressed positive feedback regarding the developed systematic teaching reading materials and recognized their potential to improve the reading skills of Grade Two pupils. Despite the high level of acceptability, the respondents suggested further enhancements to improve the materials' visual appeal, variety of learning activities, and responsiveness to pupils' different abilities and learning needs. The recommendations included adding more colorful pictures and illustrations, reading comprehension exercises, enrichment activities for fast learners, interactive and language-based games, short stories, vocabulary exercises, and activities that assess pupils' understanding of what they have read. These findings indicate that the respondents valued the materials' organization, appropriateness, clarity, and usefulness while emphasizing the need for more engaging, varied, and learner-centered activities. The suggestions further support the enhancement of the materials as a supplementary reading resource that can provide meaningful learning experiences and address differences in pupils' reading abilities. The findings are consistent with the emphasis on considering learners' preferences and continuously evaluating reading strategies to improve instructional effectiveness (Hashim et al., 2022) and the recommendation to refine reading interventions and instructional resources to strengthen reading outcomes (Carter et al., 2024).

4. Conclusion & Recommendations

The study concluded that the developed systematic teaching reading materials for Grade Two pupils were very much acceptable, as reflected in the composite weighted mean of 4.80 across objectives, contents, language used, format, and usefulness. The materials were perceived as relevant, clear, appropriately organized, and useful as a supplementary and intervention resource for strengthening pupils' foundational reading skills. The results also revealed significant differences in teachers' evaluations when grouped according to age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended, with all computed p-values of 0.000, leading to the rejection of the null hypothesis. The respondents' positive feedback further affirmed the materials' potential to support Grade Two reading instruction, while their suggestions highlighted areas for continued enhancement, particularly in visual presentation, comprehension activities, vocabulary development, enrichment tasks, and interactive learning experiences.

Based on these findings, it is recommended that the developed systematic teaching reading materials be utilized as a supplementary resource in Grade Two reading instruction and intervention programs. Teachers may integrate the materials into classroom activities while adapting exercises according to pupils' reading levels and learning needs. The materials may also be further enhanced by incorporating more colorful illustrations, short stories,

vocabulary exercises, reading comprehension tasks, enrichment activities, and interactive or game-based learning activities to increase pupil engagement. School heads and reading coordinators may support their appropriate implementation and provide opportunities for teachers to share feedback on their classroom use. Future researchers may conduct further studies to determine the effectiveness of the enhanced materials through experimental or longitudinal designs and examine their actual impact on pupils' reading comprehension, fluency, vocabulary, and overall literacy performance.

5. Compliance with ethical standards

The author affirms that no conflicts of interest exist in relation to this study. The research was conducted in accordance with accepted ethical principles for human-participant research, including obtaining informed consent, ensuring voluntary participation, allowing participants to withdraw at any stage without consequence, and protecting participant confidentiality through anonymous, secure, and aggregated data management. Because the study examined psychological well-being, all research procedures were non-invasive and implemented with appropriate measures to reduce the risk of discomfort. Participants were informed of available support services should the need arise. Furthermore, the necessary institutional approvals were obtained for the administration of the research instruments and access to relevant academic records.

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