

TOWARDS THE ENHANCEMENT OF LITERACY DEVELOPMENT IN EARLY GRADES: TEACHERS' EVALUATION OF A READING INTERVENTION PROGRAM

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ABSTRACT

This study examined teachers' perspectives of a reading intervention program at the Grade I level in primary schools. Using a purposive sampling strategy, interviews were conducted with teachers who evaluated the implementation of the Spice Reader Programme. The themes generated from the study revealed perspectives on training, literacy improvement, supporting factors, challenges, and solutions. The findings revealed that the teachers rated the level of preparation needed to implement and sustain the program as effective. Students are experiencing success in the program regarding phonic awareness including fluency, decoding, and segmenting. However, parental involvement, student regularity, punctuality, and learning difficulties seem problematic in the program. The program can be enhanced through the use of teacher creativity, professional development, additional resources and effective parental engagement programs. The Spice Reader program can consider consolidating evidence-based practices, explicit strategy instruction, comprehensive teacher training, incorporation of family involvement, technology, and structured comprehension strategies to provide a comprehensive framework for enhancing the Programme. The Ministry of Education should consider developing similar programs appropriate to each grade level to sustain literacy within Grenadian schools.

Keywords: Reading intervention, literacy, phonic awareness, literacy challenges, Grenada.