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Building Foundational Skills of Primary Students Through Reading

Hafiz Muhammad Faheem

Principal Riphah International College Mandi Bahauddin. hafizfaheem822@gmail.com

Dr. Samina Rafique

Assistant Professor, Department of Education, University of Sufism and Modern Sciences
Bhitshah, Sindh. samina.rafique@usms.edu.pk

Ghulam Mujtaba Yasir

Principal, Govt. Graduate College for Boys, Choti Zareen, Dera Ghazi Khan, Punjab, Pakistan

Abstract

The purpose of this research study was to establish the relationship between early reading skills performance and the mental development of primary school students as a mixed-methods study, the research both qualitative and quantitative data collection methods were employed systematically. Data collection instruments were reported to be standardized; 30 persons took part in the pilot study. The study subjects were parents and instructors of the children and the elementary school pupils from the Lahore district. 150 teachers, 100 parents, and 50 administrators were selected employing a purposive proportionate stratified random sampling approach out of a sample of 300 participants. The study data were analyzed using multiple regression, correlation, and descriptive analysis on SPSS version 25. In addition, the participant observation and content analysis allowed us to collect some more qualitative data about the instructional practices as well as the readers' interest in the book. The study identified an interaction between pupils' reading ability, phonemes, and instructor preparation and concluded that parents' engagement and fair distribution of resources were key obstacles. Based on the study, the only way to enhance literacy outcomes is through phonemic awareness, enhanced word knowledge, and guided reading.

The educational management is recommended to utilize technology-based literacy and learning support, enhance parental engagement in reading products, and develop well-organized teacher learning interventions. More research needs to be done on the cumulative consequences of basic reading instructions on the student's total development.

Keywords: Reading, words & phonics, systematically, preparation of instructors, role of parents, fair distribution.

Introduction

Knowledge of reading skills is probably one of the most significant learnings that affect a student's academic performance as well as future productivity. Education is usually considered to be the basis for learning, the development of intelligence, and the process of developing one's critical outcome. Fixing up reading skills during the early years of elementary is vital because it creates a basis for learning in other areas subsequently (Cunningham & Stanovich, 1997). Thus, despite the importance of this domain, many students remain readers with difficulties that define their social and further academic practices (Archer, Gleason & Vachon, 2003).

As is evidenced by many research, early literacy competencies have lasting effects. (Jozefowski & Binks) Positive effects of early literacy skills The positive effects of early literacy skills Early literacies: which have as attributes Outputs The review highlighted that early literacy skills have several effects found to have lasting positive impacts Examples of such effects include Table 1: The positive effects of early literacy skills Positive effects Brief description Positive association between home literacy activities and literacy development The first-grade students who fail to read and comprehend basic text words, including phonics and phonemic awareness, reading difficulties often continue in the subsequent grades (Juel, 1988; Menzies, Mahdavi & Lewis, 2008). Some studies indicate that early-grade reading problem affects 74% of students in high school (Fletcher & Lyon,

1998). The results further emphasize the fact that time is of the essence when it comes to helping young learners. Teaching reading is a synthesis of research and practice the 5 teaching components of the National Reading Panel (2000) consist of phonemic awareness, phonics, reading fluency, reading vocabulary, and reading comprehension. These elements are integral and mutual and required for effective and efficient reading. Nevertheless, these objectives are made difficult by disparities in parental remuneration, resources, and teachers' preparedness (Washburn et al., 2011).

The NRP (2000) described phonemic awareness, phonics, fluency, vocabulary, and comprehension as the five teaching features that are most important in learning to read. Reading competency therefore demands these connected parts. These components should be systematically incorporated into efficient and meaningful literacy instruction so that the students receive the requisite skills to decode, comprehend, and engage with the texts, according to the National Reading Panel (2000), this holds the key to the development of appropriate instructional methods and strategies which may enlighten educators.

Nevertheless, to sustain high literacy levels remains a daunting challenge almost all over the globe. For instance, in 2013 only 35 % of the fourth-grade students in the United States achieved NAEP or a better score, which has not changed since 1992 (What Works Clearinghouse, 2014). They remain very poor in developing countries such as Pakistan and for instance, only 59% of the children achieve minimum acceptable reading fluency by the age of 10 years (UNICEF, 2022). To help fill these gaps, it will be necessary for the Department to work more proactively with communities, as well as to strengthen the use of evidence-based practices and preservice training of teachers.

A core skill that has a great effect on a student's performance and future endeavors is literacy. It is the basic for education, the development of thought processes and critical thinking abilities. As a critical skill, on which students build

other learning that takes place in subsequent years of learning in other subjects, the attainment of reading proficiency in lower grades is vital (Cunningham & Stanovich, 1997). However, studies carried out on literacy around the world display continued challenges. The What Works Clearinghouse [(WWC) 2014] noted that in 2013, only 35% of fourth grade students in the United States attained the NAEP proficiency level it has stagnated since 1992. UNICEF, (2022) states that, only 59% of children in Pakistan attain basic reading proficiency by the age of 10 therefore the situation there is worse. The above-released taxonomy research shows that low-income and marginalized communities have a higher level of illiteracy as new studies discuss these literacy gaps more and more (Reyes et al., 2019; Khurshid, 2020). New approaches based on regular use of research findings, organizing teacher training, and improving family engagement are necessary to overcome these inequalities. To address this gap, educational institutions can only begin by launching structurally defined literacy programs, and also enhancing community positive relations (Rasinski, 2020). Conventional sound codes do improve early literacy in a dramatic manner (Castles and Hope, 2018; Kim, 2021). Moreover, there has been evidence that a relationship where family involvement and teacher training influence can enhance children's literacy learning process (Walsh et al 2020). This is obvious that the improvement of the early reading programs helps in increasing literacy levels as well as providing pupils with tools needed for learning their entire lives.

As practical interventions for boosting key literacy skills, this article discusses and summarizes the current research on reading proficiency in elementary schools. It wants to reveal the challenges that are present in the process of teaching children to read, to provide parents and teachers with effective tools on how to promote children's interest in reading, and to consider such treatments and procedures that promote literacy skills. Therefore, interactive fiction, group reading practice, and parental character can be used to create an

environment that fosters good reading habits and other improved scholastic performance among students. This article discusses the state of research on reading competency for pupils in elementary schools and primary emphasis on the effective ways to promote the necessary skills in the course of reading. What teachers need to know about promoting reading for enjoyment and supporting pupils to achieve in school and beyond is what it aims at offering through examining the challenges and revealing successful implementation. Focusing on the teaching of specific phonemic awareness, phonics, fluency, and vocabulary exercises, this research examines approaches to the acquisition of elementary reading skills in elementary school. Thirdly, it provides helpful references to parents and teachers on how to overcome barriers and promote literacy and academic learning.

Objectives of the Study

1. To examine how effectively phonics, phonemic awareness, fluency, and vocabulary-building techniques might enhance primary school pupils' early reading proficiency.
2. To assess the main obstacles that affect students' reading development, such as family participation, resource availability, and teacher readiness, and to suggest evidence-based solutions to overcome these obstacles.

Research Question

The study addresses the following primary research question:

"What are the most effective strategies and challenges in fostering foundational reading skills among primary school students?"

Sub-questions include:

1. How do teachers and parents perceive the importance of foundational reading skills in primary education?
2. What evidence-based strategies are currently used to teach phonemic awareness, phonics, fluency, vocabulary, and comprehension?

3. What barriers hinder the development of reading proficiency among primary school students?
4. What role does parental involvement and teacher training play in enhancing reading skills?

Literature Review

Research shows that children learn to read better when phonics and phonemic awareness become the center of early literacy education. Research by Ehri et al. (2014) demonstrates that planned phonics instruction helps young readers remember words better and spell them correctly. Based on their research Torgesen et al. (2013) found that teaching children how words sound produces better reading outcomes in students. Research demonstrates that effective phonics and phonemic awareness training must become core components of early school reading instruction. According to Stahl and Murray (2013) explicit and organized instruction in phonemic awareness and phonics will create lasting reading success. Semantic awareness teaching establishes essential early learning according to National Early Literacy Panel research from 2014. People commonly understand that basic reading skills (vocabulary and fluency) help students understand content when reading. According to Kuhn and Stahl (2014), reading fluency grows through rehearsed verbal practice, enhancing student understanding. According to Beck, McKeown and Kucan (2015) pupils need powerful vocabulary instruction first to handle difficult literature since more words help students learn new ideas better. Many students with smaller vocabularies struggle to understand what they read because academic materials become harder in higher grade levels according to Biemiller (2017). According to Foorman et al. (2016) vocabulary training improves reading skills and enhances students' academic success. The study indicates that students require complete reading programs which educate vocabulary and fluency to develop effective reading skills. How well students learn and succeed in school depends on their reading skills. Early reading skills

grow when students practice learning how sounds make words (phonemic awareness) plus use letter-sound connections (phonics), gain smooth reading habits (fluency), grow their word bank (vocabulary), and improve understanding (comprehension) (National Reading Panel 2000). Even though reading skills remain essential students face reading challenges that affect their other classes and create ongoing unequal learning opportunities according to Denton and Hall 2021.

Research shows that early reading help produce better student reading outcomes for students who face difficulties (Sucena et al., 2021). Theories help us understand how young readers progress in language skills. Researchers use Piaget's theory to demonstrate that reading instruction must match each learner's mental development level (Piaget, 1971). After Vygotsky's sociocultural model students reach new dimensions in reading comprehension through small group reading practice. Vygotsky's work shows how learning happens best when students work together and receive teaching support. Researchers maintain today that teaching children both sounds of words and their connections to letters lays the essential reading foundation (Kyle et al., 2020). Researchers show that developing phonemic awareness helps students succeed at reading early on. According to Sucena and company's research from 2021 students who do not master phonemic awareness basics by grade 3 will face long-term reading problems. Young students must learn how letters sound through phonics so they can effectively decode words according to Castles et al. (2018). According to Rasinski (2020), pupils need fluency to connect word recognition with real understanding so they can fully engage with texts. Studies indicate that minimal vocabulary directly affects students' capacity to read challenging texts so researchers emphasize vocabulary growth as essential for reading understanding (Walsh, Glascott, & Campbell, 2020). Although learning to read and write form the foundation of instruction, teachers receive limited formal preparation in science-based reading methods. Professor Washburn's team uncovered regular gaps in students' phonics and phonics

learning when new teachers enter the classroom without enough training. The absence of necessary resources during literacy issues grows more severe in poor neighborhoods where students lack effective technology resources and reading materials (Reyes, Brandehoff, & Torres, 2019).

Research proves students develop better reading skills through evidence-based learning methods in literacy classes. Research shows that when teachers guide students through reading at their instruction levels reading skills advance (Fountas & Pinnell 2019). Struggling readers gain better phonics and fluency skills through small-group treatments according to Vaughn et al. (2020). Parent involvement plays a substantial role in literacy development. According to Sénéchal & LeFevre (2020), students who read at home perform better in literacy compared to their peers who don't read (Sénéchal & LeFevre, 2020). Educators found that including digital reading tools in teaching makes students more engaged and gives them more ways to practice (Higgins, 2021). Decoding problems in readers need early diagnosis and planned teaching methods to work best. Hall and Burns (2018) state that students achieve better literacy skills and academic results when they start reading support early. Meta-analyses show decoding and reading comprehension skills improve permanently after extensive phonemic awareness training according to Cho et al. (2021). To close reading gaps we need tactics that involve teachers preparing students while parents join in plus teachers get needed materials. The government should aim to strengthen early literacy programs and give teachers proof-based teaching methods while making sure students get fair access to excellent learning materials (UNICEF, 2022). By using these methods teachers create a strong reading foundation that benefits students at school and throughout their lives.

Research Methodology

A descriptive survey that included an ex-post facto design and a mixed-methods approach enabled the investigation of reading proficiency links to cognitive

development and academic performance for primary school students. A comprehensive assessment of early literacy development determinants emerged through the combination of quantitative data and qualitative data collection techniques. This research included a study design that reached out to stakeholders from three main groups: elementary students and their parents and school administrators combined with teachers working in both public and private schools located between urban and rural areas across different socioeconomic strata. To select the final pool of participants researchers employed stratified random sampling resulting in 300 participants that included 150 teachers and 100 parents and 50 educational administrators.

The analysis mix utilized structured questionnaires as well as observational/document analysis approaches as the primary method of investigation. Accompanying demographic-related inquiries the questionnaire included assessment about strategy instruction including guided reading and phonics as well as literacy concerns. It employed 5-point Likert scales for survey responses while sparing space for open-response questions when seeking qualitative data. The evaluation process for teacher-student relationships and teaching strategies and student participation in literacy exercises used classroom observation methods. An assessment of lesson plans alongside teacher training materials and assessment reports during the document analysis revealed patterns in instructional practices.

30 participants consisting of 10 administrators 10 parents and 10 instructors underwent pilot testing which validated the research instruments' reliability and validity. A small number of revisions were made to improve both the clarity and relevance of the instruments. A team of experts evaluated the instruments to verify their content validity. The research instruments displayed internal consistency through reliability testing that yielded Cronbach's alpha scores of 0.85

for phonemic awareness and 0.88 for phonics and vocabulary and 0.79 for literacy obstacles.

Three data collection methods included self-reported questionnaires alongside in-person classroom observations and document evaluations as researchers utilized electronic and paper-based data collection systems. The research used SPSS version 25 to perform statistical analysis of the quantitative data. The researchers analyzed participant responses through descriptive statistical methods that generated mean values alongside standard deviation frequencies and percentages from participants' responses. The research used independent sample t-tests for inferential analysis to examine how reading proficiency changed across demographic groups like gender together with experience level. The analysis used ANOVA to determine how core reading skills varied across multiple participant groups. Through multiple regression analysis, researchers evaluated how teacher education levels available school resources, and parental involvement affect reading proficiency but they used correlation analysis to study phonics instruction's relationship with reading fluency and parental support.

The study utilized thematic analysis to analyze free-response survey data in addition to review and observation notes to discover recurring themes regarding instructional trouble spots coupled with effective literacy techniques and student involvement measures. The combination of quantitative statistical analyses and qualitative thematic findings allowed this research to provide a complete and multidimensional evaluation of early literacy development factors for primary school students. These dual research methodologies produced objective results that enhanced research precision together with applicability and yielded evidence-based guidelines regarding literacy instructional improvements.

Data Collection Tools

Table 1

Tool	Purpose	Target Participants/Data	Data Collected
Survey	To gather standardized data on perceptions and practices of foundational reading skills.	Teachers, parents, and administrators.	Perceptions of foundational skills, instructional strategies, barriers, and the role of parental involvement.
Observational Data	To document real-time classroom practices and student engagement.	Teachers and students during classroom activities.	Use of phonics, fluency, vocabulary strategies; teacher-student interactions; levels of student participation.
Document Analysis	To review existing teaching materials and reading assessment records.	School-provided documents (lesson plans, assessments, training materials).	Patterns in instructional design, alignment with foundational skills, and assessment outcomes.

Findings of Study

Table 2. Demographic Characteristics of Participants

Category	Sub-category	Frequency (n)	Percentage (%)
Teachers	1–5 years of experience	53	35%
	6–10 years of experience	60	40%

Category	Sub-category	Frequency (n)	Percentage (%)
Parents	10+ years of experience	37	25%
	Bachelor's Degree	90	60%
	Master's Degree	45	30%
	Other Certifications	15	10%
	Secondary Education	40	40%
	Higher Education	35	35%
	No Formal Education	25	25%
Administrators	Average Years in Leadership	8	-

Table 3. Perceptions of Foundational Reading Skills

Group	Skill Perceived as Most Important	Percentage (%)
Teachers	Phonemic Awareness and Phonics	85%
Parents	Vocabulary Development	65%
Administrators	Reading Comprehension	75%

The result from the table indicates:

- **Teachers** (85%) prioritize **Phonemic Awareness and Phonics**.
- **Parents** (65%) emphasize **Vocabulary Development**.
- **Administrators** (75%) focus on **Reading Comprehension**.

Table 4. Challenges in Teaching Foundational Reading Skills

Challenge	Teachers Reporting (%)	Parents Reporting (%)
Lack of teacher training	70%	N/A
Large class sizes	60%	N/A
Limited access to teaching resources	50%	N/A
Inconsistent reading habits at home	N/A	55%

Challenge	Teachers Reporting (%)	Parents Reporting (%)
Lack of awareness of reading strategies	N/A	40%

The framework spotlights the main barriers teachers face in teaching reading fundamentals. Data indicates that training deficiencies massive classroom enrollments and insufficient teaching materials remain educators' principal challenges as noted through their reporting of inadequate preparation (70%), extensive student bodies (60%), and scarce educational resources (50%). Parents noticed irregular reading habits in their homes along with limited reading strategy knowledge status according to parent observations (55% and 40% respectively). Effective reading development support for students requires action from both families and schools to address the combined problems they face.

Table 5. Observational Findings for Teaching Practice

Practice	Observed Frequency	Percentage of Observed Sessions (%)
Phonics Instruction	15	75%
Interactive Storytelling	12	60%
High Student Engagement	16	80%
Barriers (time constraints, etc.)	8	40%

The analysis revealed both phonics instruction and participatory storytelling were used as teaching methods in 75% and 60% of sessions respectively demonstrating their effectiveness. Student engagement was self-reported as high in 80% of all observed sessions by participants indicating sustained student involvement in learning activities. Observations showed participation hurdles in 40% of reviewed lessons due to time constraints.

Table 6. Assessment and Document Analysis for Evaluating Teaching Practices and Resource Availability

Category	Percentage Present in Documents
Lesson Plans with Phonemic Awareness Activities	65%
Lesson Plans with Vocabulary Activities	40%
Students Receiving Small-Group Instruction	60%
Resource-constrained schools (low scores)	55%

The document analysis identified a reading instruction gap since vocabulary development received attention in 40% of plans but phonemic awareness activities were present in 65% of lessons. Instructional plans for small groups comprised 60% of all cases thus showing efforts to create personalized learning approaches. Schools that operate with minimal resources demonstrate poor academic outcomes as shown by 55% of cases. At the same time the study reveals why better funding and support is essential for improving their educational performance.

Table 7. Statistical Results

Correlation	r-value	Significance (p-value)
Phonics Instruction and Reading Fluency	0.78	< 0.01
Parental Involvement and Reading Comprehension	0.64	< 0.05

This research study examines the relationships among various fundamental reading factors. A study shows that students under systematic phonics instruction demonstrate improved reading fluency because phonics teaching produces a strong positive relationship ($r = 0.78$, $p < 0.01$) with students' reading speed. Research shows that youth with supportive home reading activities typically achieve better reading comprehension results ($r = 0.64$, $p < 0.05$).

Table 8. Regression Analysis

Regression Analysis	Beta (B)	Significance (p-value)
Teacher Training	0.35	< 0.01
Parental Involvement	0.28	< 0.05
Classroom Resources	0.29	< 0.01
Model R-Squared (R²)	0.62	< 0.01

The predictive power of classroom resources along with teacher preparedness and family engagement becomes measurable through regression analysis for student reading outcomes. The explanatory power of these variables in reading results becomes apparent through the robust model fit with an R² value of 0.62. state Provider highlighted the essential part of professional training development in the success of reading instruction as the most effective determinant ($\beta = 0.35$, $p < 0.01$) The study found that parental engagement in children's education proved equally essential ($\beta = 0.28$, $p < 0.05$) because it showed home-based reading reinforcement played an essential role.

Data show Classroom Resources ($\beta = 0.29$, $p < 0.01$) establish significance as reading performances increase when students have teaching resources and reading aids.

Research evidence demonstrates that classroom resources and family participation with teacher preparation maintain substantial influence on students' reading success. Strong regression coefficients combined with high positive correlations show that improving teacher preparation programs along with increasing parental involvement while ensuring ample reading materials directly enhances pupils' basic literacy skills. Results show primary schools must implement multiple interventions because they require various approaches for effective literacy education delivery.

Results from Document Analysis

Student achievement in phonemic awareness skills appears crucial because teachers integrated these activities into 65% of their lesson plans at the beginning-grade level. Vocabulary exercises specifically designed to develop students' vocabulary missed 40% of these assessments. Evidence-based reading approaches appeared in 50% of lesson plans indicating a need for standardized teaching strategies.

Table 9. Analysis of Lesson Plans

Category	Findings	Percentage (%)
Lesson plan	Inclusion of phonemic awareness activities	65%
	Inclusion of vocabulary-building activities	40%
	Alignment with evidence-based reading strategies	50%

Assessment Records

Research analysis of student evaluations revealed reading fluency competency among 60% of participants which demonstrates robust word recognition and reading speed skills. Students experience difficulties with comprehension tasks at a rate of 55% so targeted instructional interventions are essential to develop readers' understanding abilities.

Table 10. Analysis of Assessment Record

Category	Findings	Percentage (%)
Assessment Records	Students achieving proficiency in reading fluency	60%
	Students struggling with comprehension tasks	55%

Teacher Training Material

The included training materials showed phonics and fluency instruction in 70% which reveals that these core subjects must receive top attention during teacher education programs. Only 45% of these materials provided instruction for vocabulary development and comprehension while the remainder appeared to lack professional training in advanced literacy skills.

Table 11. Analysis of Teacher Training Material

Category	Findings	Percentage (%)
Teacher Training Materials	Coverage of phonics and fluency instruction	70%
	Focus on comprehension and vocabulary-building	45%

A document analysis reveals essential literacy teaching elements alongside key growth prospects. The current teacher preparation programs with their lesson plans successfully include phonemic awareness and fluency instruction but require additional focus on vocabulary development and comprehension skills. Teaching methods must include targeted comprehension methods because too many students show quantitative difficulties in understanding language. Enhanced student reading performance depends on better preparation of teachers alongside improved curriculum development practices for balancing comprehensive literacy training.

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Observational Analysis of Classroom Reading Practices and Interpretation

Observation aims focused on assessing instructional barriers to student involvement and basic reading method application. Several observations of primary school teacher reading strategies reveal their frequency as well as effectiveness.

Table 12. Observational Analysis of Classroom Reading Practices

Observed Practice	Frequency Observed	Percentage of Sessions (%)	Notes
Use of phonics instruction	15	75%	Observed variability in implementation quality.
Interactive storytelling sessions	12	60%	Higher engagement was noted in students during these sessions.
Guided small-group reading	10	50%	Effective in addressing individual student needs.
Student engagement levels	16	80%	Active participation in group and interactive activities.
Challenges (e.g.,	8	40%	Limited time for

Observed Practice	Frequency Observed	Percentage of Sessions (%)	Notes
time constraints)			comprehensive reading instruction.

Joint instructional methods such as small-group reading achieved 50% student engagement and individualized support while staff observations indicated excellent results (75%) in phonics delivery although teaching quality varied. Student participation reached 80% but extensive instruction suffered due to time constraints which affected 40% of the lessons. To boost literacy success educators, need to focus on standardized phonics instruction as well as more presentational narration alongside planned guided reading sections and they need to develop high-strategy lesson designs.

Discussion

A research examination evaluated the effects of basic reading competencies on students' academic performance in primary schools. Students' academic scores closely matched their phonemic awareness abilities and knowledge of phonics along with fluency measures and vocabulary development. The results match previous research which began by emphasizing phonics as fundamental for early literacy development according to Castles, Rastle and Nation (2018). The findings extend previous reports by Sénéchal and LeFevre (2020) about how home literacy environments shape children's reading development while demonstrating the need for teacher-ready programs and parental engagement to promote reading skills.

Students displayed better reading fluency together with higher engagement when phonics and phonemic awareness strategies appeared consistently within education lessons. The findings parallel those of Ehri et al. (2014) who showed how systematic phonics education dramatically strengthened students' reading skills including comprehension and word recognition abilities. This research

revealed strong evidence showing that vocabulary development creates substantial effects on students' ability to grasp difficult text content. The results support the findings of Walsh, Glascott, and Campbell (2020) who showed comprehension remains hard for students who lack vocabulary knowledge.

The current study agreed with Vaughn et al. (2020) by demonstrating that targeted reading interventions within small groups created positive academic results for struggling readers. Research by UNICEF (2022) shows that learning material accessibility strongly correlates with educational variation. The research analysis demonstrated major academic differences because students at facilities with quality educational resources obtained better reading results than students enrolled in inadequate education environments.

The research showed parental involvement makes a big difference in reading skills development. Students benefited from actively involved parents during at-home reading activities by obtaining significantly improved reading results. The research of Sénéchal and LeFevre (2020) verifies the literacy benefits that result from early parental engagement. This research discovered that several parents lacked an understanding of effective reading methods even though parental involvement during reading was essential. The study supports the conclusion of Reyes, Brandehoff, and Torres (2019) by showing parental literacy gaps result from parental lack of knowledge about these matters. The research investigated teaching expertise relationships with reading achievement results and discovered that teachers trained in phonics and vocabulary methods gained enhanced abilities to improve literacy development for their students. The interpretation of Washburn, Joshi, and Cantrell (2011) indicates data shows that insufficient teacher preparation creates uneven patterns in literacy instruction. The solution requires schools to implement ongoing professional development that teaches research-based reading techniques to their teachers.

Research results showed that students in grades 1 through 3 experienced increased difficulty with phonemic awareness compared to older students thus demanding targeted early literacy intervention. Evidence backs previous research from Hall and Burns (2018) that demonstrates why early intervention prevents long-lasting reading difficulties. According to Cho et al. (2021), direct instruction of phonemic awareness techniques to young learners produces significant improvements in their reading comprehension and decoding abilities.

This investigative work delivers useful findings yet various constraints exist. Due to the limited sampling scope, the current survey probably fails to represent the full spectrum of educational surroundings adequately. Surveys based on people remembering their literacy involvement often led to incorrect data because respondents might either overperceive or underperceive their practices. The findings require restricted generalization because data collection took place in a few educational institutions. Future research to assess long-term early literacy program outcomes needs both increased samples and extended timeframe measurements. The analysis of digital literacy tools needs investigation because they show promise to increase student attention and offer additional reading practice according to Higgins (2021).

Conclusion

This study demonstrates that primary school pupils learn literacy by developing their essential reading abilities including phonemic awareness and phonics alongside fluency and vocabulary and comprehension skills. Students read better when families get involved teachers prepare properly and instructional materials stay accessible. Better student literacy achievement results occurred in schools that used structured phonics instruction alongside guided reading teaching methods demonstrating that research-based education methods work best. The development of core reading abilities among lower primary school pupils required targeted interventions because early literacy education and ongoing academic

success depend on addressing instructional material gaps while strengthening teacher competency and increasing parental participation.

Recommendations

Based on the findings, the following recommendations are proposed:

Teacher Training Programs: Improving early literacy instruction requires new educational efforts to provide professional development training that specifically teaches vocabulary growth and phonics training that also comprises guided reading approaches.

Parental Engagement Initiatives: As part of their literacy promotion initiatives schools can run parent workshops to develop reading routines while providing reading resources.

Resource Allocation: The literacy gap requires policy action for equal distribution of educational resources including books digital tools reading aids specifically targeting low-resourced schools.

Small-Group and Individualized Instruction: Decomplex reading interventions including one-to-one tutoring with struggling readers along with small-group reading sessions should be used by schools to improve reader strengths.

Future Research Directions: Additional studies must explore the lasting effects that basic literacy approaches create on students alongside digital reading platforms' abilities to boost reading levels.

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