



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO ORIENTAL

Office of the Schools Division Superintendent

JUN 10 2025

DIVISION MEMORANDUM

CID-2024- 106

To : Assistant Schools Division Superintendent
Chief, Curriculum Implementation Division (CID)
Chief, School Governance and Operations Division (SGOD)
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

Subject: **REITERATION ON "NO READ, NO PASS POLICY" AND
DESIGNATION OF READING TEACHERS IN SCHOOLS**

Date : June 9, 2025

1. The Schools Division of Davao Oriental, through the Curriculum Implementation Division (CID), remains steadfast in its commitment to ensuring that every learner attains functional literacy. To address concerns regarding learners' reading levels, various reading initiatives and intervention programs have been systematically implemented.
2. Learners at the low emerging and frustration levels who struggle with basic letter decoding will have difficulty meeting academic requirements. Without foundational reading skills, they cannot pass their subjects, which hinders their overall learning and progress
3. In line with DepEd Order No. 45, s. 2002, regarding the Reading Literacy Program in Elementary Schools, schools are hereby directed to ensure strict compliance. The policy mandates that: ***"No pupil shall be promoted to the next higher grade unless he/she manifests mastery of the basic literacy skills required at each grade level."***
4. Furthermore, this Office strongly reiterates the literacy benchmarks for grade progression:
 - **Grade 2 learners must demonstrate reading comprehension in Filipino before promotion to Grade 3.**



Address: Government Center, Dahican, Mati City
Contact No.: (087) 388-3372
Email Address: davao.oriental@deped.gov.ph
Official Website: <https://depeddavor.com/>
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- **From Grade 3 onwards, learners must exhibit reading comprehension in both English and Filipino.**
5. Accordingly, all school heads shall ensure the strict enforcement of reading interventions. **Schools must designate Reading Teachers to address literacy gaps and implement targeted programs that support learners in becoming proficient readers.**
 6. Further, school heads are tasked with developing structured mechanisms to seamlessly integrate focused reading interventions into the school's class program.
 7. Immediate dissemination and strict compliance with this Memorandum are hereby directed.


DR. JOSEPHINE L. FADUL
Schools Division Superintendent



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