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Reading difficulties and their influence on reading fluency among Grade 2 pupils in Solana, Cagayan

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ABSTRACT

Reading proficiency during the primary grades is fundamental to learners' academic success because it serves as the foundation for comprehension and lifelong learning. Despite the implementation of school-based reading programs, limited local evidence exists on the nature of reading difficulties and the factors influencing reading fluency among Grade 2 pupils in the elementary school districts of Solana, Cagayan. This study determined the reading difficulties experienced by Grade 2 pupils, examined the prevalence of these difficulties, assessed their effects on reading fluency, identified the factors influencing reading fluency, and evaluated the interventions employed by teachers. The study utilized a descriptive-normative research design involving 34 Grade 2 teachers selected through purposive sampling. Data were collected using a researcher-made questionnaire, documentary analysis, and unstructured interviews and analyzed using frequency, percentage, and weighted mean. The findings revealed that pupils often experienced reading difficulties, particularly in vocabulary knowledge, word recognition, and reading comprehension. These difficulties were prevalent among many pupils and had a high effect on reading fluency. Among the factors examined, instructional strategies exerted the greatest influence on reading fluency, followed by vocabulary acquisition and phonological awareness. The interventions implemented by teachers, particularly explicit phonics instruction, repeated reading, guided reading, vocabulary development, individualized instruction, and timely feedback, were found to be highly effective in supporting struggling readers. The study concludes that strengthening evidence-based literacy instruction and implementing sustained reading intervention programs are essential to improving the reading fluency of Grade 2 pupils and promoting long-term literacy development.

Keywords: Reading difficulties, reading fluency, vocabulary knowledge, instructional strategies, Grade 2 pupils.

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INTRODUCTION

Reading has long been recognized as an essential human activity and a fundamental means of acquiring knowledge, communicating ideas, and participating in society. Since the invention of writing, reading has enabled individuals to understand the changing structure of society and adapt to its demands. More than a functional skill, reading serves as a vital tool for learning, personal growth, and effective communication. It is defined as the process of constructing meaning from written text by integrating cognitive processes with prior knowledge and contextual understanding (Gedik & Akyol, 2022). Fundamentally, reading is a cognitive activity through which individuals interpret symbols, construct meaning, and engage with the ideas presented in written materials.

Effective reading extends beyond the simple decoding of words. It is a fluent, purposeful, strategic, and lifelong process that enables readers to derive meaning from text (Akyol, 2015). A key component of effective reading is reading fluency, which refers to the ability to read accurately, automatically, and expressively while maintaining appropriate pacing and comprehension (Young & Rasinski, 2009). Reading fluency consists of three essential components: accuracy, reading rate, and prosody. Accuracy refers to the ability to recognize and pronounce words correctly, while reading rate reflects the automatic recognition of words that allows readers to process text efficiently (Turna & Güldenoğlu, 2019). Prosody, often described as the "music of language," involves the appropriate use of intonation, rhythm, and expression during oral reading, thereby enhancing both comprehension and engagement (Reutzel, 2009).

Word recognition and vocabulary knowledge are fundamental to the development of reading fluency. Learners with limited vocabulary and weak word recognition skills often experience difficulty reading at the expected level, which may adversely affect their overall academic performance. Some learners encounter persistent reading difficulties despite having no identified intellectual, auditory, or visual impairments. According to the Ministry of National Education (2018), these learners may experience difficulties in reading, writing, conceptualization, and self-expression due to environmental or organic factors, even though their intellectual abilities are comparable to those of their peers. Poor readers likewise struggle to activate and apply prior knowledge effectively during the reading process, limiting their ability to construct meaning from text.

The primary purpose of reading is to construct meaning from written text, a process that relies on both recognition and perception. Recognition involves the accurate and rapid decoding of letters, syllables, and words, whereas perception entails interpreting and understanding the recognized information through cognitive processing. Effective reading therefore requires adequate phonological awareness, word recognition, and comprehension skills (Stanovich, 2005). Learners experiencing reading difficulties commonly exhibit weaknesses in short-term memory, attention, eye-movement coordination, word recognition, and text segmentation. To address these challenges, educators have implemented various evidence-based instructional approaches, including repeated reading, paired reading, reader's theatre, choral reading, and word repetition techniques to improve reading fluency and word recognition (Armbruster et al., 2010).

Vocabulary knowledge likewise plays a crucial role in the development of reading fluency. Words function as representations of thoughts, emotions, and concepts, enabling individuals to communicate and comprehend effectively. A broad vocabulary enhances learners' abilities in reading, writing, listening, and speaking, thereby contributing to overall language development. Vocabulary knowledge encompasses the words that learners understand, use, and retain through experience. Studies have shown that instructional

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strategies such as concept mapping, word association, dictionary use, and contextual learning significantly improve vocabulary retention and reading comprehension (Foil & Alber, 2002).

Despite the implementation of various literacy programs and educational interventions in the Philippines, many learners continue to experience difficulties in reading fluency and comprehension, particularly during the early elementary years (Idulog et al., 2023). These challenges are especially critical among Grade 2 pupils because this stage is intended to strengthen foundational literacy skills, including phonemic awareness, word recognition, vocabulary acquisition, and reading strategies (Alpitche-Bunda & Pineda, 2023). Reading difficulties at this level may hinder pupils' ability to comprehend increasingly complex texts and consequently affect their academic achievement in later grade levels (Cunha et al., 2017). Moreover, international studies have consistently reported that a considerable number of learners worldwide continue to read below grade level, highlighting the persistent global challenge of literacy development (Cirino et al., 2012).

In the context of Solana, Cagayan, Grade 2 pupils face similar challenges in developing fluent reading skills. Factors such as limited exposure to varied reading materials, differences in classroom literacy instruction, and socio-economic conditions may influence learners' reading development. Understanding these challenges is essential for designing effective interventions that address both the cognitive and linguistic dimensions of reading proficiency. Accordingly, this study seeks to examine the prevalence and nature of reading difficulties among Grade 2 pupils in the elementary school districts of Solana, Cagayan, and to determine how these difficulties influence the development of reading fluency. Specifically, the study investigates the roles of vocabulary acquisition, phonological awareness, and instructional strategies in promoting reading fluency. The findings are expected to provide valuable insights that can guide teachers, school administrators, and policymakers in developing context-appropriate interventions to improve pupils' reading performance.

This study is anchored on the premise that reading is a complex cognitive process that extends beyond the ability to decode printed words. Effective reading involves the integration of several interrelated components, including word recognition, vocabulary knowledge, reading fluency, comprehension strategies, prosody, and learner motivation. Understanding how these components interact provides a sound theoretical foundation for examining the reading difficulties experienced by Grade 2 pupils and their influence on the development of fluent reading skills.

The study primarily draws on the Simple View of Reading proposed by Gough and Tunmer (1986), which posits that reading comprehension is the product of two essential components: decoding and language comprehension. Decoding refers to the ability to recognize and pronounce written words accurately, while language comprehension involves understanding and constructing meaning from text. Deficiencies in either component can hinder reading proficiency. Among Grade 2 pupils, difficulties in decoding or limited vocabulary knowledge may result in slow reading, poor reading fluency, and reduced comprehension.

The study is further supported by LaBerge and Samuels's (1974) Automaticity Theory, which posits that reading fluency develops when word recognition becomes rapid, effortless, and automatic. As readers become more proficient in recognizing words, they devote fewer cognitive resources to decoding and can focus more effectively on comprehension. Conversely, pupils with reading difficulties often expend considerable mental effort decoding individual words, thereby limiting their ability to understand and interpret the text meaningfully.

Another theoretical foundation of the study is the Interactive-Compensatory Model proposed by Stanovich (1980). This model suggests that reading is an interactive process involving both bottom-up decoding skills and top-down linguistic and contextual knowledge. When one process is weak, readers attempt to compensate by relying more heavily on other available processes. Although compensatory strategies may facilitate reading to some extent, excessive reliance on them often slows reading and reduces overall fluency. Consistent with this perspective, the National Reading Panel (2000) emphasized that effective reading instruction should address the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading fluency serves as the bridge between accurate word recognition and meaningful comprehension, while vocabulary knowledge and comprehension strategies enable learners to construct meaning from text more effectively.

The study also adopts Vygotsky's Sociocultural Theory (1978), which emphasizes that reading development is influenced not only by learners' cognitive abilities but also by social interaction, instructional support, and access to literacy resources. Guided learning experiences, teacher scaffolding, and meaningful interactions with peers and family members contribute significantly to literacy development. In the context of Solana, Cagayan, socio-economic conditions, home literacy environments, and access to reading materials may influence pupils' opportunities to develop fluent reading skills. These environmental factors may either facilitate or constrain learners' literacy development.

Drawing from these complementary theories, the present study posits that the development of fluent reading skills among Grade 2 pupils is influenced by multiple cognitive, linguistic, instructional, and environmental factors. Reading fluency is viewed as the outcome of accurate and automatic word recognition, adequate vocabulary knowledge, effective comprehension strategies, and supportive learning experiences. Guided by these theoretical perspectives, the study examines the prevalence and nature of reading difficulties among Grade 2 pupils. It determines how vocabulary acquisition, phonological awareness, and instructional strategies contribute to the development of reading fluency in the elementary school districts of Solana, Cagayan.

This study adopts the Input–Process–Output (IPO) Model as its conceptual framework. The input consists of the respondents' demographic profile, including age, gender, civil status, highest educational attainment, present position, latest performance rating, length of service, and level of in-service training attended. It also includes the reading difficulties experienced by Grade 2 pupils, the prevalence and nature of these difficulties, the effects of reading difficulties on reading fluency, the influence of vocabulary acquisition, phonological awareness, and instructional strategies, as well as the interventions employed by teachers to support struggling readers.

The process involves collecting, analyzing, and interpreting data on the reading difficulties experienced by Grade 2 pupils and the factors that influence the development of fluent reading skills. It includes assessing the prevalence and nature of reading difficulties and determining how vocabulary acquisition, phonological awareness, instructional strategies, and teacher interventions contribute to reading fluency.

The output of the study is a set of evidence-based findings that will serve as the basis for improving reading instruction and strengthening intervention programs designed to enhance the reading fluency of Grade 2 pupils in public elementary schools in Solana, Cagayan. These findings are expected to provide practical guidance for teachers, school administrators, and other education stakeholders in planning and implementing effective literacy programs. Feedback from the findings will likewise inform continuous improvements in reading instruction and future intervention initiatives.

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Statement of the problem

This study aimed to determine the reading difficulties experienced by Grade 2 pupils and examine the development of their fluent reading skills in public elementary schools in the elementary school districts of Solana, Cagayan, during the School Year 2025–2026. Specifically, it sought to answer the following research questions:

1. What is the profile of the respondents in terms of age, gender, civil status, highest educational attainment, present position, latest performance rating, length of service, and level of in service training attended?
2. What are the reading difficulties experienced by Grade 2 pupils in terms of word recognition, vocabulary knowledge, and reading comprehension?
3. What is the prevalence of reading difficulties among Grade 2 pupils?
4. To what extent do reading difficulties affect the development of fluent reading skills among Grade 2 pupils?
5. To what extent do vocabulary acquisition, phonological awareness, and instructional strategies influence the reading fluency of Grade 2 pupils?
6. To what extent are interventions employed by teachers in supporting Grade 2 pupils experiencing reading difficulties?

METHODOLOGY

Research design

This study employed the descriptive-normative research design to determine the reading difficulties experienced by Grade 2 pupils and examine the development of their fluent reading skills in public elementary schools in Solana District, Cagayan, during the School Year 2025–2026. The descriptive-normative design was deemed appropriate because it describes existing conditions, practices, and relationships among variables. It also provides a systematic means of organizing, analyzing, interpreting, and reporting data to portray the current status of a particular population. This design was supported by the works of Good and Scates (2001), Van Dalen and Meyer (1999), Best (1999), and Whitney, who emphasized that descriptive research is useful for examining prevailing conditions and generating information that can guide educational practice.

Locale of the study

The study was conducted in the public elementary schools of Solana District, Cagayan, a first-class municipality in the province of Cagayan, Philippines. Solana consists of 38 barangays and comprises both urban and rural communities. The municipality was selected as the research locale because it encompasses the public elementary schools where the respondents teach and where the investigation on Grade 2 pupils' reading difficulties and fluent reading skills was undertaken.

Respondents of the study

The study utilized purposive sampling in selecting the respondents. The participants consisted of 34 Grade 2 teachers, with one teacher representing each of the 34 public elementary schools in Solana District, Cagayan. These teachers served as the primary

respondents because they were directly involved in assessing and monitoring the reading performance of Grade 2 pupils.

Research instruments

Data were gathered using three research instruments: (1) a researcher-made questionnaire, (2) documentary analysis, and (3) unstructured interviews. The questionnaire, which served as the primary data-gathering instrument, was developed from books, scholarly journals, theses, and dissertations. It consisted of six parts covering the respondents' profile, the nature and prevalence of reading difficulties among Grade 2 pupils, the effects of reading difficulties on reading fluency, the factors influencing reading fluency, and the interventions employed by teachers to support pupils experiencing reading difficulties. The questionnaire underwent pilot testing among selected teachers in a nearby municipality, and revisions were made based on their feedback and the recommendations of the research adviser before its final administration. Documentary analysis was conducted to verify information obtained through the questionnaire, while unstructured interviews were used to clarify and supplement the respondents' answers.

Data gathering procedure

Before conducting the study, the researcher secured permission from the Office of the Schools Division Superintendent and the respective school administrators. After obtaining approval, the questionnaire was validated, revised, reproduced, and personally administered by the researcher. Upon retrieval of the accomplished questionnaires, the collected data were organized, tallied, tabulated, analyzed, and interpreted to answer the research questions.

Statistical treatment of data

The data gathered from the respondents were tallied, tabulated, analyzed, and interpreted using appropriate descriptive statistical tools. Frequency and percentage were employed to describe the respondents' demographic profile, specifically their age, gender, civil status, highest educational attainment, present position, latest performance rating, length of service, and level of in-service training attended. Weighted mean was used to determine the extent of the reading difficulties experienced by Grade 2 pupils, the prevalence of these difficulties, the effects of reading difficulties on the development of reading fluency, the influence of vocabulary acquisition, phonological awareness, and instructional strategies on reading fluency, and the extent of the interventions employed by teachers to support pupils experiencing reading difficulties. These statistical tools enabled the researcher to analyze the data systematically and provide meaningful interpretations that addressed the research objectives

RESULTS AND DISCUSSION

This study investigated the reading difficulties and the development of reading fluency among Grade 2 pupils in the elementary school districts of Solana, Cagayan. Specifically, it examined the respondents' demographic profile, the nature and prevalence of reading difficulties, the effects of these difficulties on reading fluency, the factors influencing reading fluency, and the effectiveness of the interventions employed by teachers to address learners' reading challenges. The study involved 34 Grade 2 teachers, representing one teacher from each public elementary school in the district. Using descriptive statistical techniques, the study

generated findings that provide a comprehensive understanding of the reading difficulties experienced by Grade 2 pupils and the instructional practices employed to improve their reading performance.

The respondents' profile showed that the teaching force consisted largely of relatively young yet professionally experienced educators. The largest proportion (26.47%) belonged to the 26–30-year-old age group, indicating that many teachers were still in the early stages of their careers but had already gained valuable classroom experience. Female teachers dominated the respondents, accounting for 82.35%, while males comprised only 17.65%. In terms of civil status, 91.18% were married, suggesting that most respondents had established both personal and professional stability. Regarding educational attainment, 61.76% held a bachelor's degree, whereas 38.24% had completed a Master of Arts in Education. Most respondents (76.47%) occupied the position of Teacher III, while 14.71% were Teacher II and 8.82% were Master Teacher I. Notably, 100% of the respondents received an Outstanding performance rating, indicating consistently high professional performance. In addition, the largest proportion (32.35%) had 6–10 years of teaching experience, and many had participated in regional and international in-service training programs (23.53% each). Collectively, these findings suggest that the respondents possessed adequate qualifications, teaching experience, and professional competence to provide reliable assessments of their pupils' reading abilities.

Findings further revealed that Grade 2 pupils often experienced reading difficulties, obtaining an overall average weighted mean of 3.70, interpreted as "Often." Among the three components of reading, vocabulary knowledge emerged as the greatest area of difficulty, obtaining the highest average weighted mean of 3.79. Teachers observed that pupils frequently struggled to understand unfamiliar words, infer meanings from context, identify synonyms and antonyms, and interpret words with multiple meanings. These findings suggest that limited vocabulary continues to hinder pupils' ability to construct meaning from texts. Word recognition ranked second, with an average weighted mean of 3.72, indicating that pupils often experienced difficulty recognizing familiar words automatically, reading words accurately in connected text, and decoding unfamiliar words efficiently. Such weaknesses prevent learners from reading smoothly and automatically, thereby reducing reading fluency. Reading comprehension likewise registered a relatively high average weighted mean of 3.59, indicating that many pupils encountered difficulty identifying important details, answering comprehension questions, interpreting ideas, and applying comprehension strategies while reading. These findings demonstrate that reading difficulties are multidimensional and that weaknesses in vocabulary, word recognition, and comprehension reinforce one another, limiting pupils' overall reading development.

The study also established that reading difficulties were prevalent among many Grade 2 pupils, as reflected in the overall average weighted mean of 3.89, interpreted as "Many Pupils." Among the three domains, reading comprehension exhibited the highest prevalence, with an average weighted mean of 3.95, indicating that many pupils struggled to understand texts, identify important details, infer meanings, recognize relationships among ideas, and summarize reading selections. Both word recognition and vocabulary knowledge obtained identical average weighted means of 3.86, likewise interpreted as "Many Pupils." Teachers observed that a considerable number of pupils read slowly, hesitated while reading, guessed unfamiliar words, and possessed limited vocabulary necessary for effective comprehension. The consistently high prevalence across all three components suggests that reading difficulties are widespread rather than isolated to a few struggling learners. Consequently, literacy interventions should target the entire class rather than only a limited group of pupils, especially

during the early years of elementary education when foundational reading skills are still developing.

The findings further revealed that reading difficulties exerted a high effect on reading fluency, obtaining an overall average weighted mean of 4.09, interpreted as "High Effect." Among the indicators, the inability to read unfamiliar texts independently registered the highest weighted mean of 4.24, indicating that pupils remained highly dependent on teacher assistance when confronted with new reading materials. Other indicators, including slow oral reading, inaccurate word recognition, poor vocabulary knowledge, weak phonological skills, skipping or repeating words, and poor comprehension, were likewise rated as having a high effect on reading fluency. These findings imply that reading fluency cannot develop effectively when pupils continue to struggle with basic reading skills. Since fluent reading requires the automatic integration of decoding, vocabulary knowledge, and comprehension, persistent weaknesses in these areas substantially limit pupils' ability to read accurately, smoothly, and independently.

With regard to the factors influencing reading fluency, the respondents generally agreed that these factors had a significant influence, as reflected in the overall average weighted mean of 4.19. Among the three factors examined, instructional strategies emerged as the most influential, obtaining the highest average weighted mean of 4.76, interpreted as "High Influence." Teachers strongly agreed that explicit phonics instruction, repeated reading, guided reading, individualized instruction, timely feedback, and learner-centered teaching strategies substantially improve pupils' reading fluency. Vocabulary acquisition ranked second, with an average weighted mean of 3.94, indicating that vocabulary development significantly contributes to pupils' ability to recognize words quickly and comprehend texts more effectively. Phonological awareness followed closely, obtaining an average weighted mean of 3.86, suggesting that recognizing sounds, blending phonemes, and understanding letter-sound relationships remain essential prerequisites for fluent reading. These findings highlight that reading fluency develops through the combined influence of effective teaching practices and well-developed foundational language skills.

Finally, the study evaluated the effectiveness of the interventions employed by teachers to address pupils' reading difficulties. The findings demonstrated that these interventions were very effective, as evidenced by an overall average weighted mean of 4.71. Among the interventions, providing timely feedback and reinforcement received the highest rating, with a weighted mean of 4.79, emphasizing the importance of immediate corrective guidance in improving reading performance. Other interventions, including systematic phonics instruction, repeated reading exercises, vocabulary-building activities, guided reading sessions, individualized instruction, story-based reading, reading journals, and the integration of reading activities across subject areas, were likewise rated "Very Effective." Although paired or group reading activities received the lowest rating among the interventions, they still fell within the "Very Effective" category, indicating that collaborative learning continues to contribute positively to reading development. These findings suggest that teachers recognize the value of employing multiple evidence-based instructional approaches rather than relying on a single intervention to address diverse reading needs.

In sum, the study demonstrates that reading difficulties remain a significant concern among Grade 2 pupils in the elementary school districts of Solana, Cagayan. Difficulties in vocabulary knowledge, word recognition, and reading comprehension were found to occur frequently and affect many learners, ultimately exerting a high effect on reading fluency. At the same time, the findings reveal that effective instructional strategies, strong vocabulary acquisition, phonological awareness, and systematic teacher interventions play a vital role in improving pupils' reading performance. The consistently high ratings assigned to teacher interventions further affirm that well-planned, evidence-based reading instruction can

substantially reduce reading difficulties and promote fluent, confident, and independent readers. These findings provide a strong empirical basis for the development of a more comprehensive reading intervention program aimed at strengthening the foundational literacy skills of Grade 2 pupils and enhancing their long-term academic success.

CONCLUSION

Based on the findings of the study, it is concluded that the Grade 2 teachers who participated in the study are professionally qualified and competent to assess the reading abilities of their pupils. Their educational qualifications, teaching experience, satisfactory performance, and continued participation in professional development activities suggest that they possess the knowledge and skills necessary to implement literacy interventions and support the development of pupils' reading skills.

Grade 2 pupils continue to experience considerable reading difficulties in the fundamental components of reading, particularly in vocabulary knowledge, word recognition, and reading comprehension. These findings indicate that many learners have not yet developed the foundational literacy skills needed to achieve fluent and meaningful reading. The difficulties experienced in one component of reading appear to reinforce weaknesses in the others, demonstrating that reading development requires the simultaneous acquisition of decoding, vocabulary, and comprehension skills.

The study further concludes that reading difficulties are common among Grade 2 pupils, suggesting that literacy challenges extend beyond a small group of struggling learners and have become a broader instructional concern. This implies that classroom reading instruction should focus not only on remediation but also on strengthening the literacy skills of all learners through systematic and evidence-based teaching practices.

Reading difficulties substantially affect the development of reading fluency. Weaknesses in vocabulary, phonological awareness, word recognition, and comprehension reduce pupils' ability to read accurately, smoothly, and independently. As pupils devote greater cognitive effort to decoding words, fewer mental resources remain available for comprehension, resulting in slow, hesitant, and less meaningful reading.

Among the factors examined, instructional strategies emerged as the most influential in promoting reading fluency. While vocabulary acquisition and phonological awareness provide the linguistic foundation for reading, the quality of classroom instruction ultimately determines how effectively these skills are developed. This highlights the central role of teachers in facilitating reading success through explicit instruction, appropriate intervention, and learner-centered pedagogical approaches.

The study also concludes that the interventions currently employed by teachers are effective in addressing pupils' reading difficulties. Instructional practices such as systematic phonics instruction, repeated reading, guided reading, vocabulary development, individualized support, and timely feedback contribute positively to the improvement of pupils' reading performance. These findings demonstrate that evidence-based literacy interventions can significantly reduce reading difficulties when implemented consistently and sustained over time.

Generally, the study concludes that although reading difficulties remain a significant challenge among Grade 2 pupils in the elementary school districts of Solana, Cagayan, these challenges are responsive to well-planned, teacher-led interventions. Improving vocabulary knowledge, phonological awareness, word recognition, and reading comprehension through

comprehensive and systematic literacy instruction will help pupils become fluent, confident, and independent readers.

In view of the findings and conclusions, the study recommends that schools should strengthen their reading intervention programs by adopting a comprehensive approach that simultaneously develops vocabulary knowledge, phonological awareness, word recognition, reading comprehension, and reading fluency. Early identification of struggling readers and the timely implementation of appropriate interventions should become an integral part of classroom instruction.

Teachers are encouraged to continue employing evidence-based instructional strategies, including explicit phonics instruction, repeated reading, guided reading, vocabulary-building activities, individualized instruction, and timely feedback. Continuous professional development should likewise be provided to further enhance teachers' competence in implementing effective literacy instruction and intervention programs.

School administrators should provide sustained institutional support by ensuring the availability of instructional materials, reading resources, and professional learning opportunities that will enable teachers to implement high-quality literacy programs effectively. Regular monitoring and evaluation of school-based reading interventions are likewise recommended to ensure their continuous improvement.

Future researchers are encouraged to complement teachers' perceptions with direct assessments of pupils' reading performance to obtain a more comprehensive and objective understanding of learners' reading abilities. Employing mixed-methods or longitudinal research designs would also provide deeper insights into the long-term effectiveness of reading interventions and the factors influencing pupils' literacy development.

Future studies may further examine the influence of teacher characteristics, home literacy environment, parental involvement, and other learner-related factors on reading achievement. Including the perspectives of pupils and parents would provide a more holistic understanding of the academic, social, and environmental conditions that shape children's reading development.

Finally, the findings of this study may serve as the basis for developing, implementing, and evaluating a contextualized reading intervention program tailored to the specific literacy needs of Grade 2 pupils. Such a program should emphasize early intervention, continuous assessment, differentiated instruction, and collaboration among teachers, school administrators, and parents to ensure sustained improvement in pupils' reading fluency and overall literacy achievement.

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