

PSS (Picture Story Sequencing): A Reading Strategy in Improving the Oral Reading and Comprehension Skills of Grade Three Learners

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picture story sequencing, reading strategy, comprehension skills

Abstract. This qualitative action research study explored the experiences of both learners and the teacher-researcher in using Picture Story Sequencing (PSS) to improve the oral reading and comprehension skills of eight Grade Three learners at Naisud Central School during the School Year 2023–2024. The participating students were specifically identified as being at the transitioning level of reading proficiency, while the single teacher-researcher provided reflective insights on the implementation of the intervention. Data were gathered through learners' and teacher's journals, observation checklists, and written responses to open-ended interview guide questions, which were then analyzed using thematic analysis. The results revealed that PSS is an effective strategy for enhancing both oral reading and comprehension skills by providing visual scaffolding that helps learners construct meaning from images before engaging with text. Furthermore, the intervention improved the students' understanding of sequencing and story structure, enhanced their oral reading fluency through verbal expression, and increased their overall engagement, motivation, and confidence. Ultimately, these positive outcomes created a more inclusive and interactive learning environment, leading to the conclusion that Picture Story Sequencing is a valuable and practical reading intervention for improving literacy skills among young learners, particularly those with diverse learning needs.

Introduction

Reading is a foundational skill that serves as a gateway to all other learning areas. It is the process of capturing information messages in word order, both in the form of electronics and print. The more a person masters the knowledge of something, the more he/she is ready to carry it out. When students read a book, they will get a lot of knowledge as a provision for life (Kolawole 2009).

The effect of the pandemic on reading skills was particularly pronounced among second and third-graders with their reading fluency now approximately 30 percent behind what would be expected in a typical year (Stanford Graduate School of Education, 2020).

One of the biggest problems that the teachers and learners encounter in Naisud Central School is how to improve the reading skills of the learners in Grade Three. There are eight (8) learners who were left behind in terms of their reading skills. They belong to the transitioning level of reading skills based on their Comprehensive Rapid Literacy Assessment (CRLA) wherein they already mastered the Alphabet Knowledge (AK) and Phonological Awareness (PA) but they really have a low level of comprehension skills and fluency in terms of reading basic words, phrases and sentences. This batch of learners was highly affected in terms of learning gaps due to the pandemic, and because of this, the problem started to be complicated. These learners were not able to learn the basic reading skills while they were in Kinder up to grade two because there is a strict implementation of having no face-to-face classes during the pandemic. Now that they are in the grade three level, they experienced difficulty in reading basic words, and their comprehension skills are merely affected. Hence, teachers are doing their best to help the learners improve their reading skills, but some of the learners need focus and full attention in terms of their reading capacity in order to enhance their comprehension skills. After series of remedial

reading, these learners will now have a higher reading strategy that allows them to read phrases and sentences. This level of reading strategy needs full attention and proper guidance from the teacher with the use of different reading strategy that could make their reading experience engaging.

Today, the focus of the Department of Education is to facilitate a platform that will help bridge the gap in reading, ensuring that learners are equipped with the necessary foundational reading skills commensurate with their grade level. This is also one of the highlights in the campaign of the Department of Education's, National Learning Recovery Program (NLRP) in line with the agenda of MATATAG: *Bansang Makabata, Batang Makabansa*. The initiative arises from a critical need to address the educational challenges brought about by the COVID 19 pandemic, which caused significant disruptions in the learning journey of Filipino students, particularly those transitioning from Grades 1 to 3 (Bernadas, 2022). The program aims to ensure that reading activities must be continued and improved amidst the challenges and uncertainties brought by the pandemic. One of the components in the MATATAG agenda is to *TAke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment*". Through this, the researcher aims to involve the learners in a more engaging reading approach, incorporating a positive learning environment.

Moreover, this study was aligned with the Basic Education Research Agenda (BERA) under the teaching and learning category, which highlighted DepEd's aim to close learning gaps and seek improvements in learning outcomes by maximizing the competencies of teachers and the potential of all types of learners. Furthermore, as formulated in the school's Strategic Improvement Plan (SIP) under Pillar No. 2 Equity, the school aimed to achieve 100% of learners reaching the "Grade Ready" level in terms of reading skills in their Comprehensive Rapid Literacy Assessment (CRLA) by 2028.

The teacher-researcher aimed to improve the oral reading and comprehension skills of selected Grade Three learners in Naisud Central School. The teacher-researcher believed that if these learners mastered the basic skills in reading, they would be able to improve their reading comprehension skills as well. Their interest in reading had to be captured for them to feel motivated. As observed, these learners enjoyed reading when stories were accompanied by pictures. They could easily understand the content of a story even if they had difficulty reading it orally. They were able to answer questions about the story because they tried to imagine what was happening through the pictures. Picture story sequencing was one of the reading strategies that could help learners improve not only their oral reading skills but also their comprehension level. Through picture story sequencing, learners were able to comprehend and practice their oral reading skills with the guidance of the teacher during their remedial reading activities, serving a two-fold purpose in addressing the existing challenges in the reading skills of Grade Three learners.

Overall, the researcher aimed to determine the experiences of both learners and the teacher-researcher in using Picture Story Sequencing (PSS) to improve the oral reading and comprehension skills of Grade Three learners in Naisud Central School for the school year 2023-2024

Research Questions

1. How can the PSS (Picture Story Sequencing) be used to improve the oral reading and comprehension skills of Grade Three learners?
2. What is/are the experiences of Grade Three learners in their reading activity using PSS (Picture Story Sequencing)?
3. What is/are the experiences of the teacher- researcher in teaching remedial reading using PSS (Picture Story Sequencing)?
4. What action plan can be taken after the conduct of the study?

Assumptions of the Study

The study assumes that Picture Story Sequencing (PSS) is an appropriate and effective reading strategy for improving the oral reading and comprehension skills of Grade Three learners, particularly those identified at the transitioning level of reading proficiency. It further assumes that the learner-participants honestly shared their experiences, that the teacher-researcher implemented the intervention consistently, and that the data gathered from journals, observation checklists, and open-ended interview responses accurately reflected the learners' progress, engagement, and understanding during the remedial reading activities.

Methodology

This study employed a qualitative classroom action research design, which was appropriate because it aimed to improve the oral reading and comprehension skills of Grade Three learners through the implementation of the Picture Story Sequencing (PSS) strategy in an actual classroom setting. The design followed the cyclical process of planning, acting, observing, and reflecting, allowing the teacher-researcher to systematically implement the intervention, monitor learners'

progress, and refine instructional practices based on the observed outcomes. The study focused on understanding the experiences, responses, and behavioral changes of the learners during the intervention through qualitative data sources.

This study employed purposive sampling in selecting the participants. The learner-participants were chosen based on specific criteria from their institutional records and initial assessments. They had to be regular Grade Three learners enrolled at Naisud Central School for the School Year 2023–2024, identified under the “Transitioning Level” or classified as “Refreshers” based on the results of their Comprehensive Rapid Literacy Assessment (CRLA), and required targeted support in mastering complex literacy competencies, particularly Word Reading (WR) and Phrase Reading (PR), to improve their overall reading fluency and comprehension. A total of nine participants were involved in the study, consisting of eight Grade Three learners and one teacher-researcher. The learner-participants were enrolled at Naisud Central School in Ibajay East, Aklan, during the Second Quarter of the School Year 2023–2024. The group consisted of four males and four females, ranging from 9 to 10 years old. The sample size of eight learners was considered appropriate for this action research because it allowed focused intervention, close monitoring, and individualized support during remedial reading sessions. The teacher-researcher was also included as a key informant to provide reflective insights, field observations, and documentation of the intervention process. Since the learners were identified at the transitioning level of reading proficiency, a written open-ended interview guide was selected instead of purely verbal interviews. This was done to provide learners with a low-stakes opportunity to practice independent written expression and sentence construction while ensuring that their reading and writing limitations would not affect the depth of their responses. The teacher-researcher administered the questionnaire in a guided and interactive manner by reading the questions aloud, translating them into the local dialect when necessary, and providing dictation assistance for learners who could verbalize their experiences but had difficulty with spelling and writing. This approach helped preserve the authentic voices of the 9-to-10-year-old participants while reducing anxiety related to independent reading and writing.

The instruments used in this study included the learners’ observation checklist, teacher-researcher’s observation checklist, learners’ journal, teacher’s journal, and interview guide questions. The learners’ observation checklist was distributed to the participants and was filled out weekly to help identify their behavior and responses toward the reading strategy and to determine whether learning took place during the intervention. The teacher-researcher also used a teacher’s journal to observe and record the learners’ behavior in every intervention session. The data gathered from the teacher’s journal served as a basis for improving the intervention and enhancing the delivery of the lesson. The learners’ journal was used by the participants to record their experiences during the intervention and to determine whether Picture Story Sequencing provided meaningful experiences as part of their remedial reading sessions. At the end of the actual study, the participants were also asked to answer an interview-guide questionnaire composed of five open-ended questions designed to gather their insights and learning experiences during and after the conduct of the intervention. These questions encouraged the learners to give complete and detailed answers rather than simple “yes” or “no” responses. The open-ended questions were intended to gather deeper insights, allowing the participants to reflect on their experiences and express their thoughts more meaningfully.

Prior to the conduct of the actual study, the researchers secured the necessary permits and permission from the Schools Division Superintendent of the Division of Aklan to conduct the study at Naisud Central School, Ibajay East, Aklan. After the approval was granted, copies of the endorsement letter from the Office of the Schools Division Superintendent were sent to the Office of the School Head. Permission was also sought to allow the Grade Three learners to participate in the study.

This study utilized qualitative data through thematic analysis to determine the experiences of learners in using Picture Story Sequencing (PSS) to improve the oral reading and comprehension skills of Grade Three learners at Naisud Central School. Thematic analysis was used to examine the participants’ written and spoken accounts and to identify common themes, ideas, topics, and patterns of meaning that repeatedly appeared in the data. The qualitative data gathered from the learners’ journals, teacher’s journal, observation checklists, and written responses to the interview guide questions were organized and analyzed. The learners’ journals and written interview responses were transcribed, arranged, and carefully examined to identify recurring ideas, patterns, and themes related to their experiences in using PSS. Likewise, entries from the teacher’s journal and observation checklists were reviewed to support and validate the emerging themes. The analysis followed the six phases of thematic analysis by Braun and Clarke, which included familiarization with the data, coding, searching for themes, reviewing themes, defining and naming themes, and writing the report. The researcher read and re-read all written data from journals, checklists, and interview responses to gain a deeper understanding of the participants’ experiences. Relevant statements and significant responses were then coded and grouped according to similarities. These codes were organized into broader themes that represented meaningful patterns in the data. The themes were reviewed to ensure consistency and alignment with the research questions, clearly defined and named according to their central meaning, and finally presented in the report with supporting excerpts from learners’ responses and observational data. The results from the observation checklists were also used as supporting evidence to validate patterns observed in the learners’ engagement and reading performance during the intervention.

In conducting the study, the researchers secured all necessary permits required for the research. Consent letters were also obtained from all participants, clearly explaining the purpose of the study and addressing concerns related to anonymity, confidentiality, voluntary participation, time, and benefits. Since the participants were minors, permission from their parents was also requested. The researchers ensured that the participants were not forced or subjected to any form of threat in providing the necessary data for the study. They were also allowed not to answer questions that they found offensive or uncomfortable, and no restrictions were imposed on the length or depth of their responses. Data gathering was conducted at a suitable time and place, and no physical or emotional harm was inflicted on the participants during the interview sessions. The participants were free to express their opinions without fear of negative consequences. Their responses were treated with strict confidentiality by the researchers. Above all, the outcomes of the study were expected to help improve educational practices and address implementation issues that would be beneficial to learners.

Results and Discussion

This section presents the results and discussion of the qualitative data gathered to determine the experiences of learners and the teacher-researcher in using Picture Story Sequencing (PSS). The findings are based on thematic analysis of learners' journals, written interview responses, and observation checklists, supported by the teacher-researcher's reflections.

1. The Use of PSS (Picture Story Sequencing) Improve the Oral Reading and Comprehension Skills of Grade Three Learners

Themes: Visual Scaffolding Enhances Reading Comprehension, Multisensory Learning Boosts Oral Reading Fluency

The findings of the study revealed that the use of Picture Story Sequencing (PSS) is an effective strategy for improving both the oral reading and comprehension skills of Grade Three learners. PSS provides a visual stimulus that encourages learners to construct meaning from pictures before moving on to the text, which aids in better understanding. As students arrange pictures in logical order, they develop a sense of story structure, sequencing, and coherence, which are essential for reading comprehension. Furthermore, PSS activities encourage students to verbalize their thoughts, leading to improved oral reading fluency. The visual aids also help students connect the text with the images, promoting engagement and motivation to read. This strategy also caters to learners with diverse learning needs, especially those who are more visually inclined, resulting in a more inclusive learning environment.

1.1. Visual Scaffolding Enhances Reading Comprehension

Picture Story Sequencing (PSS) provides a visual scaffold that supports learners in organizing ideas and making sense of a text. For Grade Three learners, especially those still developing fluency in reading, Carantes & Delos Reyes (2021) stated that images serve as cues that activate prior knowledge, predict events, and establish context. By arranging pictures in a logical sequence, students practice inferring, identifying key events, and drawing connections between story elements — crucial comprehension skills.

During Focus Group Discussion, participants shared their experiences:

Participant 1: "Kat nakita ko ro mga pictures hay masayran ko eagi ko nano ro istorya." (When I see the pictures, I can tell what the story is about even before reading the words.)

Participant 2: "Mas madali ko maintindihan ko storya dahil sa mga pictures." (The pictures help me remember what happens first, next, and last in the story.)

Participant 3: I understand the story better because I can look at the pictures and think about what is happening.

Participant 4: "Naila ako gapasunod ku mga pictures mam. Madali ko maoebtan kun gaalin eon rayon do mga characters." (I like putting the pictures in order. It helps me know what the characters are doing and why.)

Participant 5: Before, I got confused when reading. Now, the pictures help me guess the words and know what's going on.

The visual nature of PSS helps bridge the gap between decoding words and understanding their meaning. This is in relation to Alabi (2024) when learners are able to see the progression of a story visually, it reinforces their grasp of narrative structure — beginning, middle, and end — which is fundamental to comprehension. The engaging and interactive nature of PSS also fosters motivation, allowing struggling readers to participate more confidently and enthusiastically.

This study also supported narrative structure. Dimailig et al. (2024) explained that students perceived narrative structure as a crucial role as it serves as an organizer and backbone of each literature and through this, it helps the readers to easily understand the story in a more comprehensible way.

1.2. Multisensory Learning Boosts Oral Reading Fluency

Using PSS taps into multisensory learning by combining visual input (pictures), verbal output (oral storytelling or reading), and sometimes kinesthetic involvement (arranging cards or drawings). Esplendori, et al. (2022) explained that this integration stimulates more parts of the brain, making learning more effective and memorable for Grade Three learners.

Myhill & Jones (2009) stated that as learners orally narrate the story based on the sequence of images, they practice sentence construction, vocabulary use, pronunciation, and intonation. This repeated oral rehearsal not only increases fluency but also builds confidence in reading aloud. Additionally, students become more aware of how ideas flow and how details support the main story, which directly improves their ability to comprehend texts they read.

As observed in the classroom, Pan and Hui-Yi (2013) noticed that PSS encourages interaction through group discussions, peer storytelling, and collaborative story creation. These activities not only improve oral reading skills but also foster listening, speaking, and cooperative learning, contributing to a more holistic language development.

2. The Experiences of Grade Three Learners in Their Reading Activity Using PSS (Picture Story Sequencing)

Themes: Engagement and Confidence Through Visual and Interactive Learning, Collaboration and Growth in

Sequencing and Comprehension Skills

Grade Three learners reported positive experiences with the use of Picture Story Sequencing in their reading activities. Many of them enjoyed the interactive nature of the task, describing it as fun and engaging. They appreciated the visual support provided by the pictures, which helped them understand the story more easily before tackling the text. Learners also mentioned that PSS allowed them to work at their own pace, giving them the confidence to sequence the story in a way that made sense to them. Additionally, Gillies (2017) stated that the activity promoted collaboration, as learners often worked in pairs or small groups to discuss the sequencing, which further enhanced their comprehension. Some learners initially struggled with organizing the pictures, but with continued practice, they showed significant improvement in both their sequencing skills and their ability to retell the stories.

2.1. Engagement and Confidence Through Visual and Interactive Learning

Learners found Picture Story Sequencing to be both enjoyable and empowering. The interactive nature of arranging pictures gave them a sense of control and involvement in the learning process. The visual cues helped reduce anxiety around reading unfamiliar text, making the activity feel more like play than work. With the aid of images, students developed stronger confidence in their ability to understand and retell stories. The non-threatening, learner-centered format allowed them to work at their own pace, reinforcing positive attitudes toward reading and comprehension.

As for the participants:

Participant 1: "Mingko gahampang eang kami mam kun gapasunod it pictures!" (It feels like playing a game when I put the pictures in order!)

Participant 2: "Owa eot ang nahadlok mam sa mga malisod ngawords hhay makita man eagi sa pictures." (I'm not scared of hard words anymore because the pictures help me understand.)

Participant 3: "The story is easier to tell when I see what's happening in the pictures."

Participant 4: "I like that I can fix the story by myself before we read it together."

Participant 5: "Now I feel smarter because I know what the story means even before we read the words."

In relation, Al-Barakat & Alali (2024) reinforces the effectiveness of picture sequencing in boosting comprehension skills. It highlights how visual elements combined with storytelling allow students to make better inferences, recognize story elements, and improve both oral and written expression.

2.2: Collaboration and Growth in Sequencing and Comprehension Skills

Picture Story Sequencing fostered collaborative learning and critical thinking. Learners often worked with peers to discuss the sequence of events, allowing them to learn from one another and build their understanding through dialogue. This cooperative aspect strengthened not only comprehension but also communication and teamwork skills. Although some learners initially found sequencing challenging, they reported visible progress over time. As they practiced, they became more proficient at identifying key story elements, organizing them logically, and expressing their ideas confidently.

As shared by the participants during Focus Group Discussion:

Participant 1: "Sometimes I get confused, but my partner helps me figure it out."

Participant 2: "We talk about the story together and decide which picture goes first."

Participant 3: "At first, I didn't know where to start, but now I'm getting better at it."

Participant 4: "I learn more when we work in a group and share our ideas."

Participant 5: "Now I can tell the story in the right order without guessing too much."

The learners' responses reflect how Picture Story Sequencing (PSS) fosters growth in comprehension skills through collaboration and guided practice. Initially challenged by sequencing tasks, students reported that working with peers helped them clarify confusion, make decisions together, and share ideas, which in turn deepened their understanding of the story. As they engaged in repeated practice, learners gained confidence and developed the ability to retell stories in correct sequence without relying solely on guesswork. This collaborative environment not only enhanced their critical thinking and oral expression but also nurtured a sense of achievement as they gradually improved. Overall, PSS served as both a cognitive and social tool, supporting learners in their journey from uncertainty to mastery in reading comprehension.

This research supports the idea of Jalongo (2014) that visual scaffolding, like PSS, is effective in helping young learners organize their thoughts, understand narrative flow, and improve oral storytelling, which directly translates to stronger reading comprehension.

3. The Experiences of The Teacher- Researcher in Teaching Remedial Reading Using PSS (Picture Story Sequencing)

The teacher-researcher found the use of Picture Story Sequencing to be an effective and manageable approach in teaching remedial reading. Goyibova, et al (2025) revealed that the strategy allowed for differentiated instruction, catering to the varied reading levels of the students. One of the major insights based on the study of Macdonald (2021) was that PSS reduced anxiety among struggling readers, as they felt less pressured to decode words immediately. Instead, they could first rely on the pictures to understand the context of the story. The teacher-researcher noted that the learners became more engaged during reading sessions, leading to higher participation rates and improved reading fluency over time. Challenges, however, included the time needed to prepare picture stories and ensuring that the pictures were aligned with the learners' reading levels. Despite this, the overall experience was positive, with noticeable improvement in both comprehension and oral reading fluency among the learners.

Conclusion and Recommendations

The findings of the study revealed that the use of PSS (Picture Story Sequencing) significantly improved both the oral reading fluency and comprehension skills of the participating Grade Three learners, as it provided a visual framework that helped them construct meaning from stories and better understand story structure and sequencing. Learners reported positive experiences while using PSS, expressing increased motivation and enjoyment in reading activities, as the visual stimuli enabled them to connect with the stories on a personal level and enhanced their ability to articulate their thoughts and ideas. Furthermore, the teacher-researcher gained valuable insights into the effectiveness of PSS, particularly in addressing diverse learning needs, as it supported struggling readers while also encouraging collaborative learning among all students; the use of reflective practice also allowed for continuous improvement of instructional strategies. Overall, the findings support the integration of PSS into regular reading instruction and intervention programs, highlighting its value as an inclusive, practical, and engaging strategy that can cater to varying literacy levels and emphasizing the importance of ongoing professional development for teachers to effectively support learners' literacy growth.

The study implies that Picture Story Sequencing (PSS) can be a practical, engaging, and learner-friendly reading intervention for Grade Three learners, especially those who are still at the transitioning level in reading. Since the study found that PSS helped improve learners' oral reading fluency, comprehension, sequencing skills, confidence, motivation, and participation, its implications extend to classroom teaching, remedial reading programs, teacher training, school planning, and future research.

The findings suggest that teachers may integrate Picture Story Sequencing into regular reading lessons, not only during remedial reading sessions. Because PSS uses pictures as visual support, learners can first understand the story through images before reading the text. This helps bridge the gap between word recognition and meaning-making, which is especially useful for struggling readers. This implies that reading instruction should not rely only on printed words. Instead, teachers should use visual, oral, and interactive activities to help learners develop comprehension and oral reading skills. PSS supports learners in identifying the beginning, middle, and end of a story, arranging events logically, and retelling stories more confidently.

For learners who have difficulty reading words, phrases, and sentences, PSS provides a less intimidating way to engage with stories. The study showed that learners became less anxious because pictures helped them understand the story even before reading the words. This implies that PSS can be used as a supportive intervention for learners with low fluency and comprehension skills. The strategy also promotes confidence. Learners in the study expressed that they enjoyed arranging

pictures and felt more capable of understanding stories. Therefore, PSS may help struggling readers develop a more positive attitude toward reading, which is important for long-term literacy development. This implies that teachers need to be creative and reflective in designing reading interventions. PSS allowed the teacher-researcher to provide differentiated instruction, since learners could work with pictures, oral storytelling, sequencing, and guided reading based on their individual needs.

However, the study also noted that preparing picture story materials requires time and effort. This implies that teachers may need support in developing, organizing, and sharing ready-to-use PSS materials. Schools may help by creating a repository of picture story sequences aligned with reading levels, themes, and competencies. The findings support the inclusion of PSS in remedial reading programs, particularly in schools addressing learning gaps caused or worsened by the COVID-19 pandemic. The study was conducted among Grade Three learners who had difficulty with oral reading and comprehension and who were identified through the Comprehensive Rapid Literacy Assessment. This implies that remedial reading programs should include strategies that are visual, engaging, structured, and developmentally appropriate. PSS can make remedial reading more enjoyable and less stressful while still targeting important literacy skills such as sequencing, comprehension, vocabulary, oral expression, and fluency.

For school heads and literacy coordinators, the study implies the need to support teachers in implementing evidence-based and classroom-tested reading strategies. Since the school aimed to help learners become "Grade Ready" in reading, PSS may be included in the school's reading action plan or literacy improvement program. Administrators may also provide resources such as printed picture cards, story sets, teacher-made materials, reading corners, and time for collaborative material development. They may also conduct monitoring and coaching to ensure that PSS is properly implemented and aligned with learners' needs.

The study aligns with the goals of learning recovery and the Department of Education's focus on addressing literacy gaps. Since PSS helped learners engage actively in reading and comprehension tasks, it may be considered a useful strategy in support of programs like remedial reading, the National Reading Program, and other school-based literacy initiatives. This implies that literacy recovery efforts should include contextualized, learner-centered, and multisensory approaches. PSS is especially appropriate because it allows learners to connect visual information with oral language and written text.

The study also implies that parents can help strengthen their children's reading skills at home through simple picture sequencing activities. Parents may use storybooks, printed pictures, drawings, or everyday events and ask children to arrange them in order and tell what happened first, next, and last. This can extend reading practice beyond the classroom and make literacy development a shared responsibility between teachers and families.

Since the study used a qualitative action research design with eight Grade Three learners and one teacher-researcher, future studies may involve a larger number of participants or use a mixed-methods design to measure learners' progress before and after the intervention.

Future researchers may also examine the long-term effects of PSS on reading comprehension, compare PSS with other reading strategies, or test its effectiveness across different grade levels, reading abilities, and learning contexts.

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The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.