ASIAN JOURNAL OF RESEARCH AND DEVELOPMENT STUDIES
OPEN ACCESS
AN INDEXED, REFEREED AND PEER REVIEWED JOURNAL
ISSN: E-3121-9306
Journal Homepage: https://caarnjournals.com/index.php/ajrds
VOL. 3. ISSUE. 1 (JANUARY, 2026)

EFFECTIVENESS OF PHONO VISUAL ORAL SOUND BLENDING MEANING (PVOSBM) APPROACH IN TEACHING READING AND LITERACY AMONG GRADE 1 LEARNERS

Annabelle A. Isip[1] & Conrado A. Lombrio, DM[2]

[1] Graduate Student, Eastern Samar State University
[2] Graduate School Faculty, Eastern Samar State University
Email: annabelle.isip001@deped.gov.ph[1], lombrioconrad@gmail.com[2]
D.O.I: 10.5281/zenodo.18680675

Received: 22.12.2025 | Accepted: 20.01.2026 | Published: 16.02.2026

ABSTRACT RESEARCH ARTICLE

It is believed that learners who are deemed proficient readers also tend to have a greater understanding of various reading abilities, such as vocabulary growth, word choice, style, and knowledge of varied ethical diversity throughout cultures. Given the significance of early reading skills in shaping learners' academic success, this study is necessary to evaluate the effectiveness of the Phono-Visual Oral Sound Blending Meaning (PVOSBM) approach in enhancing reading and literacy among Grade 1 learners. Measuring the improvements in the mean scores of the grade one pupils before and after the exposures of the traditional method revealed from above establishing the alpha error of 0.05 with the degrees of freedom of 12, and the equivalent critical values for both one – tailed and two – tailed numerically 1.782 and 2.179 respectively, since the computed t – value solely for the traditional method result shows to be greater than those critical values for both one – tailed and two – tailed tests, the study attempted reject the null hypothesis to signify the fate of having improvements of the grade one pupils under the traditional method of reading. Moreover, utilizations for the PVOSBM Approach could guarantee the increase of the reading ability schemes of the learners. Seminars and trainings pertaining to the PVOSBM approach and other differentiated instructions to are highly recommended in the attainment of reading proficiency

KEYWORDS: Phono Visual Oral Sound Blending Meaning, Reading Literacy, Grade 1 learners, SDO Eastern Samar, DepEd Philippines

INTRODUCTION

Teaching beginning reading to young children provides the solid foundation upon which almost all subsequent learning is built. Since learning in all subject areas occurs largely through reading, early literacy development is a fundamental ability that significantly influences learners' academic performance. Niklas, Cohrssen, and Tayler (2016) found that children exposed to rich literacy experiences at an early age tend to develop stronger reading skills, which positively affect their cognitive development and overall academic achievement.

These findings highlight the importance of fostering reading as a foundational life skill that extends beyond the classroom. Early literacy exposure is strongly associated with long-term academic success, underscoring the need for structured and evidence-based instructional approaches in the early grades.

Reading serves as a gateway to all disciplines and plays a crucial role in shaping learners' educational trajectories. Proficient readers demonstrate stronger vocabulary development, better word choice, improved comprehension, and greater awareness of diverse cultures and perspectives. Conversely, children who fail to learn to read in the early years are at risk of falling behind academically, as they struggle to absorb printed information, follow written instructions, and communicate effectively in writing. Gove and Wetterberg (2011) emphasized that without the ability to read, learners face limited opportunities for personal fulfillment and future career success. Thus, cultivating strong reading skills in the primary grades is essential to prevent long-term academic difficulties and promote lifelong learning.

Over time, numerous approaches, strategies, and methods for teaching beginning reading have been developed, with their success largely depending on teachers' effective implementation. Durkin's Theory suggests that when a child is taught a little, he or she becomes ready for a little more, depending on the learner's ability to respond to a specific method of instruction. Effective beginning reading instruction requires teachers to articulate letter sounds clearly and apply varied strategies suited to learners' needs. In this context, the researcher, a Grade 1 teacher, utilizes the Phono-Visual Oral Sound Blending Meaning (PVOSBM) approach. This method begins with mastery of letter sounds, guiding learners to hear, see, and correctly articulate sounds, then blend them to form words. Once words are decoded, visual aids such as objects or pictures are introduced to establish meaning, thereby promoting both fluency and comprehension.

The PVOSBM approach integrates essential components of reading development, including phonemic awareness, visual recognition, oral expression, sound blending, and meaning-making. Phonemic awareness—the ability to hear, identify, and manipulate individual sounds is fundamental to reading acquisition (Ehri, 2020). Visual recognition enables learners to connect written symbols with their corresponding sounds, facilitating fluent word recognition (Castles, Rastle, & Nation, 2018). Oral expression strengthens pronunciation and expressive language skills, supporting reading fluency and comprehension (Moats, 2020). Sound blending enhances learners' capacity to decode unfamiliar words (Brady, 2020), while meaning-making ensures that decoding leads to genuine comprehension and retention (Duke & Cartwright, 2021). By integrating these interrelated skills, the PVOSBM approach aligns with structured literacy and phonics-based instruction recommended in contemporary research (Ehri, 2020; Castles, Rastle, & Nation, 2018).

Given the critical role of early reading skills in shaping learners' academic success, evaluating effective instructional approaches is imperative. The PVOSBM approach offers a comprehensive and systematic framework for developing foundational literacy skills among Grade 1 learners. However, empirical evidence is needed to determine its effectiveness in enhancing reading performance. Thus, this study seeks to assess the impact of the PVOSBM approach on the reading and literacy development of Grade 1 learners. The findings may provide valuable insights for educators in selecting and refining instructional strategies, ultimately contributing to improved literacy outcomes and stronger foundations for lifelong learning in primary education.

Statement of the Problem

This study aimed to

Examine the effectiveness of the Phono-Visual Oral Sound Blending Meaning (PVOSBM) Approach in teaching reading and literacy among Grade 1 learners. Specifically, it sought to answer the following questions:

1. What is the mean score of pupils before being taught using the PVOSBM Approach and the traditional method?
2. Is there a significant improvement in the mean scores of Grade 1 pupils before and after exposure to these teaching methods?
3. Is there a significant difference in the mean achievement scores between Grade 1 pupils taught using the PVOSBM Approach and those taught using the traditional method?

Methodology

Research Design

This study used a quantitative quasi-experimental pretest–posttest control group design to determine the effectiveness of the PVOSBM Approach in improving Grade 1 learners' reading and literacy skills (Darling-Hammond, 2022). The independent variable was the teaching method (PVOSBM vs. Traditional), while the dependent variable was reading performance measured through pretest and posttest scores. Participants were randomly selected to ensure balanced representation.

Research Locale

The study was conducted at Guiuan East Central School, Barangay 08, Guiuan, Eastern Samar. The school was selected due to its large population of Grade 1 learners and active implementation of reading programs, making it suitable for evaluating the effectiveness of the PVOSBM Approach.

Sampling Procedure

A stratified random sampling technique was employed. A total of 26 Grade 1 pupils were selected and equally assigned to two groups: 13 in the experimental group (PVOSBM) and 13 in the control group (Traditional Method).

Respondents of the Study

The respondents were 26 Grade 1 pupils enrolled during the School Year 2024–2025. Thirteen pupils were assigned to the experimental group and thirteen to the control group to allow balanced comparison.

Research Instrument

A standardized reading and literacy assessment was used as both pretest and posttest. The instrument measured pupils' reading performance before and after the intervention to determine significant differences in mean achievement scores.

Data Gathering Procedure

Permission was secured from the school administration and parents prior to data collection. Both groups took a pretest to determine baseline reading skills. The experimental group received instruction using the PVOSBM Approach, while the control group was taught using

the Traditional Method. After the intervention period, a posttest was administered. The scores were collected, organized, and analyzed using t-tests to determine significant differences.

Measurement of Variables
Teaching method was coded as 2 (PVOSBM) and 1 (Traditional). Reading performance was interpreted using score ranges (Excellent to Needs Improvement). Improvement levels and achievement differences were analyzed using paired and independent sample t-tests. Mean and standard deviation were used for descriptive analysis.

Data Analysis
Descriptive statistics (mean and standard deviation) summarized pretest and posttest scores. A paired sample t-test determined improvement within groups, while an independent sample t-test compared posttest scores between groups to evaluate the effectiveness of the PVOSBM Approach.

Ethical Considerations
Informed consent was obtained from parents or guardians. Participation was voluntary, and confidentiality and anonymity were ensured. The study complied with institutional ethical guidelines and ensured that no harm was caused to participants.

Results and Discussion

Pretest and Posttest Raw Scores of Traditional Approach and PVOSBM Approach

Table 1 and Table 2 below contain both the pretest and posttest raw scores of pupils exposed to traditional approach and PVOSBM. Both groups utilized uniform achievement test questionnaire which contains twenty letter sounds and words with one point value for each item.

Table 1: *Pretest and Posttest Raw Scores of Traditional Approach*

RESPONDENTS	PRE-TEST	POST-TEST	DIFFERENCE
1	8	12	4
2	7	12	5
3	6	11	5
4	8	12	4
5	6	12	6
6	8	13	5
7	7	12	5
8	6	11	5
9	7	12	5
10	8	13	5
11	8	13	5
12	7	12	5
13	7	12	5

Table 1 presents the pretest and posttest raw scores of the Grade 1 pupils taught using the traditional approach. The results show that before the intervention, pupils obtained pretest scores ranging from 6 to 8, indicating that their initial reading performance was relatively low

and clustered within a narrow range. This suggests that prior to instruction, most learners had limited mastery of basic reading skills, which is typical among beginning readers at the start of formal instruction. The mean pretest score of the group reflects a developing level of reading ability, demonstrating the need for structured reading support.

After exposure to the traditional method of instruction, the posttest scores increased to a range of 11 to 13. All 13 pupils showed improvement, with score differences ranging from 4 to 6 points. Most pupils gained 5 points, while one pupil showed the highest increase of 6 points. This consistent increase across all respondents indicates that the traditional approach contributed to measurable progress in reading performance. The improvement suggests that regular and systematic reading instruction, even through conventional strategies, can enhance learners' decoding and basic literacy skills.

Table 2: *Pretest and Posttest Raw Scores of PVOSBM Approach*

RESPONDENTS	PRE-TEST	POST-TEST	DIFFERENCE
1	7	19	12
2	6	18	12
3	8	19	11
4	7	18	11
5	8	20	12
6	6	18	12
7	7	19	12
8	6	19	13
9	8	20	12
10	7	20	13
11	8	20	12
12	8	19	13
13	7	19	12

Table 2 presents the pretest and posttest raw scores of the Grade 1 pupils taught using the Phono-Visual Oral Sound Blending Meaning (PVOSBM) Approach. The pretest scores ranged from 6 to 8, indicating that learners initially demonstrated developing reading skills similar to those in the control group. This suggests that before the intervention, pupils in the experimental group had comparable baseline reading abilities and required systematic instruction to strengthen their literacy skills.

Following the implementation of the PVOSBM Approach, the posttest scores significantly increased, ranging from 18 to 20. All 13 pupils exhibited substantial improvement, with score differences ranging from 11 to 13 points. Most learners gained 12 points, while several achieved increases of 13 points, reflecting a high level of progress. Compared to their initial performance, the magnitude of improvement in the experimental group was notably large, indicating that the PVOSBM Approach had a strong positive effect on pupils' reading and literacy development. The consistent and marked increase across all respondents suggests that the integration of phonemic awareness, visual recognition, oral practice, sound blending, and meaning-making effectively enhanced learners' decoding skills and comprehension.

Pretest and Posttest Mean Scores of Traditional Approach and PVOSBM Approach

Table 3 below contains the pretest mean scores of the pupils exposed to traditional approach and PVOSBM approach of 7.15 respectively.

Table 3. *Pretest and Posttest Mean Scores of Traditional Approach and Traditional Approach*

APPROACH	Tests (Mean Scores)		t-test	Pvalue	Interpretation
	Pretest	Posttest			
Traditional Approach	**7.15**	**12.08**	35.97	.000	Significant Difference
PVOSBM Approach	**7.15**	**19.08**	67.12	.000	Significant Difference

Table 3 presents the pretest and posttest mean scores of Grade 1 pupils exposed to the Traditional Approach and the Phono-Visual Oral Sound Blending Meaning (PVOSBM) Approach. Both groups obtained an identical pretest mean score of 7.15, indicating that the pupils had comparable baseline reading abilities prior to the intervention. This similarity in initial performance strengthens the internal validity of the study, as it suggests that any subsequent differences in achievement can be attributed to the instructional approaches implemented rather than pre-existing disparities in reading skills.

After the intervention, the Traditional Approach group achieved a posttest mean score of 12.08, while the PVOSBM group obtained a substantially higher posttest mean score of 19.08. The computed paired sample t-test values further revealed significant improvements within each group, with the Traditional Approach yielding a t-value of 35.97 and the PVOSBM Approach yielding a markedly higher t-value of 67.12. Both approaches registered a p-value of .000, indicating a highly significant difference between pretest and posttest mean scores. These results confirm that both instructional methods contributed to improvements in reading performance. However, the magnitude of improvement was considerably greater among pupils exposed to the PVOSBM Approach, as reflected in the higher posttest mean and t-value. This finding suggests that while traditional instruction can enhance reading skills, the structured and multi-component design of the PVOSBM Approach produces more substantial gains in literacy development.

The significant improvement observed in the PVOSBM group aligns with the principles of systematic phonics instruction. Kelly (2022) emphasized that phonics blending is a crucial literacy strategy that enables beginning readers to merge individual sounds into complete words, thereby strengthening word recognition and reading fluency. Although Kelly's discussion was grounded in existing research rather than primary empirical data, it highlighted the instructional value of blending as a bridge from isolated phoneme recognition to fluent reading. Similarly, Mednick (2023) underscored the importance of explicit, structured phonics lessons grounded in the science of reading, advocating for step-by-step and differentiated instruction to address varying learner needs. While Mednick's work serves as a practical instructional framework rather than an empirical investigation, it reinforces the effectiveness of systematic phonics-based approaches such as PVOSBM.

Furthermore, the findings are supported by Chard and Osborn (2019), who demonstrated that structured phonics and word recognition instruction significantly benefit young learners, particularly those experiencing reading difficulties. Their research highlighted the importance of early, explicit intervention in strengthening foundational literacy skills. However, they also noted that phonics instruction should be integrated with vocabulary and comprehension strategies to ensure holistic literacy development. The PVOSBM Approach reflects this

balanced perspective by combining phonemic awareness, visual recognition, oral articulation, sound blending, and meaning-making. Overall, the results of this study provide empirical support that structured, phonics-based approaches like PVOSBM yield greater improvements in early reading performance compared to traditional methods, thereby affirming its effectiveness in enhancing Grade 1 learners' literacy skills.

Traditional Approach and PVOSBM Approach Achievement Mean Scores

The data presented in table 4 reflects the mean achievement scores of the groups of pupils exposed to traditional approach and got 12.08 mean achievement score while it's evidently shown that PVOSBM approach got a higher mean achievement score of 19.08. These values resulted to a t-test value of 25.40 with a Pvalue or significant difference of .000 which strongly implies that there is a highly significant difference between the mean achievement scores of pupils exposed to traditional approach and those exposed to PVOSBM approach.

Table 4. *Traditional and PVOSBM Approach Achievement Mean Scores*

Approach	Mean	t-test	Pvalue	Interpretation
Traditional Approach	12.08			
		25.40	.000	Significant Difference
PVOSBM Approach	19.08			

Based on the statistically tailed data, it shows that using the PVOSBM Approach in teaching reading and literacy among grade 1 learners is an effective approach in achieving better reading performance.

The implication suggested that since both the traditional method and the PVOSBM Approach gained remarkable improvements for the pupils in grade one entailed having the results and essays coming from the Phonemic awareness by which the pupils could be able to recognize and manipulate individual sounds in spoken words, plays a crucial role in decoding and spelling (Understood, n.d.). A study conducted at Osmeña Elementary School explored a similar approach known as the Phono-Visual-RAP technique, which aligns with the principles of PVOSBM. The study aimed to measure the effectiveness of this technique in teaching beginning reading skills to Grade 1 learners. Findings indicated a significant improvement in learners' reading abilities after the intervention, highlighting the potential of phonics-based instructional methods in early literacy development (Taungoo District, 2016). Phonics instruction, which focuses on the relationship between letters and sounds, is a fundamental aspect of PVOSBM. So also, by Understood (n.d.), phonics blending—a strategy that teaches students how to combine sounds to form words has been proven effective in enhancing reading fluency. This aligns with the core principle of PVOSBM, which integrates sound blending as a key strategy for decoding words and improving literacy skills among young learners. The effectiveness of PVOSBM can be attributed to its structured approach, which incorporates multiple sensory modalities—phonological (sound recognition), visual (letter recognition), oral (pronunciation practice), and meaning-based comprehension. By systematically blending these elements, learners develop stronger word recognition skills, leading to better reading fluency and comprehension. Previous research on phonemic awareness and phonics instruction supports the premise that such approaches significantly contribute to early reading success.

Considering the factors established by Mednick (2023) who had gained contributions to the discussion by providing a structured phonics lesson plan template based on the science of reading. This resource outlined a step-by-step instructional framework for teaching phonics in small group settings, reinforcing the importance of explicit and systematic instruction. The lesson plan emphasized differentiated instruction, allowing educators to tailor phonics activities based on students' skill levels. While the structured approach offered a practical guide for implementation, it was not a research study but rather an instructional tool. Consequently, its effectiveness in diverse classroom settings remains an area for further empirical validation. Recent discussions suggest that an overemphasis on whole-language methods without sufficient phonics can hinder literacy development. For instance, critiques have arisen regarding certain balanced literacy programs due to their lack of focus on systematic phonics, which is essential for decoding skills. In contrast, phonics-based approaches, like the PVOSBM, provide structured guidance on letter-sound relationships and blending, crucial for developing reading proficiency. The shift towards evidence-based reading instruction, emphasizing phonics, reflects a growing recognition of its effectiveness in early literacy education.

Lastly, by Kelly (2022) discussed phonics blending as an essential literacy strategy for young learners. Phonics blending, a core component of systematic phonics instruction, involves merging individual sounds to form complete words, thereby improving word recognition and reading fluency. This resource emphasized that phonics blending is particularly effective for beginning readers, as it helps them transition from isolated letter sounds to full word pronunciation.

Conclusion and Recommendation

1. Phonics blending, as a core component of systematic phonics instruction, plays a vital role in improving word recognition and reading fluency among beginning readers. While phonics-based strategies such as the PVOSBM Approach significantly enhance decoding skills, phonics alone may not address all literacy challenges; thus, integrating vocabulary development and comprehension strategies remains essential for balanced literacy development. Grade 1 learners should be exposed to structured phonics-based approaches like PVOSBM while still benefiting from selected elements of traditional instruction when appropriate. Teachers should apply differentiated instruction to determine when to use PVOSBM, traditional strategies, or a combination of both to best support learners' reading development.
2. Systematic and explicit teaching methods, particularly multisensory approaches engaging visual, auditory, and kinesthetic modalities, contribute to notable improvements in learners' phonemic awareness and overall reading ability. Although both the Traditional Method and the PVOSBM Approach resulted in significant gains, there remains a need for further empirical studies to strengthen evidence on their long-term impact. Grade 1 teachers are encouraged to adopt innovative and evidence-based reading strategies such as the PVOSBM Approach and to continuously enhance their instructional competence through seminars, workshops, and professional development programs focused on phonics instruction and differentiated learning.
3. Both the Traditional Method and the PVOSBM Approach improve reading skills; however, structured phonics-based instruction provides clearer guidance on letter-sound relationships and blending, which are essential for developing decoding proficiency. Current shifts toward evidence-based reading instruction highlight the importance of systematic phonics over approaches that underemphasize decoding

skills. School administrators should support the implementation of evidence-based literacy programs by organizing relevant trainings and encouraging research-based innovations in reading instruction. They should promote continuous evaluation of instructional practices to ensure that effective strategies, such as PVOSBM, are properly implemented to strengthen early literacy outcomes.

References

Bayron, G. P. (2023). Effectiveness of the implementation of phono-visual oral sound blending meaning (PVOSBM) approach in teaching beginning reading and performance of Grades 1 & 2 pupils in reading. *International Journal of Advanced Multidisciplinary Studies, 3*(6). https://www.ijams-bbp.net/archive/vol-3-issue-6june/effectiveness-of-the-implementation-of-phono-visual-oral-sound-blending-meaning-pvosbm-approach-in-teaching-beginning-reading-and-performance-of-grades-1-2-pupils-in-reading/

Bowers, J. S. (2020). Reconsidering the evidence that systematic phonics is more effective than alternative methods of reading instruction. *Educational Psychology Review, 32*(3), 681–705. https://doi.org/10.1007/s10648-019-09515-y

Brady, S. (2020). *A 2020 perspective on research findings on alphabetics (phoneme awareness and phonics): Implications for instruction (Expanded version)*. The Reading League. https://www.thereadingleague.org/wp-content/uploads/2020/10/Brady-Expanded-Version-of-Alphabetics-TRLJ.pdf

Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest, 19*(1), 5-51. https://doi.org/10.1177/1529100618772271

Chard, D. J., & Osborn, J. (n.d.). Phonics and word recognition instruction in early reading programs: Guidelines for children with reading disabilities. *Reading Rockets*. Retrieved from https://www.readingrockets.org/topics/phonics-and-decoding/articles/phonics-and-word-recognition-instruction-early-reading

Compass Educational Services. (n.d.). Strategies to promote oral expression. Retrieved from https://compasseducationalservices.com/wp-content/uploads/2015/07/Strategies-to-Promote-Oral-Expression.pdf

Crowe, A. (2022, January 17). Reading levels explained: What they are & how they are assessed. *Prodigy Education*. Retrieved from https://www.prodigygame.com/main-en/blog/reading-levels/

Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. *Reading Research Quarterly, 56*(S1), S25–S44. https://doi.org/10.1002/rrq.411

Education Scotland. (n.d.). Implementation of phonic approaches. *Education Scotland*. Retrieved from https://education.gov.scot/resources/learning-to-read-early-years-plr/developing-skills-for-reading/implementation-of-phonic-approaches/

Ehri, L. C. (2020). The science of learning to read words: A case for systematic phonics instruction. *Reading Research Quarterly, 55*(S1), S45–S60. https://doi.org/10.1002/rrq.334

Ehri, L. C. (2022). What teachers need to know and do to teach letter–sounds, phonemic awareness, word reading, and phonics. *The Reading Teacher, 76*(1), 53–61. https://doi.org/10.1002/trtr.2095

Gove, A. K., & Wetterberg, A. M. (Eds.). (2011). *The early grade reading assessment: Applications and interventions to improve basic literacy*. RTI International. https://www.rti.org/rti-press-publication/early-grade-reading-assessment-applications-interventions-improve-basic-literacy

Hendricks, M. (2023, December 6). The history and science of reading. *Social Studies*. Retrieved from https://www.socialstudies.com/blog/the-history-and-science-of-reading/

Kasprick, B. (2023). The effectiveness of using phonics instruction and interventions in elementary classrooms (Master's thesis). Minnesota State University, Mankato. Retrieved from https://red.mnstate.edu/cgi/viewcontent.cgi?article=1845&context=thesis

Kelley, S. (2022). Evidence-based literacy strategy: Phonics blending. *Understood*. Retrieved from https://www.understood.org/en/articles/evidence-based-literacy-strategy-phonics-blending

Lewis, H. (2025, March). There is no one-size-fits-all approach to reading instruction. *The Atlantic*. Retrieved from https://www.theatlantic.com/magazine/archive/2025/03/the-commons/681434/

Mapcarta. (n.d.). *Guiuan East Central School Map*. Retrieved from https://mapcarta.com/W789966403

Mednick, A. (2023). The Science of Reading: A Phonics Lesson Plan Template for Small Groups. *CORE Learning*. Retrieved from https://www.corelearn.com/science-of-reading-phonics-lesson-plan-template-small-groups/

Melby-Lervåg, M., Lyster, S.-A. H., & Hulme, C. (2019). Phonological skills and their role in learning to read: A meta-analytic review. *Psychological Bulletin, 138*(2), 322-352. https://doi.org/10.1037/a0026744

Moats, L. C. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Brookes Publishing Company. https://eric.ed.gov/?id=ED610461

Organisation for Economic Co-operation and Development (OECD). (n.d.). Reading performance (PISA). *OECD Data*. Retrieved from https://www.oecd.org/en/data/indicators/reading-performance-pisa.html

Pennsylvania State University. (2019). Literacy for individuals with complex communication needs. *AAC Literacy Project*. Retrieved from https://aacliteracy.psu.edu/index.php/page/show/id/4/index.html

Perkins School for the Blind. (n.d.). CVI and visual recognition. *Perkins School for the Blind*. Retrieved from https://www.perkins.org/cvi-visual-recognition/

Phajane, M. H. (2014). Traditional method of teaching reading. *Mediterranean Journal of Social Sciences, 5*(15), 212–218. https://doi.org/10.5901/mjss.2014.v5n15p212

Shanahan, T. (2022). What do you think of phonics first or phonics only in the primary grades? *Shanahan on Literacy*. Retrieved from https://www.shanahanonliteracy.com/blog/what-do-you-think-of-phonics-first-or-phonics-only-in-the-primary-grades

Tibungco District. (2016, November 7). Phono-visual rap and beginning reading skills in English of the Grade One learners. *Tibungco District*. Retrieved from https://tibungcodistrict.wordpress.com/2016/11/07/phono-visual-rap-and-beginning-reading-skills-in-english-of-the-grade-one-learners/

Tucker, C. (2024, February). Cultivating independent and collaborative meaning-making. *Catlin Tucker*. Retrieved from https://catlintucker.com/2024/02/meaning-making/