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# The Influence of Parental Involvement on Reading Comprehension in Grade Three Learners

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**ABSTRACT:** *This study investigated the impact of parental involvement on the reading comprehension and academic performance of Grade Three learners at Suba Masulog Elementary School. The objectives were to assess the relationship between oral reading fluency components letter sound knowledge, phonemic awareness, familiar word reading, invented word reading, oral passage reading, reading comprehension, and listening comprehension and academic performance in English. A descriptive correlational research design was employed. Data were collected from 35 Grade Three learners using a non-probability convenience sampling technique. The Early Grade Reading Assessment (EGRA) and academic records served as instruments, with Pearson correlation and descriptive statistics used for analysis. Result showed that significant positive correlations were found between several components of oral reading fluency and academic performance, while moderate negative correlations were observed for reading and listening comprehension. The study concluded that foundational reading skills were crucial for academic success. An Oral Reading Skills Enhancement Plan was developed, recommending balanced reading instruction integrating comprehension strategies and foundational skills to support learners' academic growth.*

***Key words****: Academic performance, English achievement, grade 3 learners, letter sound knowledge, oral reading fluency, phonemic awareness.*

## 1. Introduction

Reading comprehension is a critical skill that underpins academic achievement and lifelong learning, especially during the early years of schooling (Hanemann & Robinson, 2022). At the Grade Three level, learners transition from basic decoding to extracting and constructing meaning from texts, making this stage crucial for literacy development (Duke & Cartwright, 2021; Kim et al., 2021). Recent studies underscore the role of parental involvement in strengthening children's comprehension abilities by creating supportive home literacy environments and engaging in interactive reading activities (Cabell et al., 2022; Ruth et al., 2024). Parents who engage children in discussions about texts, ask inferential questions, and model reading behaviors significantly enhance comprehension outcomes (Zhang & Sun, 2022; McDonald et al., 2021). Moreover, the COVID-19 pandemic highlighted the critical role of families in sustaining literacy development during school closures, emphasizing the importance of home-based involvement in reading (Garbe et al., 2020; Daniel et al., 2021). These findings suggest that parental engagement is not just complementary but essential to reading comprehension development in the foundational grades.

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Despite recognition of its benefits, disparities in reading comprehension persist, often linked to varying levels of parental involvement. Studies between 2020 and 2025 have identified that inconsistent or minimal home-based literacy support contributes to gaps in comprehension skills among early elementary learners (Silinskas et al., 2020; Kendeou et al., 2021). In many cases, socio-economic status mediates the relationship between parental involvement and literacy outcomes, with children from disadvantaged backgrounds receiving less support and showing slower comprehension growth (Luo et al., 2023; Hutton et al., 2020). Furthermore, some parents lack the knowledge of effective strategies, limiting the quality of interactions despite their willingness to help (Zhang & Sun, 2022; Kim et al., 2021). Recent findings also indicate that the type of parental engagement matters: dialogic reading and inferential questioning have a stronger influence on comprehension than simple story reading (Cabell et al., 2022; Sénéchal et al., 2020). This study addresses the persistent issue by focusing on how specific forms of parental involvement affect Grade Three learners' comprehension, with the goal of identifying the most impactful practices in contemporary learning contexts.

Examining the influence of parental involvement on Grade Three learners' reading comprehension has both theoretical and practical significance. From a theoretical perspective, recent studies reaffirm socio-cultural models emphasizing the family as a critical environment for literacy acquisition (Kim et al., 2021; Zhang & Sun, 2022). Practically, evidence from 2020–2025 demonstrates that structured parental engagement interventions improve comprehension, vocabulary, and critical thinking skills, highlighting the potential for scalable programs to support early readers (Cabell et al., 2022; Luo et al., 2023). The COVID-19 pandemic further underscored the importance of parent-school collaboration in sustaining reading progress when classroom instruction is disrupted (Garbe et al., 2020; Daniel et al., 2021). Additionally, the study addresses the growing call for culturally responsive parental involvement frameworks, as recent findings indicate that socio-cultural contexts shape the effectiveness of home literacy practices (Silinskas et al., 2020; Hutton et al., 2020). The results of this research can inform policy and provide actionable strategies for parents and educators to bridge gaps in comprehension achievement, especially in diverse and evolving educational environments.

Recent literature consistently highlights a positive link between parental involvement and reading comprehension outcomes in early elementary grades. Sénéchal et al. (2020) demonstrated that interactive reading strategies at home significantly enhance vocabulary and comprehension. Similarly, Cabell et al. (2022) found that the quality of parent-child reading interactions predicts comprehension growth more strongly than the frequency of reading sessions. Luo et al. (2023) emphasized the role of home literacy environments in supporting inferential thinking, a key component of comprehension. Kim et al. (2021) reported that dialogic reading and open-ended questioning foster deeper understanding of texts among Grade Three learners. Zhang and Sun (2022) further highlighted that modeling reading behaviors and engaging children in text-related discussions have long-term effects on comprehension development. Silinskas et al. (2020) cautioned, however, that overly directive or controlling parental approaches may hinder independent comprehension skills, suggesting the need for balanced support that encourages autonomy. Collectively, studies from 2020 to 2025 underscore the complexity of parental influence, demonstrating that both the quality and nature of involvement are critical for fostering comprehension.

While research 2025 affirms the positive impact of parental involvement on early literacy, few studies isolate reading comprehension as a distinct outcome at the Grade Three level. Much of the existing work examines general literacy development, combining decoding and fluency with comprehension (Kim et al., 2021; Cabell et al., 2022). However, comprehension requires distinct cognitive and inferential skills that may be influenced differently by specific parental practices (Zhang & Sun, 2022; Luo et al., 2023). Additionally, recent findings call for culturally adaptive frameworks, as socio-economic and linguistic contexts shape the nature and effectiveness of home literacy support (Silinskas et al., 2020; Hutton et al., 2020). Addressing this gap, the current study focuses explicitly on Grade Three learners, a critical stage for comprehension development, and investigates which forms of parental engagement are most strongly associated with success in this domain. The findings aim to contribute evidence-based recommendations for educators and policymakers to foster stronger home-school partnerships in promoting comprehension.

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## 2. Literature Review

### *2.1. Parental Involvement and Early Reading Development*

Recent studies have reaffirmed that parental involvement plays a pivotal role in children's reading development, especially during the critical Grade Three period when comprehension skills become the focus of instruction. Kim et al. (2021) found that consistent home-based literacy support significantly predicts reading comprehension outcomes, even when controlling for socio-economic variables. Cabell et al. (2022) emphasized that the quality of interactions during shared reading—such as asking inferential questions and encouraging prediction—has a stronger effect on comprehension than the mere frequency of reading sessions. Similarly, Zhang and Sun (2022) demonstrated that parents who model metacognitive strategies, such as summarizing and questioning, foster deeper comprehension skills in their children. The importance of dialogic reading, where parents and children actively discuss the content, has also been highlighted as a key predictor of comprehension growth (Sénéchal et al., 2020; Luo et al., 2023). Furthermore, Garbe et al. (2020) documented how during the COVID-19 pandemic, parental involvement compensated for limited school instruction, demonstrating its centrality in literacy acquisition. Collectively, these studies illustrate that parental engagement is not supplementary but foundational to early reading comprehension development.

### *2.2. Home Literacy Environment and Comprehension Outcomes*

The home literacy environment (HLE) is a central factor mediating the relationship between parental involvement and reading comprehension. Luo et al. (2023) reported that children from homes with rich print exposure and interactive literacy activities demonstrated significantly higher comprehension scores in Grade Three assessments. Sénéchal et al. (2020) highlighted that both the availability of books and the quality of literacy interactions contribute uniquely to comprehension outcomes. Cabell et al. (2022) stressed the importance of scaffolding during reading sessions, showing that when parents provide context, explain vocabulary, and encourage connections to prior knowledge, comprehension improves substantially. Zhang and Sun (2022) found that even in families with limited resources, consistent reading routines and parental modeling of reading behaviors positively impacted comprehension development. During pandemic-related school closures, Hutton et al. (2020) observed that children with strong home literacy environments maintained or improved their comprehension skills compared to peers with minimal home support. Kim et al. (2021) concluded that the HLE not only predicts current comprehension levels but also serves as a longitudinal predictor of future academic achievement in literacy-related subjects.

## 3. Methodology

This study utilized a descriptive correlational research design to examine the relationship between Grade 3 learners' oral reading fluency and their academic performance in English at Suba-Masulog Elementary School. A correlational design was deemed appropriate as it allowed the researcher to determine whether a significant association exists between the two variables without manipulating any conditions, maintaining the natural school setting. The respondents included one Grade 3 teacher and 36 parents or guardians of the learners, selected through convenience sampling due to the specific context of the study. Data on oral reading fluency were gathered using a modified version of the Early Grade Reading Assessment (EGRA) English Toolkit, which assessed sub-skills such as phonemic awareness, decoding, and reading rate. Trained school personnel administered the EGRA individually to each learner to ensure standardized and reliable results. Academic performance in English was obtained from official school records to provide an objective measure of achievement The data collection process adhered to ethical research protocols, including obtaining informed consent from parents and school approval.

## 4. Results and Discussion

The results in Table 1 show the learners' oral reading fluency level in terms of letter sound knowledge. Out of 35 Grade 3 leamers, most of them, 13 or 37.14%, were in the Proficient level, scoring between 61–80. This suggests that a large number of students have a good grasp of letter sounds and can use this skill when reading. Eight learners, or 22.86%, reached the Advanced level with scores between 81–100, indicating strong mastery. Seven learners, or 20%, were in the Approaching Proficiency level, while six learners (17.14%) were in the Developing stage, showing that they are still building their foundational skills. Only one learner (2.86%) was in the Beginning level, which means they are struggling significantly with letter sound

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knowledge. The average score was 64.63, which falls within the Proficient range, showing that overall, the class performs at a satisfactory level. However, the standard deviation of 24.16 indicates that there are wide differences among the learners' scores, meaning some are performing very well while others still need more support to strengthen their reading fluency.

**Table 1.** Level of Oral Reading Fluency of the Learners in terms of Letter Sound Knowledge.

| Level | Range of Scores | f | % |
|---|---|---|---|
| Advanced | 81-100 | 8 | 22.86 |
| Proficient | 61-80 | 13 | 37.14 |
| Approaching Proficiency | 41-60 | 7 | 20.00 |
| Developing | 21-40 | 6 | 17.14 |
| Beginning | 0-20 | 1 | 2.86 |
| Total | | 35 | 100.00 |
| Average | | 64.63 | |
| St. Dev. | | 24.16 | |

**Table 2.** Level of Oral Reading Fluency of the Learners in terms of Phonemic Awareness.

| Level | Range of Scores | f | % |
|---|---|---|---|
| Advanced | 81-100 | 9 | 25.71 |
| Proficient | 61-80 | 7 | 20.00 |
| Approaching Proficiency | 41-60 | 8 | 22.86 |
| Developing | 21-40 | 7 | 20.00 |
| Beginning | 0-20 | 4 | 11.43 |
| Total | | 35 | 100.00 |
| Average | | 58.11 | |
| St. Dev. | | 29.20 | |

Table 2 shows the learners' oral reading fluency in terms of phonemic awareness. Out of 35 learners, 9 students (25.71%) achieved the Advanced level, scoring between 81–100, which means they can recognize and manipulate sounds in words very well. 7 learners (20%) were in the Proficient range (61–80), while 8 learners (22.86%) were at the Approaching Proficiency level (41–60), showing they are developing but still need improvement. Another 7 learners (20%) were in the Developing category (21–40), and 4 learners (11.43%) were at the Beginning level (0–20), indicating significant struggles in identifying and working with sounds. The class average score was 58.11, which falls within the Approaching Proficiency range, suggesting that while some learners have strong phonemic awareness, many are still below the expected level. The standard deviation of 29.20 shows a wide spread of scores, meaning there is a big gap between the highest and lowest performers.

**Table 3.** Level of Oral Reading Fluency of the Learners in terms of Familiar Word Reading.

| Level | Range of Scores | f | % |
|---|---|---|---|
| Advanced | 41-50 | 8 | 22.86 |
| Proficient | 31-40 | 7 | 20.00 |
| Approaching Proficiency | 21-30 | 12 | 34.29 |
| Developing | 11-20 | 5 | 14.29 |
| Beginning | 0-10 | 3 | 8.57 |
| Total | | 35 | 100.00 |
| Average | | 28.86 | |
| St. Dev. | | 13.25 | |

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Table 3 presents the learners' oral reading fluency in terms of familiar word reading. Among the 35 learners, 12 students (34.29%) were at the Approaching Proficiency level, scoring between 21–30. This suggests that a significant portion of the class is still developing the ability to quickly and accurately read familiar words. 8 learners (22.86%) reached the Advanced level (41–50), showing strong word recognition skills, while 7 learners (20%) were at the Proficient level (31–40), indicating satisfactory performance. On the lower end, 5 learners (14.29%) were in the Developing range (11–20) and 3 learners (8.57%) were at the Beginning level (0–10), showing they struggle the most with reading common words. The class average score was 28.86, which falls within the Approaching Proficiency category, highlighting that many learners are not yet at the desired proficiency in reading familiar words. The standard deviation of 13.25 shows moderate variation among the learners' scores, meaning while some are excelling, others need additional support. These findings indicate the need for targeted activities that strengthen automatic word recognition to help more learners reach the proficient and advanced levels.

**Table 4.** Level of Oral Reading Fluency of the Learners in terms of Invented Word Reading.

| Level | Range of Scores | f | % |
|---|---|---|---|
| Advanced | 41-50 | 11 | 31.43 |
| Proficient | 31-40 | 2 | 5.71 |
| Approaching Proficiency | 21-30 | 6 | 17.14 |
| Developing | 11-20 | 12 | 34.29 |
| Beginning | 0-10 | 4 | 11.43 |
| Total | | 35 | 100.00 |
| Average | | 27.57 | |
| St. Dev. | | 16.18 | |

Table 4 shows the learners' oral reading fluency in terms of invented word reading. Out of 35 learners, 11 students (31.43%) achieved the Advanced level with scores between 41–50, indicating strong decoding skills and the ability to apply phonics knowledge to unfamiliar words. However, only 2 learners (5.71%) were at the Proficient level (31–40), showing that few students are performing at a consistent high level in this area. 6 learners (17.14%) were in the Approaching Proficiency range (21–30), while the largest group, 12 learners (34.29%), fell into the Developing category (11–20), suggesting that many are still struggling to decode invented or unfamiliar words. Additionally, 4 learners (11.43%) were at the Beginning level (0–10), showing significant difficulty with this skill. The average score was 27.57, which is within the Approaching Proficiency range, highlighting that overall, the class needs more practice with phonics and decoding strategies. The standard deviation of 16.18 reflects noticeable differences between high and low performers. These results indicate that while some students have developed strong decoding skills, a significant number require targeted instruction and reinforcement in blending sounds and applying phonics rules to improve their ability to read unfamiliar words fluently.

**Table 5.** Level of Oral Reading Fluency of the Learners in terms of Oral Passage Reading.

| Level | Range of Scores | f | % |
|---|---|---|---|
| Advanced | 25-30 | 11 | 31.43 |
| Proficient | 19-24 | 6 | 17.14 |
| Approaching Proficiency | 13-18 | 10 | 28.57 |
| Developing | 7-12 | 4 | 11.43 |
| Beginning | 0-6 | 4 | 11.43 |
| Total | | 35 | 100.00 |
| Average | | 18.71 | |
| St. Dev. | | 8.40 | |

Table 5 presents the learners' oral reading fluency in terms of oral passage reading. Out of 35 learners, 11 students (31.43%) reached the Advanced level (25–30), showing strong ability to read passages smoothly with good comprehension. 6 learners (17.14%) were at the Proficient level (19–24), indicating that they are performing well but still have room to improve their fluency and expression. 10 learners (28.57%) were in the

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Approaching Proficiency range (13–18), which suggests they are developing basic passage reading skills but may struggle with pacing and accuracy. On the lower end, 4 learners (11.43%) were in the Developing category (7–12), and another 4 learners (11.43%) were at the Beginning level (0–6), showing they face significant challenges in reading longer texts fluently. The class average score was 18.71, placing the overall performance within the Approaching Proficiency range. The standard deviation of 8.40 indicates some variation among students, though less wide compared to other reading sub-skills. These results highlight that while a portion of the learners are reading passages well, a considerable number are still in the early stages of developing smooth and accurate oral reading, making it an area that requires focused instruction and regular practice.

**Table 6.** Level of Oral Reading Fluency of the Learners in terms of Reading Comprehension.

| Level | Range of Scores | f | % |
|---|---|---|---|
| Advanced | 9-12 | 22 | 62.86 |
| Proficient | 7-8 | 11 | 31.43 |
| Approaching Proficiency | 5-6 | 2 | 5.71 |
| Developing | 3-4 | 0 | 0.00 |
| Beginning | 0-2 | 0 | 0.00 |
| Total | | 35 | 100.00 |
| Average | | 8.86 | |
| St. Dev. | | 1.46 | |

Table 6 shows the learners' oral reading fluency in terms of reading comprehension. Out of 35 learners, a large majority, 22 students (62.86%), reached the Advanced level with scores between 9–12, indicating strong understanding of the texts they read. 11 learners (31.43%) were at the Proficient level (7–8), showing that they are able to grasp the main ideas and details but may need more practice with higher-order comprehension skills. Only 2 learners (5.71%) were in the Approaching Proficiency range (5–6), while no students fell into the Developing or Beginning levels, which means all learners demonstrated at least a moderate level of comprehension. The class average score was 8.86, which is within the Proficient range but very close to the Advanced level, reflecting an overall strong performance in understanding what they read. The standard deviation of 1.46 is quite low, indicating that most learners scored within a narrow range and had similar levels of comprehension. These results suggest that while there are differences in fluency across other reading sub-skills, the learners generally excel in making meaning from text, which is a positive indicator for their overall literacy development.

**Table 7.** Level of Oral Reading Fluency of the Learners in terms of Listening Comprehension.

| Level | Range of Scores | f | % |
|---|---|---|---|
| Advanced | 9-10 | 8 | 22.86 |
| Proficient | 7-8 | 19 | 54.29 |
| Approaching Proficiency | 5-6 | 7 | 20.00 |
| Developing | 3-4 | 0 | 0.00 |
| Beginning | 0-2 | 1 | 2.86 |
| Total | | 35 | 100.00 |
| Average | | 7.31 | |
| St. Dev. | | 1.73 | |

Table 7 presents the learners' oral reading fluency in terms of listening comprehension. Out of 35 learners, 19 students (54.29%) were in the Proficient level with scores between 7–8, indicating they are able to understand and interpret spoken texts effectively. 8 learners (22.86%) achieved the Advanced level (9–10), showing excellent listening comprehension skills and the ability to recall and analyze information accurately. 7 learners (20%) were at the Approaching Proficiency level (5–6), suggesting they can follow spoken texts but may have difficulty with details or higher-order thinking questions. Only 1 learner (2.86%) fell into the Beginning level (0–2), and no learners were in the Developing range (3–4), which indicates that almost all students demonstrated at least a satisfactory level of listening comprehension. The class average score was

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7.31, which falls within the Proficient range, showing that overall, the group has strong auditory processing and understanding skills. The standard deviation of 1.73 suggests that most scores are relatively close together, with only minor variation between higher and lower performers.

**Table 8.** Level of Academic Performance of the Learners in English.

| Level | Range of Scores | f | % |
|---|---|---|---|
| Advanced | 90-100 | 11 | 31.43 |
| Proficient | 85-89 | 10 | 28.57 |
| Approaching | 80-84 | | |
| Proficiency | | 12 | 34.29 |
| Developing | 75-79 | 2 | 5.71 |
| Beginning | Below 75 | 0 | 0 |
| Total | | 35 | 100 |
| Average | | 86.2 | |
| St. Dev. | | 4.42 | |

Table 8 shows the academic performance of the learners in English. Out of 35 students, 11 learners (31.43%) achieved the Advanced level with scores ranging from 90–100, indicating excellent mastery of English skills. 10 learners (28.57%) were in the Proficient category (85–89), showing solid understanding and performance. The largest group, 12 learners (34.29%), fell under the Approaching Proficiency level (80–84), meaning they meet basic expectations but still have room to strengthen their skills. Only 2 learners (5.71%) were in the Developing range (75–79), and none scored below 75, which shows that all students are performing at or above the minimum proficiency level. The class average was 86.20, which falls within the Proficient range and reflects an overall strong performance in English. The standard deviation of 4.42 indicates that the scores are fairly close to each other, suggesting consistency across the class. These results show that most learners have good English academic performance, with many demonstrating advanced skills, though targeted interventions could help those in the Approaching Proficiency and Developing levels move closer to proficiency or advanced performance.

**Table 9.** Test of significant relationship between the oral reading fluency and academic performance of the learners in English.

| Academic Performance VS: | r-value | Strength of Correlation | p - value | Decision | Result |
|---|---|---|---|---|---|
| Letter Sound Knowledge | 0.718* | Strong Positive | 0.000 | Reject Ho | Significant |
| Phonemic Awareness | 0.554* | Moderate Positive | 0.001 | Reject Ho | Significant |
| Familiar Word Reading | 0.576* | Moderate Positive | 0.000 | Reject Ho | Significant |
| Invented Word Reading | 0.472* | Weak Positive | 0.004 | Reject Ho | Significant |
| Oral Passage Reading | 0.523* | Moderate Positive | 0.001 | Reject Ho | Significant |
| Reading Comprehension | -0.584* | Moderate Negative | 0.000 | Reject Ho | Significant |
| Listening Comprehension | -0.529* | Moderate Negative | 0.001 | Reject Ho | Significant |

**Note:** *significant at p<0.05 (two-tailed).

Table 9 presents the test of significant relationships between the learners' oral reading fluency sub-skills and their academic performance in English. The results show that Letter Sound Knowledge has a strong positive correlation (r = 0.718, p = 0.000), indicating that learners with higher scores in recognizing letter sounds tend to perform better in English. Phonemic Awareness (r = 0.554, p = 0.001), Familiar Word Reading (r = 0.576, p = 0.000), and Oral Passage Reading (r = 0.523, p = 0.001) all show moderate positive

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correlations, suggesting that improvements in these areas are moderately associated with higher English performance. Invented Word Reading shows a weak positive correlation ($r = 0.472$, $p = 0.004$), meaning that while decoding unfamiliar words is related to English performance, the link is less strong compared to other sub-skills. Interestingly, both Reading Comprehension ($r = -0.584$, $p = 0.000$) and Listening Comprehension ($r = -0.529$, $p = 0.001$) have moderate negative correlations, indicating an inverse relationship: as scores in these areas increase, English academic performance does not necessarily follow the same trend. All p-values are below 0.05, leading to the rejection of the null hypothesis in every case, confirming that the relationships are statistically significant. These findings highlight that while most oral reading fluency skills positively impact academic performance, comprehension skills may require further investigation to understand why they show an opposite trend in this context.

## 5. Discussion

The findings of this study highlight a significant relationship between oral reading fluency sub-skills and the academic performance of Grade 3 learners in English, aligning with previous research emphasizing the foundational role of fluency in literacy achievement. The strong positive correlation between Letter Sound Knowledge and academic performance ($r = 0.718$) confirms that automatic recognition of letter-sound correspondences is critical for reading success. This supports the work of Kim et al. (2021) and Cabell et al. (2022), who found that phonics-based skills directly influence reading achievement by enabling faster and more accurate word recognition. Similarly, the moderate positive correlations observed in Phonemic Awareness, Familiar Word Reading, and Oral Passage Reading indicate that learners with stronger decoding and word recognition abilities tend to achieve higher English scores. These results are consistent with Luo et al. (2023) and Sénéchal et al. (2020), who noted that fluency in basic reading skills creates a smoother transition to comprehension and academic performance. The weak but significant correlation in Invented Word Reading suggests that while decoding unfamiliar words is important, it may require more explicit instruction to strengthen its impact on broader academic outcomes, echoing findings by Zhang and Sun (2022).

Interestingly, the study revealed moderate negative correlations between Reading Comprehension and Listening Comprehension with English academic performance, which diverges from most literature on literacy development. One possible explanation is that the assessment of English grades in the study context may emphasize decoding and accuracy more than higher-order comprehension, causing a mismatch between comprehension scores and reported academic performance. Garbe et al. (2020) and Silinskas et al. (2020) observed similar patterns in contexts where instruction focused heavily on foundational reading rather than meaning-making, leading to limited alignment between comprehension and classroom assessments. Another factor could be the variability in teaching strategies or test formats, as suggested by Kim et al. (2021), which can influence how comprehension skills are reflected in academic grades. These findings underscore the need to balance phonics and fluency instruction with comprehension-focused strategies to ensure holistic reading development. Integrating dialogic reading and inferential questioning, as recommended by Cabell et al. (2022), could help bridge this gap and strengthen the connection between comprehension and overall academic achievement.

## 6. Conclusion

This study found that Grade 3 learners' oral reading fluency is closely connected to their performance in English. The results showed that students who are good at recognizing letter sounds, reading familiar words, and reading passages smoothly tend to have higher English grades. Skills like phonemic awareness and the ability to decode new words also play an important role in helping learners succeed. The findings highlight that strong basic reading skills build a good foundation for overall academic performance.

However, the study also showed that reading and listening comprehension did not have the same positive relationship with English grades. This suggests that while many learners understand what they read and hear, their grades may be based more on accuracy and decoding rather than comprehension. Overall, the results point to the importance of balancing fluency and comprehension practice. Strengthening both skills can help learners not only read more smoothly but also understand texts better, leading to stronger performance in English and other subjects.

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