

A Comparison of the Pupil Assessment Results for Jolly Phonics Pupils and Control Pupils in the Eastern Cape Jolly Phonics Pilot Study, May – November 2018

Compiled by:

**Dr Louise Gittins, Projects Director, Universal Learning Solutions
Dr Daisy Reddy, Project Coordinator for the Eastern Cape Jolly Phonics Pilot,
Universal Learning Solutions**

Introduction

This paper presents the results of a pilot study into the impact of “Jolly Phonics” on Grade 1 pupils’ English literacy skills in the Eastern Cape’s government schools. Jolly Phonics is a fast-track English literacy scheme that adopts the systematic synthetic phonics methodology, delivered through fun and child-centred activities. It is a globally used commercial resource but the materials, and some training costs, were philanthropically donated to the Eastern Cape Department of Education (ECDE) for this pilot study from the publishers, Jolly Learning Ltd. The purpose of the pilot was to provide data that will be useful in deciding whether to roll out Jolly Phonics across the province, which, if it was to happen, would further benefit from generous philanthropic donations of materials and training costs, followed by a licence to print future materials after the free donations have been used.

In May 2018, a 3-day Jolly Phonics training was provided to 72 teachers from various schools from across the province, delivered by a professional Jolly Phonics trainer. During the training, the donated Jolly Phonics materials were distributed. These materials included a Jolly Phonics Starter Kit for each teacher, which contains a variety of Jolly Phonics teaching and learning resources, and sets of Black and White Jolly Phonics Pupil Books 1 and 2 for each child being taught by a trained teacher. In order to evaluate the impact of this, six (6) Experimental (Jolly Phonics) and six (6) matched Control (non-Jolly Phonics) schools were selected, within which pupils have been assessed at baseline and endline points. The pilot study was only a 6-month study, so

the data was collected in May/June 2018 for the baseline,¹ which was around half-way through the school year, and in November 2018 for the endline, which was almost at the end of the school year. Within this time, the 6 Jolly Phonics pilot schools received a monitoring visit and some teachers attended a half-day refresher training. This report presents an analysis of all of the pupil assessment data in order to evaluate the impact of this Jolly Phonics programme, along with data from monitoring reports from the Experimental schools, in order to further illuminate the findings.

The Schools

The schools were selected by the ECDE. They were chosen based on three criteria; rural, semi-rural and semi-urban. Two schools were chosen within each category, with specific regions targeted for each category; Mt Frere (rural), Mthatha (semi-rural) and East London (semi-urban). This means that there are six Experimental schools in total, which are listed below. Six Control schools were chosen that were matched with the experimental schools in terms of their locations. Table 1 below details the schools, their locations and, for the Experimental schools, how many teachers were trained in Jolly Phonics from the school.

Table 1 – Details of the Schools Involved in the Pilot Study

SAMPLE GROUP	SCHOOL	LOCATION	NO. OF TEACHERS TRAINED IN JP
Experimental	1. School 1	Mt. Frere	1
	2. School 2	Mt. Frere	2
	3. School 3	Mthatha	1
	4. School 4	Mthatha	1
	5. School 5	East London	1
	6. School 6	East London	1
Control	7. School 7	Mt. Frere	N/A
	8. School 8	Mt. Frere	N/A
	9. School 9	Mthatha	N/A
	10. School 10	Mthatha	N/A
	11. School 11	East London	N/A
	12. School 12	East London	N/A

¹ Teachers in the Experimental schools were told not to start teaching Jolly Phonics until the baseline assessments had been conducted.

The Pupil Sampling Procedures

In both the Experimental and Control schools, around 20 Grade 1 learners were assessed at the baseline point. The exact number depended on time constraints. The pupils were randomly chosen from the registers, and spread across classes where there was more than one relevant Grade 1 teacher in the school, which means if they were trained in Jolly Phonics in the Experimental schools. These same sampled learners were then assessed at the endline, although some pupils were absent at the endline point, meaning that the endline sample sizes were slightly smaller.

The Assessment Tool

The assessment tool used to assess the pupils was developed by Universal Learning Solutions, based on existing assessment tools. There are 5 tests within this assessment tool:

Letter Sounds Test – This test assesses pupils' knowledge of the sounds of the English language. It provides 41 graphemes and children are asked to pronounce the sound (phoneme) that they represent, on-by-one. Some of the individual sounds are represented by two letters (digraphs). All of the sounds are in lower-case, as this is easier for the earlier grade pupils. The pupils are given a score out of 41. There is no time limit to the test.

Burt Reading Test – This is a standardised test that was developed in the UK in the 1970s. Children are asked to read individual words one-by-one until they make 10 consecutive errors. The words are a mix of decodable and irregular words. The total number of words read correctly before this are then counted and this provides the child's score. The score can then be converted into an equivalent reading age. Although this reading age may not be entirely accurate, as it was standardised in the UK in the 1970s, it still provides a general idea as to the level of pupil performance on the reading test.

Word Reading Test – This test provides a list of decodable words, which pupils are asked to read one-by-one. They are given a score out of 16, based on how many words that they read correctly. Although it is not standardised, because the words are decodable, the test provides an indication of how well the pupils have acquired the

skills of phonic knowledge and phonemic awareness, which provide the foundation to becoming a successful reader and writer.

Sentence Reading Test – The test provides four sentences that pupils are asked to read one-by-one. They are awarded two marks where the whole sentence is read correctly, one mark where it is read partially correctly and no marks where it is not read correctly at all. This means that the total possible score is 8.

Dictation Test – a list of five sounds and then eight words are read to the pupils and they are asked to write them. A mark is awarded for each written completely correctly. This means that the total possible score is 15.

Results and Discussions

This section presents an analysis of the results from the pupil assessments. This section first compares the baseline results for the Experimental and Control groups, in order to understand whether the two groups were evenly matched at the start of the pilot in terms of their literacy skills, before comparing the endline results for the two groups, in order to understand whether the intervention had any impact on pupils' literacy skills, as well as the magnitude of any impact. It then breaks the results into individual schools, to understand whether similar findings were witnessed across the board.

Baseline Results

Table 2 below presents an Independent Samples T-test Analysis of the baseline results for the Jolly Phonics (Experimental) pupils and the Control pupils, which was run in SPSS. Independent Samples T-Tests test comparisons of the Experimental and Control groups' results for statistical significance. Where there is a statistically significant difference between the two groups on any test, it shows that there are fewer than 5 chances in 100 that the results show a difference in performance when there would not be one in the broader population. At the baseline stage, any statistically significant difference would show that the two groups were not evenly matched to start with, and so any statistically significant difference at the endline stage would not be reliable.

The data in the table shows that the two groups had very similar mean scores and standard deviations on all of the 5 tests, meaning that there were no identified statistically significant differences between the two groups at the baseline stage. This shows that they were evenly matched in terms of their literacy skills in May/June of the school year, and so the samples should provide for a reliable evaluation of the Jolly Phonics intervention at the endline.

Table 2 – Comparison of the Baseline Results for the Experimental and Control Groups

TEST	SAMPLE GROUP	NO.	MEAN	SD	T-CAL	DF	P
Letter Sound Score	Experimental	112	11.09	7.56	-0.53	229.00	0.59
	Control	119	11.59	6.64			
Burt Reading Score	Experimental	112	12.54	8.59	-0.46	229.00	0.64
	Control	119	13.04	7.71			
Word Reading Score	Experimental	112	0.65	1.31	1.90	214.15	0.06
	Control	119	0.35	1.06			
Sentence Reading Score	Experimental	112	0.21	0.91	0.93	229.00	0.35
	Control	119	0.12	0.67			
Dictation Score	Experimental	112	1.54	1.43	-0.82	229.00	0.41
	Control	119	1.68	1.25			

Critical $t = \pm 1.97$, $*p < 0.05$

Figure 1 below compares the mean percentage scores for each sample group on each test for the baseline stage. It visualises how the two groups performed relatively equally on all of the tests, and so were evenly matched at the baseline stage in May/June of 2018.

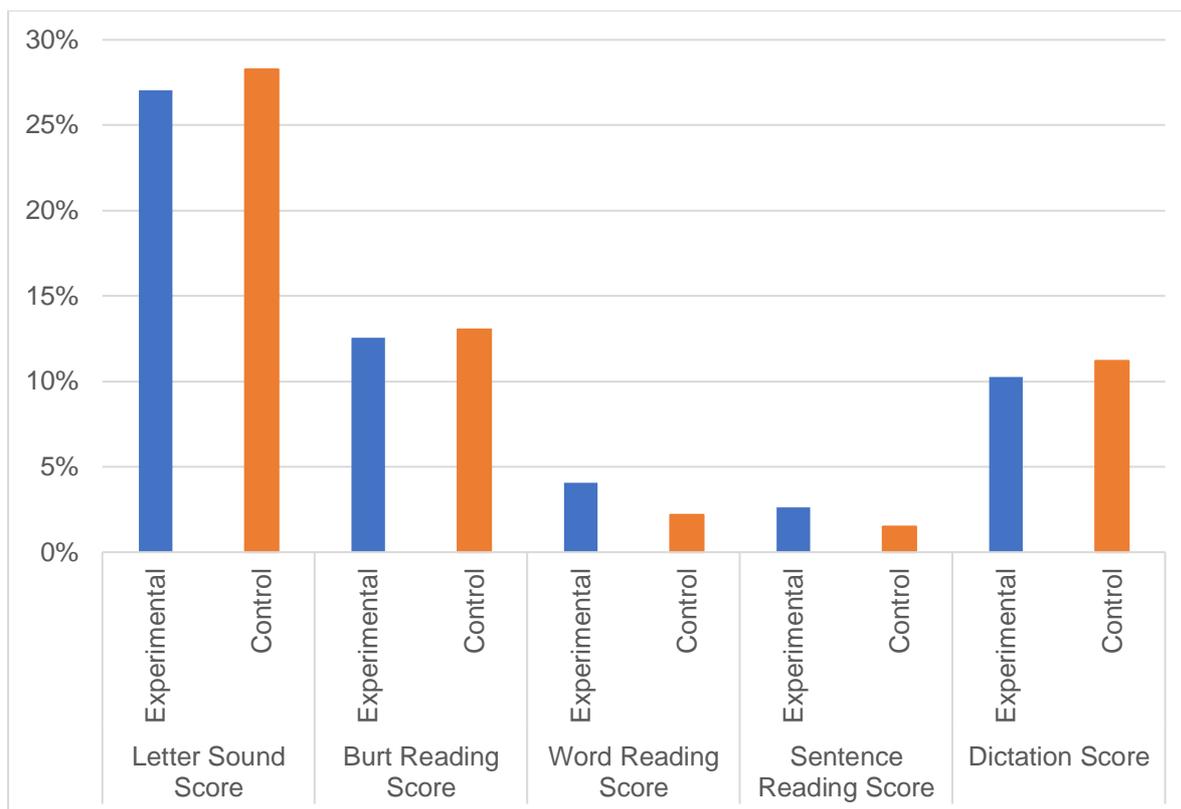


Figure 1 – Comparison of the Mean Percentage Scores on each Test for the Experimental and Control Groups at the Baseline Stage

Endline Results

Table 3 below presents the Independent Samples T-test Analysis of the endline results for the Experimental pupils and the Control pupils. The data in the table shows that the Experimental pupils outperformed the Control pupils all of the 5 tests, with statistically significant differences between the two groups on all of the tests. As the two sample groups were evenly matched at the baseline stage, which was half-way through the school year, these findings suggest that Jolly Phonics has resulted in greater improvements in pupils' literacy skills than would have occurred without its introduction in the Experimental classes. The statistically significant differences mean that it can be said with confidence that the introduction of Jolly Phonics would result in similar improvements in the broader population of schools in the Eastern Cape.

Table 3 – Comparison of the Endline Results for the Experimental and Control Groups

TEST	SAMPLE GROUP	NO.	MEAN	SD	T-CAL	DF	P
Letter Sound Score	Experimental	107	26.65	10.35	6.42	211.00	0.00*
	Control	106	18.27	8.60			
Burt Reading Score	Experimental	107	35.43	19.88	4.02	211.00	0.00*
	Control	106	24.92	18.21			
Word Reading Score	Experimental	107	4.73	3.90	4.38	211.00	0.00*
	Control	106	2.42	3.81			
Sentence Reading Score	Experimental	107	2.24	2.49	2.18	211.00	0.03*
	Control	106	1.49	2.54			
Dictation Score	Experimental	107	4.40	3.29	3.54	203.67	0.00*
	Control	106	2.94	2.69			

Critical t= \pm 1.97, *p<0.05

Figure 2 below compares the mean percentage scores for each sample group on each test for the endline stage. It visualises how the Experimental group outperformed the Control group on every test.

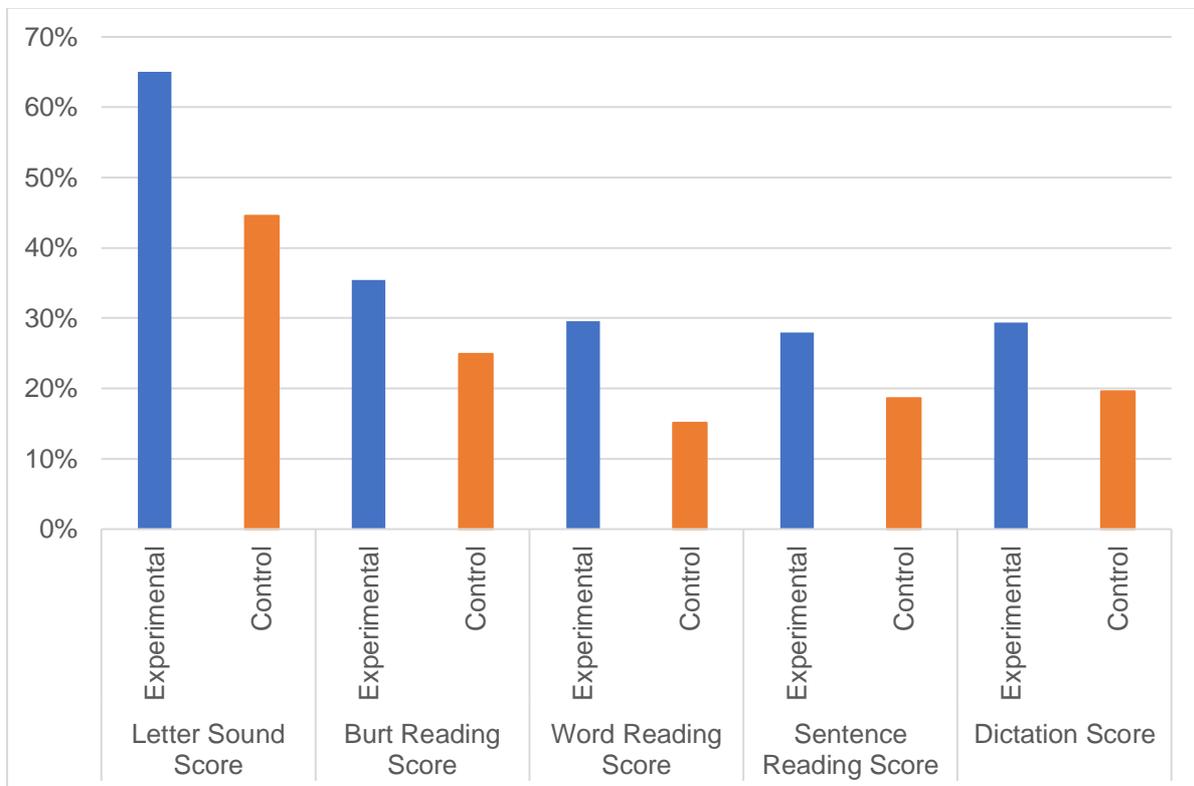


Figure 2 – Comparison of the Mean Percentage Scores on each Test for the Experimental and Control Groups at the Endline Stage

In order to understand the magnitude of the difference between the two groups at the endline stage, effect sizes (Cohen's *d*) have also been calculated using the following formula (where M=mean and SD=standard deviation):

$$\text{Cohen's } d = \frac{M^1 - M^2}{SD_{pooled}}$$

The pooled standard deviations were calculated using the following formula (where n=number):

$$SD_{pooled} = \sqrt{\frac{(n_1 - 1)SD_1^2 + (n_2 - 1)SD_2^2}{n_1 + n_2 - 2}}$$

Cohen cautiously provided thresholds for his calculation, suggesting that an effect size of 0.2 can be described as “small”, 0.5 as “medium” and 0.8 as “large”. The effect size can also be translated into a percentage of pupils in one group that scored below the average pupil's score in the other group, the rank of the pupil in one group that was equivalent to the average pupil in the other group and the percentage of non-overlap in the results of the two groups. This provides a clearer understanding of the extent to which the intervention has impacted on early grade literacy skills, rather than just whether it has, as is the case with a test for statistical significance.

Table 4 below presents the effect size for each test. It shows that there was a large effect size on the Letter Sound Test, a medium effect size on the Burt Reading Test, the Word Reading Test and the Dictation Test, and a small effect size on the Sentence Reading Test. On the Letter Sounds Test, this large effect meant that 82 percent of the Control pupils were below the average score of the Experimental pupils, which made the 19th ranking pupil in the Control group of 106 equivalent to the average Experimental pupil (with the average Control pupil ranked 54th). On both word reading tests, 73 percent of the Control pupils were below the average score of the Experimental pupils, meaning that the 28th ranking pupil was equivalent to the average Experimental pupil. These differences are visualised in Figures 3 and 4. Although the effect sizes were smaller for the Sentence Reading and Dictation tests, Table 4 still

highlights a marked difference between the two groups at the endline point. Nevertheless, comments made by the assessor, Dr. Daisy Reddy, in Appendix A, note that even children in the Experimental group struggled with sentence reading and with writing, so more focus is needed on practicing reading sentences, rather than just words, to increase fluency, and on writing in the future. There is more emphasis on these aspects later in the Jolly Phonics programme.

Table 4 – Effect Sizes for Each Test (The Magnitude of the Improvement)

Test	Effect Size	Description of Effect Size	% of Control Group Below Average Score of Experimental Group	Rank of Pupil in Control Group of 106 Equivalent to Average Experimental Pupil*
Letter Sound	0.9	Large	82%	19
Burt Reading	0.6	Medium	73%	28
Word Reading	0.6	Medium	73%	28
Sentence Reading	0.3	Small	62%	40
Dictation	0.5	Medium	69%	32

* Average Experimental Pupil is 54th

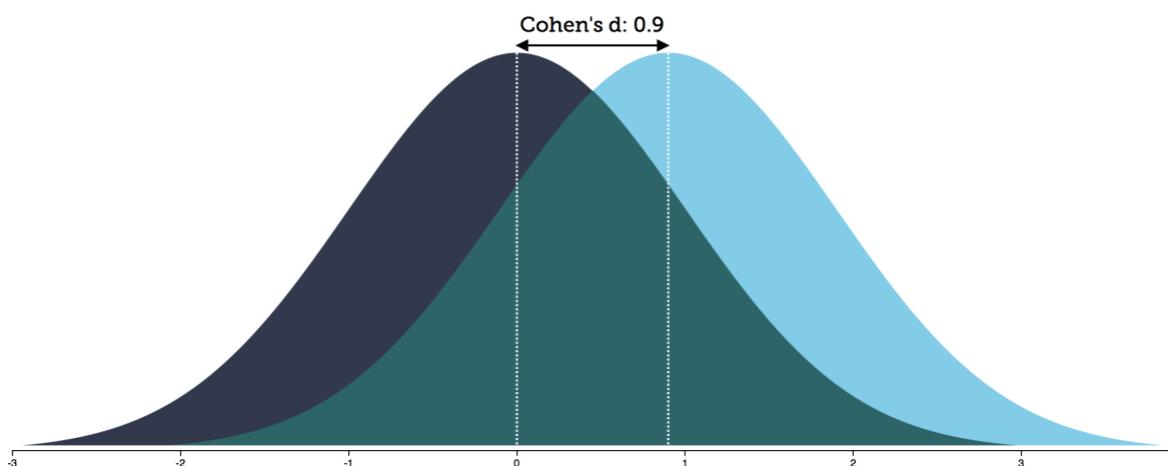


Figure 3 – Visualisation of Effect Size on the Letter Sounds Test

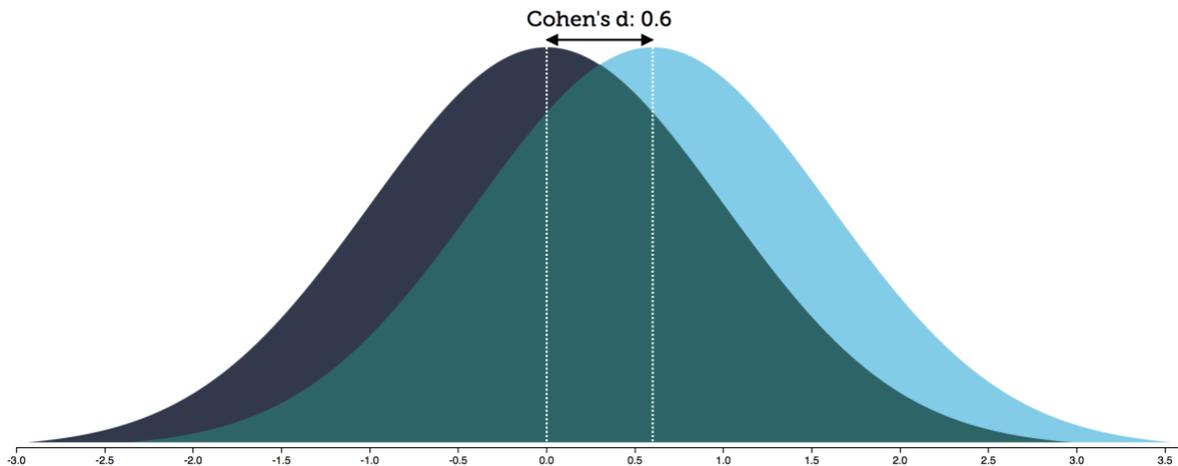


Figure 4 – Visualisation of Effect Size on the Burt Reading Test and the Word Reading Test

Standardised Reading Ages

The scores on the Burt Reading Test can also be converted to a standardised reading age. Table 5 below shows that, at the baseline point in May/June, both groups had a mean reading age of 5 years and 9 months, but at the endline point, in November, the Experimental group had added an average of 1 year and 4 months to their reading age (at 7 years and 1 month), whereas the control group had added an average of only 8 months to their reading age (at 6 years and 5 months). This means that the Experimental group added 8 months more than the Control group during the pilot period, which was an improvement pace that was twice as fast as the Control group. This greater improvement is visualised in Figure 5 below. The magnitude of the reading age change difference is clearly extensive for such a short period, suggesting that the medium effect size, highlighted above, is perhaps understating the real impact that can be witnessed in practice.

Table 5 – Comparison of the Standardised Reading Age Changes for the Experimental and Control Groups

SAMPLE GROUP	BASELINE MEAN READING AGE	ENDLINE MEAN READING AGE	READING AGE CHANGE
Experimental	5 Years, 9 Months	7 Years, 1 Month	1 Year, 4 Months
Control	5 Years, 9 Months	6 Years, 5 Months	8 Months

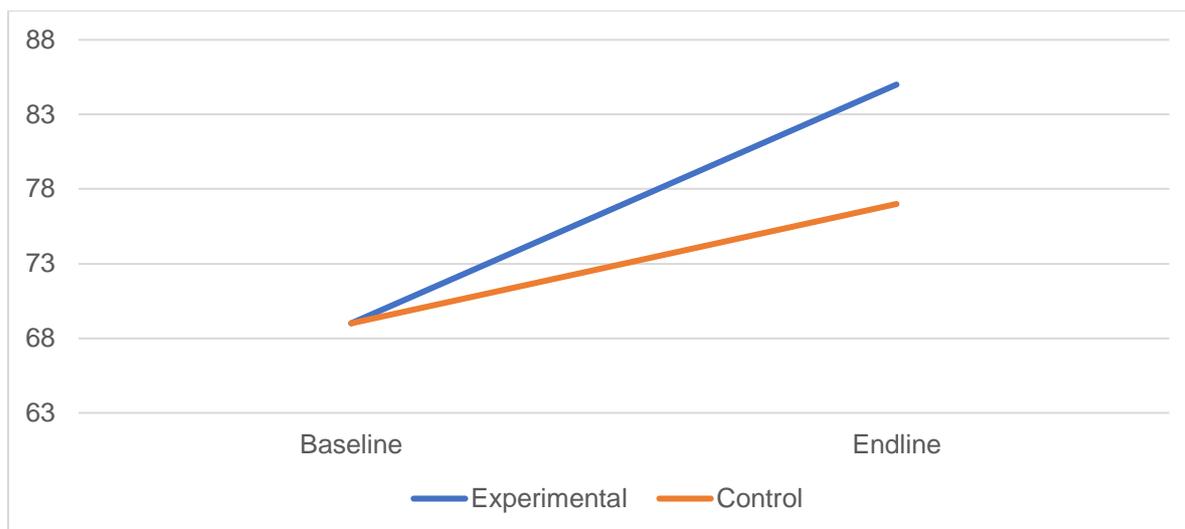


Figure 5 – Comparison of the Change in Reading Age in Months from Baseline to Endline for Both the Experimental and Control Groups

The Performance of Each Experimental School

In order to further understand the extent of the impact for each Experimental school, and so whether the impact was similar across the schools, this section breaks down the results for each Experimental School. Table 6 and Figure 6 present the mean overall percentage scores for each school at baseline and endline, and then the percentage change. The mean percentages have been calculated by working out the mean percentage obtained for each test, adding these together and then dividing by 5, because there were 5 tests. It should be noted, however, that the Grade 1 pupils would not be expected to get 100 percent on each test, because the maximum scores are levelled at higher grades.

Table 6 and Figure 6 show that there was a range of between 22.8 percent for School 4 and 46.31 percent for School 3 at the endline, both of which were located in Mthatha. However, the baseline mean was the lowest for School 4, suggesting that this school was generally underperforming. Indeed, the comments made by Dr. Reddy in Appendix A highlight management challenges in this school generally. Moreover, Appendix B, containing data collected during monitoring visits to Experimental schools in September 2018, shows that the teachers in this school was performing at a lower standard than the teachers in the other schools in the lesson observations and in the skills tests.

Overall, Table 6 and Figure 6 show that there was an improvement in every school, and that the mean percentage change was higher than the baseline mean percentage in every school. This suggests that the pupils progressed more quickly after the introduction of Jolly Phonics than they did in the first half of the school year before it was introduced. However, the range of impact across the schools does suggest that other contextual factors in individual schools can affect the impact of the intervention, and so efforts should be made to provide further follow-up with such schools to ensure that the programme will result in improved outcomes for all children. As highlighted in Appendix A for School 1, enhanced monitoring and mentoring from the Subject Advisor, resulted in a transformation of teacher performance, and the second largest mean percentage change in the Experimental schools.

Table 6 – Comparison of the Mean Overall Percentage Scores for Each Experimental School

LOCATION	SCHOOL	BASELINE MEAN %	ENDLINE MEAN %	MEAN % CHANGE
Mt. Frere (Rural)	School 1	11.95%	42.58%	30.62%
	School 2	14.53%	37.89%	23.36%
Mthatha (Semi-Rural)	School 3	13.51%	46.31%	32.79%
	School 4	3.05%	22.80%	19.75%
East London (Semi-Urban)	School 5	10.77%	25.55%	14.79%
	School 6	16.14%	44.77%	28.63%

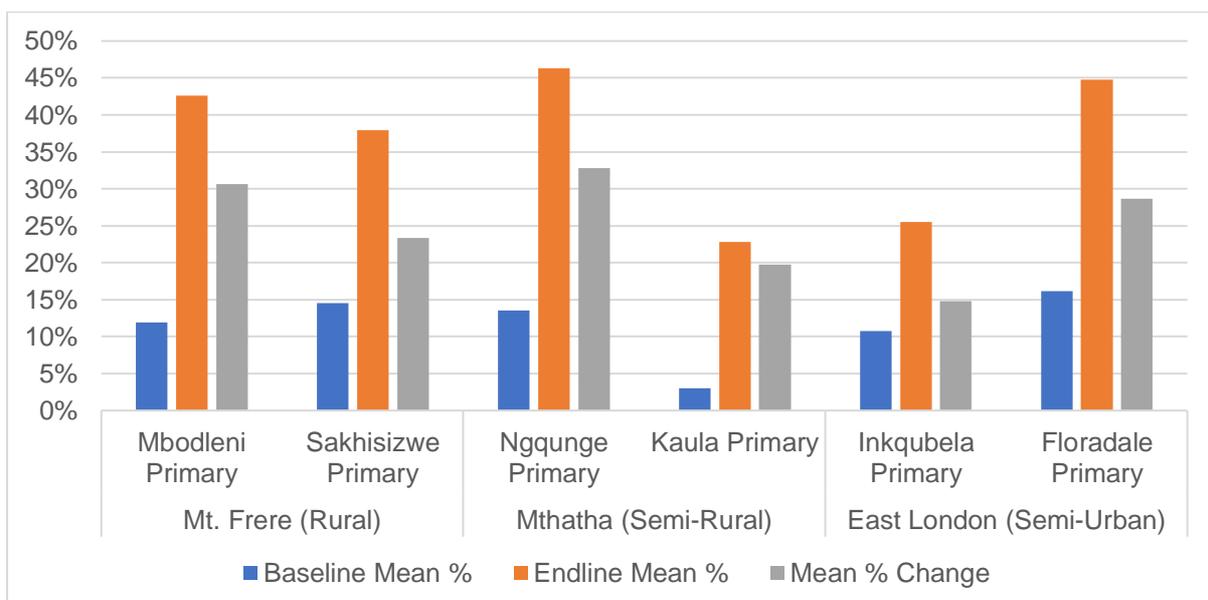


Figure 6 – Comparison of the Mean Overall Percentage Scores for Each Experimental School

Conclusion and Recommendations

Overall, this report has shown with statistical confidence that the introduction of Jolly Phonics in schools in the Eastern Cape will result in improvements in pupils' initial English literacy skills. This is because the Experimental and Control groups were evenly matched at the baseline stage, which was half-way through the school year, but there were statistically significant differences between the two groups at the endline stage on all 5 of the skills tests administered with the pupils. The effect sizes were large on the Letter Sounds test, medium on the Burt Reading, Word Reading and Sentence Reading tests, and small on the Dictation test, with the medium effect size on the Burt Reading test equating to a difference in standardised reading age improvement of 8 months within just a 6-month period. In fact, the Experimental group's reading age improved by an average of 16 months but the Control group's reading age improved by an average of only 8 months, highlighting that Jolly Phonics resulted in reading age improvements at a pace that was twice as fast. However, the smaller effect sizes on the Dictation and Sentence Reading tests, and comments made by the assessor in Appendix A, highlight a need to focus further on these aspects, which Jolly Phonics in fact does later in the programme.

When the results were broken down into individual schools, it showed that all schools made improvements in pupils' mean overall percentage scores from baseline to endline, but that improvements in some schools were higher than others. The comments and data presented in both Appendix A and Appendix B highlight that enhanced monitoring and mentoring in some schools is needed in order to guarantee impact.

Overall, the results lead to the recommendation that Jolly Phonics should be rolled out across all schools in the province as this will lead to higher initial English literacy skills amongst early grade pupils, but that there should be a focus on monitoring and mentoring of underperforming schools in order to guarantee the greatest possible impact.

Appendix A – Observations from the Administration of the Endline Assessment

Performance of Learners

Generally, the performance of the learners in all the Jolly Phonics schools improved significantly as indicated in the results.

Single sounds & digraphs: Most of the learners easily recognised the single sounds and digraphs, the sounds that they had difficulty with were, ie, ou, x, th, er, & ar. It was noted that a larger % of the learners were influenced by the Xhosa sounds and sounded the following sounds in Xhosa, b, y,c,x,z & j.

Burt Reading Test: In each of the schools (both Jolly Phonics & Control) only a few managed to get to the next level of words. It was noted that the learners who did well and went on to the next 2 & 3 levels were supported by their parents at home with daily reading. Two learners each from School 8 (Mt Frere- Control) and School 9 (Mthatha- Control), as well about 2 or 3 learners each from School 1 & School 2 (Jolly Phonics- Mt Frere), School 3 (Jolly Phonics- Mthatha) and School 6 (Jolly Phonics- East London), did exceptionally well in this test by going to the next 2 levels due to support from home.

Word Blending Test: It was very interesting to note that most of the above average learners from the Jolly Phonics schools easily recognised the words and physically used the strategies their teachers used in the classroom to blend & segment words. Learners were tapping the sounds on their arms and blended easily and read out the words with fluency and speed! Some of them quickly looked at the Jolly Phonics charts and cards displayed in the classroom to respond! Most of the learners from the Control schools struggled to recognise these words, with the exception of the learners I indicated above.

Sentence Reading Test: Learners generally struggled with this, more especially from the Control schools with the exceptions of the learners I noted above. Some learners, more from the Jolly Phonics schools made an attempt by blending each word and

reading the sentences very hesitantly, an indication that the teachers are not teaching and exposing learners to this aspect of reading short sentences.

Dictation/ Writing Test: This was found to be difficult for most of the learners besides the few noted above. Learners generally confused the sound for e for a, due to the Xhosa sounds. Many wrote heng for hang. It was interesting that some learners when writing the letter a asked if it was a as in ant or e as in egg using actions of like breaking an egg! Some actually wrote the words phonetically, like, heng for hang, beg for bag, sit for seat, tri for tree, stoan for stone, nite for night. Most of the learners in both Control and Jolly Phonics schools wrote the g, a m correctly but struggled with seat, this, stone and night.

Influence of School Management & Commitment of Teacher

From the observations gleaned during the administration of both the baseline & endline assessments, the following is noted which has an impact on the results of the assessments:

- The management of the school, whether it is functional or dysfunctional
- Commitment & attitude of the teachers
- Lack of relevant Teaching & Learning resources
- Lack of adequate support from SMT or Advisors

With the above, the following examples below are cited to illustrate how learner performance can be influenced significantly.

Mt Frere District- School 1 & School 2 (Both Jolly Phonics schools): During the Baseline Assessment, School 2 school learners did significantly better than School 1 due to the following factors:

- More advantaged school with better management and semi-rural with better parental and print rich classrooms
- LoLT is English

The teacher in School 1 during the Baseline & Monitoring visits demonstrated poor classroom management skills, not print rich classroom and performance of learners not good. The Advisor immediately from September visited and supported the teachers with the above challenges. She physically went in on a Saturday and

together with the teacher set up the classroom, mentored her on the teaching of Jolly phonics with 3 school visits. For the Endline Assessment the results were phenomenal, most of the learners could easily recognise the sounds and blended the words easily, these were the learners who kept asking for clarity “is it an a for ant or an e for egg” and showing actions of breaking an egg. What was amazing was that they even performed better than School 2 which was a more advantaged school with committed teachers and good management!

Mthatha- School 4 (Jolly Phonics school) and School 9 (Control): Due to poor management support and lack of teacher skill in classroom management and implementation of the Jolly Phonics teaching strategies the learners from (Jolly Phonics) School 4 did not perform well in the assessment. The teacher from (Control) School 9 demonstrated good management skills, commitment, and good teaching as indicated in the learner books. The results of the learners were much better than the learners from School 4, even though the teacher had the Jolly Phonics resources and received the training & support from the advisor.

East London- School 6: The teacher from School 6 demonstrated commitment, passion, good teaching skills as well as a very print rich classroom as seen during our monitoring visits and the learner performance in the endline assessment clearly showed better results than the other Jolly Phonics school (School 5) even though School 6 is a much more disadvantaged school in respect of the disadvantaged community the school serves, where 95% live in (poverty) informal settlements and parents do not work.

Comments & Recommendations

Generally the management and grade 1 teachers from both the Jolly Phonics and control schools welcomed the programme and indicated that they appreciated the support and welcomed the inclusion of all schools in 2019. The management and teachers requested more support from the advisors to improve the teaching skills so learners reading proficiency can improve. Interestingly enough 2 Jolly Phonics schools had indicated that they will be presenting each of the Grade 1 learners with the Jolly Phonics certificate that is in the Teacher Guide at an awards ceremony at the school!

Three Jolly Phonics schools and all the Advisors queried if the grade 1 Jolly Phonics teacher can be supported next year with grade 2 Jolly Phonics resources and teaching skills & strategies so that there is continuity and sustainability in respect of learner performance in reading in grade 2. They requested cluster meetings to showcase good teaching practices.

Overall the results very clearly indicate the improved performance of learners in the Jolly Phonics schools compared with the Control schools, which is a clear indicator that this is an excellent programme that will undoubtedly strengthen and support the teachers with relevant skills and strategies to improve learner proficiency in reading in grade 1.

Compiled by Daisy Reddy

Appendix B – Summary of Data Collected During Monitoring Visits to Jolly Phonics Schools in August 2018 by Dr. Daisy Reddy

Summary of Lesson Observations

	School 1	School 2	School 3	School 4	School 5	School 6	Overall
1. Is the teacher attempting to teach with Jolly Phonics?	Yes	Yes	Yes	Yes	Yes	Yes	100%
2. Is the teacher avoiding teaching whole word method/conventional approach?	Yes	Yes	Yes	Yes	Yes	Yes	100%
3. Is the teacher pronouncing letter sounds correctly?	Yes	Yes	Yes	Yes	Yes	Yes	100%
4. Is the teacher teaching all of the 8 steps to a Jolly Phonics lesson when they introduce a new letter sound?	Yes	Yes	Yes	Yes	Yes	Yes	100%
5. Is the teacher using one or more strategies for teaching blending?	Yes	Yes	Yes	Yes	Yes	Yes	100%
6. Is the teaching encouraging pupil participation in lessons?	Yes	Yes	Yes	Yes	Yes	Yes	100%
7. Do the children appear engaged in lessons and respond to teaching?	Yes	Yes	Yes	Yes	Yes	Yes	100%
8. Are the children provided with phonics workbooks?	Yes	Yes	Yes	Yes	Yes	Yes	100%
9. Does the teacher use the workbooks as part of the lesson?	Yes	Yes	Yes	No	Yes	Yes	83%
10. Do the children show signs of learning in their workbooks?	Yes	Yes	Yes	Yes	Yes	Yes	100%
11. Do the children show signs of learning in their workbooks?	Yes	Yes	Yes	Yes	Yes	Yes	100%
12. Is the teacher using a range of materials?	Yes	Yes	Yes	Yes	Yes	Yes	100%
13. Are the teachers aware they have to fill in assessment sheets?	Yes	Yes	Yes	No	No	No	50%
14. Does the teacher know how to use the assessment sheet?	No	Yes	Yes	No	No	No	33%
Overall:	93%	100%	100%	79%	86%	86%	92%

Further Comments on Lesson Observations

School	Set of Sounds being taught	No. of Pupils	Proportion of pupils that have grasped the skills	Further comments on lesson and pupil performance
School 1	2 - c/k, e, h, r, m, d	49	Some	The teacher needs more support in engaging all her learners. About 50% of her learners responded actively to the learners and understood the instructions and demonstrated how to blend, segment, sing, and form letters. The teacher has to use the suggested strategies to form letters as this was not well demonstrated with the learners
School 2	3 - g, o, u, l, f, b	45	Most	It was very encouraging to note such a good demonstration of the lesson including the 8 steps and even expanding by including as many strategies to consolidate her teaching. It was evident that she has ensured a routine and good classroom management as the learners responded very enthusiastically and were disciplined and could work independently
School 3	3 - g, o, u, l, f, b	42	Most	The lesson was very well presented, and the learners' participation was very good
School 4	3 - g, o, u, l, f, b	36	Some	Due to ineffective classroom management all learners were not sufficiently engaged. During the mentoring and support session the relevant guidance and support was provided on managing resources, improving organisational skills and importance of consolidation especially with the 8 steps with as many teaching strategies
School 5	3 - g, o, u, l, f, b	50	Most	Generally the lessons are enjoying the lessons, and this is evident by their spontaneous response during the lessons, however not all are actively participating. Have provided support to teacher on how to use different teaching strategies to engage all learners
School 6	3 - g, o, u, l, f, b	38	Most	The teacher makes an effort to engage all her learners and calls out learners who are not paying attention, so all are involved

Discussions with Teachers

School	View of Pupil Learning	Comments from Teacher on Jolly Phonics	How could improvements be made?
School 1	Better	Am enjoying the teaching, but need more support and learners are learning a lot. Parents have spoken to the principal about how their children come home and sing and segment the sounds	Provide a larger classroom and arrange for more support sessions. Need support on developing more resources to improve teaching and learning
School 2	Better	Very enjoyable and learners love the lessons and activities. The resources are very relevant and attractive and keep the learners interested	Regular monitoring and support meetings
School 3	Better	Very enjoyable and rewarding	Regular monitoring and support visits by advisor
School 4	Better	Enjoyable and will try harder to improve on aspects that need more focus. The learners are finding the lessons very enjoyable	More follow up support
School 5	Better	Very enjoyable but need more practice with pronouncing the sounds and singing the songs	For more regular support visits and need help with assessment
School 6	Better	Very enjoyable and learners are learning very quickly with lots of fun and action	Provide more regular support

Skills Test with Teachers

