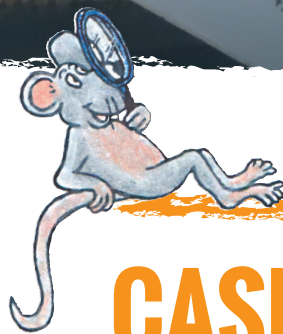




Jolly Phonics



CASE STUDY

KILIFI COUNTY

2017-2018



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**Jolly
Phonics**



WHAT IS JOLLY PHONICS?

Jolly Phonics is the world's leading synthetic phonics programme. With Jolly Phonics the pupils are first taught the 42 letter sounds of English at a fast pace. At the same time, they are taught how to 'blend' those sounds together to read words (so d-o-g makes 'dog'), write words by segmenting the word into its sounds, and correctly form the letters for those sounds. The letter sounds are taught alongside culturally appropriate stories, songs, and actions that make learning the sounds both memorable and fun. The success of Jolly Phonics has resulted in it being endorsed for use in all schools in countries such as the Gambia, Trinidad and Tobago and recommended by the government in other countries, such as the UK and Nigeria.

It uses a part-to-whole approach to teaching children to read and write in decodable languages such as English and Kiswahili. Children are rapidly taught the individual letter-sound correspondences, as well as how to blend the sounds together to read whole words and segment the sounds to write words. They are also taught irregular words that are not entirely decodable. These are referred to as 'tricky words'.

There are five skills which are explicitly taught simultaneously. If any of these skills are missed or partially taught, children will continue to struggle with reading and writing.

THE FIVE SKILLS ARE:

- 1 LETTER SOUNDS
- 2 LETTER FORMATION
- 3 BLENDING (FOR READING)
- 4 IDENTIFYING SOUNDS IN WORDS (FOR SPELLING AND WRITING)
- 5 SPELLING THE TRICKY WORDS

Synthetic phonics teaching goes beyond teaching the sounds of the letters in the alphabet because **there are 40+ sounds in the English language, not just 26**. Some new sounds are formed with two or more letters, such as /sh/, /ch/ and /ai/. The first two being common to both English and Kiswahili but /ai/ is found only in English words.

The English and Kiswahili languages share a great deal in common. Their alphabets are similar, the differences are that letters C, Q and X are not found in Kiswahili. /CH/ replaces /c/ but this digraph makes the same sound in both languages like in ch-i-ck and ch-ak-u-l-a. Kiswahili is a far simpler language than English and is entirely phonetic. The main differences beyond the alphabets are the pronunciations of the vowels /i/ and /u/. In English these vowels are short as found in words /in/ and /up/, in Kiswahili they take on the long vowel sounds found in English /ee/ and /oo/. The Jolly Phonics programme has been adapted to teach these differences early on with two additional actions to distinguish between the pronunciations of /i/ and /u/ across the two languages.

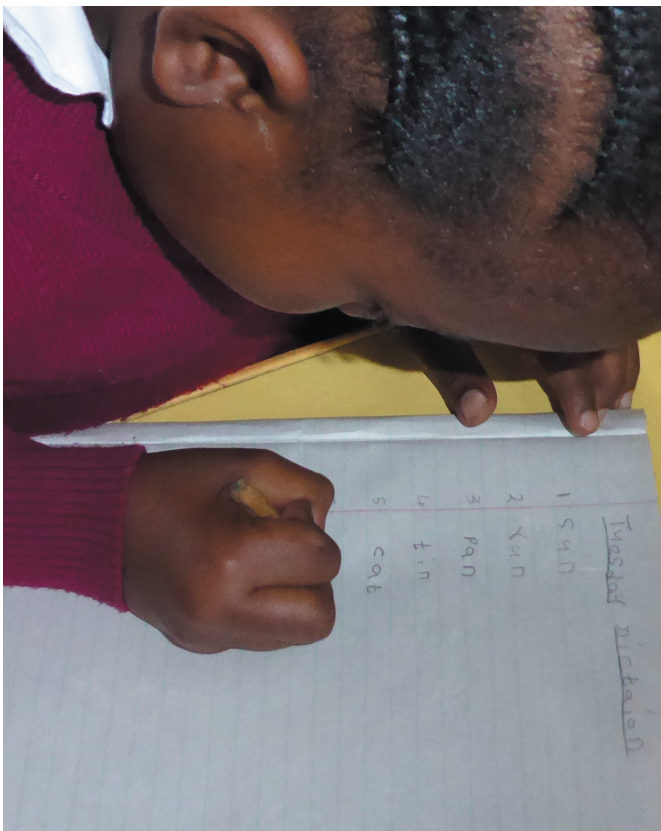
Jolly Learning is an independent British educational publisher owned by Christopher Jolly. Jolly Learning sells over 2 million products annually to over 90 countries, and also provides materials philanthropically, working closely with Universal Learning Solutions (ULS) on the Jolly Futures project.



Universal Learning Solutions (ULS) is a UK based social enterprise that works with government, educators and donors around the world to provide bespoke services that deliver innovative literacy solutions. We

operate on a not-for-profit basis. Our work is driven simply by the desire to help as many children as possible experience the wonder of reading and writing. Through this we believe that we can help release a child's infinite potential. We have wide-ranging experience of working with governments to build institutional capacity and in ensuring the long-term sustainability of our work.

Our approach to implementing Jolly Phonics is based on a three stage model. Throughout the stages we work in partnership with the government and other local partners in implementing this programme, as well as building their capacity through knowledge and skill sharing. Our approach is also focused on ongoing monitoring to support and maximise the effectiveness of the project and to generate evidence and research of its impact.



THE OFFER

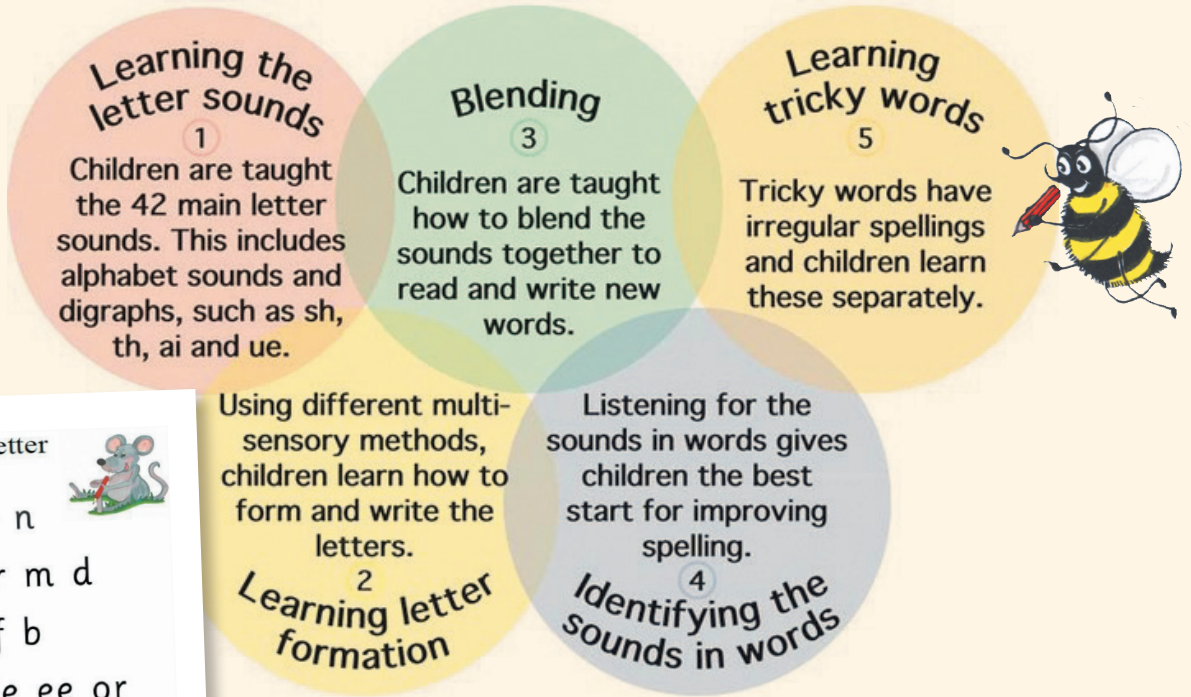
Through this valuable and exciting partnership with the publishers of Jolly Phonics, ULS is able to offer:

- ★ Free Jolly Phonics Black and White Pupil Books 1 and 2 for an entire cohort of government Pre-Primary or grade 1 pupils.
- ★ Free Jolly Phonics Black and White Teacher's Book for every pre-primary or grade 1 teacher, head teacher and trained official.
- ★ Free training for every pre-primary or grade 1 teacher and head teachers - trainers' fees and transport.
- ★ Free licence to use Jolly Phonics DVD on National TV
- ★ Free licence to print the Jolly Phonics materials when the donations have all been used.

The costs charged by ULS are used to cover all remaining project costs including on-going monitoring, support and evaluation of the projects.



Jolly Futures is a unique public-private partnership between ULS and the leading UK educational publisher, Jolly Learning. Under this partnership, Jolly Learning is willing to philanthropically provide free Jolly Phonics training and resources to all government school head-teachers and pre-primary or primary grade 1 teachers, and free Jolly Phonics Pupil Books to all of their pupils, for all countries in sub-Saharan Africa. The Jolly Futures offer is broken into three stages.



Jolly Phonics Letter Sounds 

- 1) s a t i p n
- 2) c/k e h r m d
- 3) g o u l f b
- 4) ai j oa ie ee or
- 5) z w ng v oo oo
- 6) y x ch sh th th
- 7) qu ou oi ue er ar

1. PILOT STAGE

In this first stage we offer free materials and free training to six schools to any county in Kenya (and to one class in each school). To each school we will provide the Jolly Phonics Classroom Basic kit along with the Jolly Phonics Pupil Book 1 and 2, black and white, to each pupil, and the accompanying Teacher's Book for the teachers. We also provide three days of training for each of the teachers in the pilot, and their principals. The pilot should be individually evaluated to inform future policy. The aim is to demonstrate the difference the programme can make, while building awareness and support. This pilot can be provided for many counties in Kenya. However, the aim is not to reach as many pupils as possible, which is for the next stage

2. ADOPTION STAGE

In this stage we provide the Pupil Books 1 and 2 for every child starting school and the Teacher's Book for their teachers (but not the Basic Kit). We also provide three days of training for each teacher. The aim is to enable every child in the county, or country, to be able to read and write before the end of that year. The materials are supplied for the one year only.

3. SUSTAINABILITY STAGE

For subsequent years we provide the rights to reprint the Jolly Phonics Pupil and Teacher's Books for use in government schools, free of charge, and without a time limit. The aim is to enable schools to continue to use Jolly Phonics. We also aim to have developed a cohort of local Jolly Phonics Trainers who can continue to provide training.

INFORMING RESEARCH

NICK GIBB: READING IS THE KEY TO UNLOCKING HUMAN POTENTIAL

School Standards Minister speaks at a presentation of England's successful Progress in International Reading Literacy Study results at the British Library

Published 5 December 2017

From: Department for Education and The Rt Hon Nick Gibb MP



“Teaching children to read is the key to unlocking human potential. It is the cornerstone of education. Improving literacy has been at the heart of the government’s drive to improve standards in England’s schools. One of the most controversial education reforms introduced by the Conservative-led Government in 2010 was our decision to require schools to use phonics to teach children to read. Prior to our reforms, schools were using variations of a method called ‘look and say’ to teach reading, in which children encountered frequently used words over and over again until they were recognised automatically... Contextual clues encouraging children to guess at words – rather than sound them out – were widely encouraged, breaking the link between the alphabetic code and spoken language.

The theory was that this was an easier way to learn to read than learning the 44 sounds of the alphabet and how to blend them into words. In reality, there was no evidence to support the ‘look and say’ approach... we introduced. “In 2012, the first year of the Phonics Check, just 58% of six-year-olds reached the pass mark of 32 out of the 40. This year, 81% of six year olds reached that standard, with 92% of children reaching that standard by the end of year 2... Slowly but surely, the education sector and the teaching profession are embracing evidence and raising academic standards for all.”



Jolly Phonics training was delivered in Kilifi Town and Tezo. Teachers learning how to demonstrate the split vowel a-e in the word 'shame' in Tezo primary Jolly Phonics training in March 2017 held at Bahati Primary.

PARTNERSHIPS



The success of these pilot studies have been down to working in close partnership with the government and an academic institution. This maximised the impact of these donations and ensured they lead to the long-term sustainable transformation of literacy rates.

The 2017 primary pilot was supported by the Ministry of Education State Department of Early Learning and Basic Education, Kilifi County with integral support from: The County Director of Education Mr Karati N Moses and the then Sub County Director of Education Mr Ismail Barrow, Sub County Director of the Teachers Service Commission Mr Mutua and the Director of the Teachers Service Commission, the County Quality Assurance and Standards Officer Madam Helen Arunga and the Sub County Quality Assurance and Standards Officer Mr Oogah.

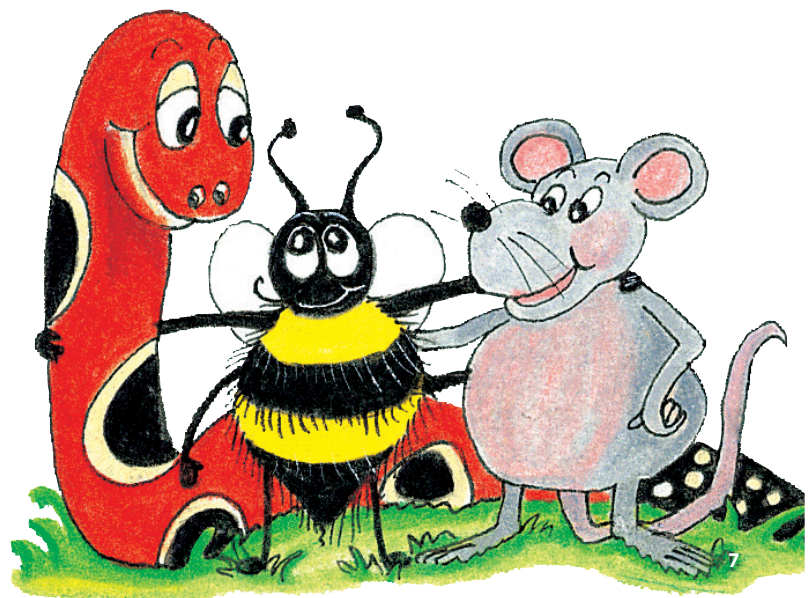
Strong partnership with local University, Pwani has also been established. Pwani University, with support from the VC Professor Rajab and Dr J Kwena the Dean of Education, worked alongside our team to assist with monitoring visits, data collection for pupil assessments and to prepare a report of the findings.

The current 2018 Pre Primary pilot has been implemented through partnership with Kilifi County Government with strong support, guidance and assistance from The CEC Professor Gabriel Katana Gona, the ECDE County Director Mr James M Angore and the CO Mr Mullewa Katana. Ensuring the continued success of the implementation of Jolly Phonics has been achieved through strong partnership with the Sub County Education Officers and Mr Kahindi the Quality Assurance Officer. These officers attended the Jolly Phonics training with the teachers and also participated in a monitoring and evaluation workshop to enable them to fully support and guide the teachers implementing Jolly Phonics in their classrooms.

AIMS

The aim of this Jolly Futures project was to run a comparative pilot of the Jolly Phonics programme in the teaching of reading and writing of English in government primary schools in Kilifi County, Kenya, and assess its impact on early grade reading outcomes.

Specifically, the main objective of the evaluation was to determine if the synthetic phonics approach of teaching reading and writing of English, and specifically the Jolly Phonics programme, leads to faster progress in the pupils' reading and writing ability in English than those pupils not taught using the programme.



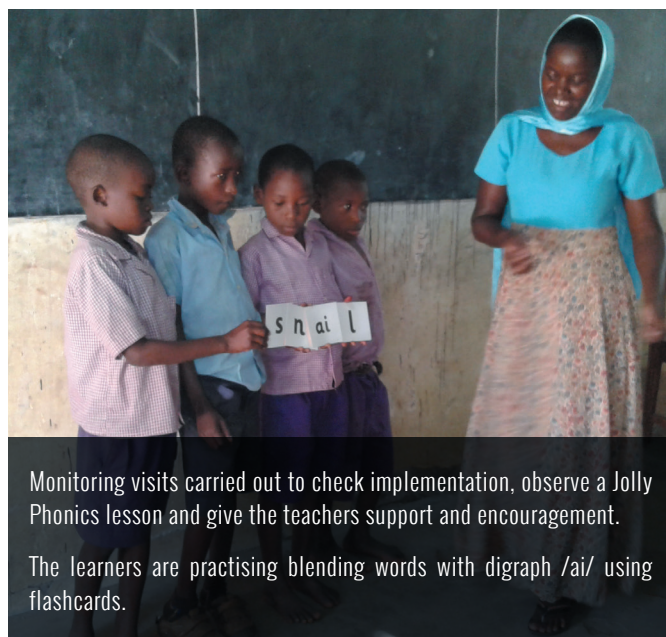
2017 PRIMARY JOLLY PHONICS PILOT STUDY IN KILIFI NORTH, KENYA



Happy teachers with their certificates of attendance at the end of the three day Jolly Phonics training in February 2017 held at Kilifi Primary.

METHOD:

Ten government primary schools, five in each of two areas, were selected to receive the Jolly Phonics programme. To provide a comparison of the progress, two control schools were selected from each area for the pilot, a total of 4 schools. These control schools were not exposed to the Jolly Phonics programme. All schools underwent a literacy assessment at the beginning (baseline) and end (end-line) of the pilot with 25 randomly selected Primary 1 pupils (250 pupils from experimental schools and 100 from control schools were sampled). The assessments combined elements of the Early Grade Reading Assessment (EGRA) and Burt Reading test and assessed letter sounds knowledge, whole word reading, sentence reading and word writing (dictation). A context interview was also undertaken with each pupil to ascertain age, gender, poverty indicators, language(s) spoken at home, whether English is spoken at home and if they had attended kindergarten classes.



Monitoring visits carried out to check implementation, observe a Jolly Phonics lesson and give the teachers support and encouragement.

The learners are practising blending words with digraph /ai/ using flashcards.



Pwani University ECE undergraduate students assisting with endline pupil assessments

PRIMARY PILOT FINDINGS

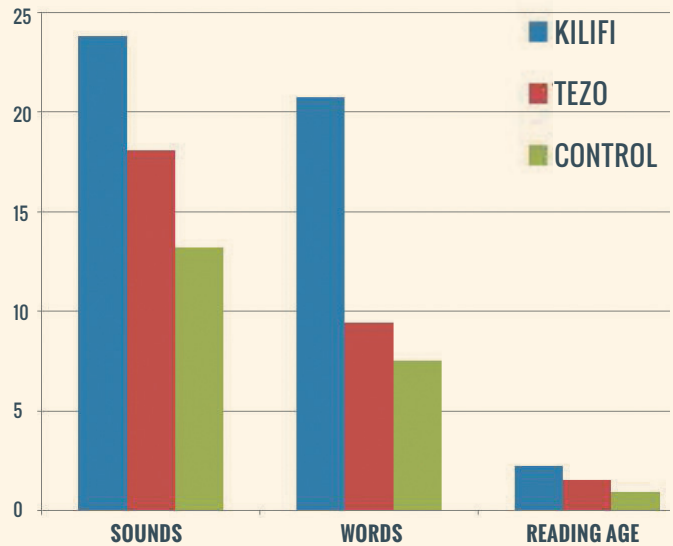
Over the academic year of 2017 two pilot studies using Jolly Phonics in government Schools in Grade 1 were carried out in Kilifi County. One pilot was in rural Tezo and the other was in Kilifi Township. There were 5 experimental schools in each pilot study; each matched with two control schools. The experimental schools received 3 days of FREE Jolly Phonics training and FREE classroom, pupil and teacher resources. These schools received regular support and monitoring throughout the duration of the pilot. This support consisted of SMS or whatsapp support groups offering weekly tips and suggestions, lesson observation and feedback for the Grade 1 teachers and school visits and discussions with Head Teachers.

QUALITATIVE FINDINGS:

- ★ Schools whose Head Teacher had attended the Jolly Phonics training tended to achieve higher results due to Head Teachers support and interest in the programme.
- ★ Schools who had split the Grade 1 class into two streams with two teachers, thus reducing class size, were conducive to positive learning outcomes for Jolly Phonics programmes.
- ★ The pupils from rural areas on average had lower reading ages to begin with, often resulting in larger personal improvements in reading ages. The 2017 Grade 1 pupils have been followed in 2018. Some have seen a reading age increase of 1 year and 7 months in less than two terms!
- ★ Teachers using the Jolly Phonics programme for a second year running have seen noticeable improvement in handwriting, spelling, English speaking and reading ability across subjects.
- ★ Blending and segmenting skills learnt in Jolly Phonics can easily be applied to reading and writing with Kiswahili.
- ★ The overall results illustrate that there has been an improvement in every aspect of the literacy abilities of those children exposed to the Jolly Phonics methodology. These results vary for each school and directly correlate to the following :
- ★ The best performing schools showed fidelity to the programme, had strong Head Teacher support, used Jolly Phonics regularly (3-5 times per week) and used all the provided resources. Schools with lower individual results did not do all of these and this highlights the importance for regular support, monitoring and evaluation of the implementation of Jolly Phonics in schools.

QUANTITATIVE FINDINGS:

Bar Chart showing increase in pupil abilities
January 2017 - October 2017



Pupils in Kilifi Township on average could read 24 more sounds and Tezo area pupils on average 18 more sounds at end-line. These results are in comparison to the control schools whose pupils on average could read 13 more sounds over the same period.

Due to pupils in experimental schools being able to read 78% of the 42 basic sounds by the end of the pilot period, they were able to read increasing numbers of unfamiliar words by blending. Pupils in Kilifi Township on average could read an average of 21 more words in comparison to the control schools who could read an average of 7 more words. This had a significant effect on all pupils reading ages. Over the 10 month period of the pilot study reading ages increased by 2 years and 2 months in Kilifi, 1 year and 5 months in Tezo and 9 months in the control schools. Such a significant improvement in reading age demonstrates the impact that the Jolly Phonics teaching has on overall reading skills and not just letter sound knowledge.

The lower results in Tezo were attributed to a number of factors such as lower class attendance rates, teacher transfer and exceptionally large classes of only one stream.



EXCELLENT INDIVIDUAL SCHOOL PERFORMANCES:

- ★ Kiwandani Primary school was the best performing school across all four areas of literacy development. Pupils were able to read 80% of the sentences at endline testing. The sentences included tricky words (non decodable). An example of the most challenging sentence “ Fatuma is my younger sister”.
- ★ Tezo Primary school made a significant leap from pupils struggling with dictation to being able to correctly write 70% of all words in the dictation exercise. Words included “stone, night, boot, hang and step”.
- ★ Bofa primary had a significant relative score change which when considering there was a high number of pupils repeating the year (out of the sample 3 were aged between 12-15 years) and a high number of pupils were labelled ‘slow learners’ at the baseline assessment. These pupils have made enormous personal progress. The teacher quickly implemented the Jolly Phonics teaching programme and showed confidence during monitoring.

CONCLUSION

In the end-line assessments, assessors found that pupils who had been regularly using Jolly Phonics were more confident and quicker at reading and recognising sounds. They made more plausible attempts at deciphering unfamiliar words and made fewer spelling mistakes on words containing the sounds they had learnt. The pupils who at base line had shown potential in reading, now armed with tools to help them blend and segment have made large improvements. The findings from this study show that if fidelity to the Jolly Phonics programme is shown, pupils are able to quickly develop their reading skills and find enjoyment in learning. The similarity between English and Kiswahili sounds also makes Jolly Phonics a very versatile programme, which will benefit all who are exposed to it



Through this evaluation it has been determined that the synthetic phonics approach of teaching reading and writing of English, and specifically the Jolly Phonics programme, can lead to greater progress in the pupils’ reading and writing ability in English than those pupils not taught using the programme, where the processes of the programme are carried out correctly.

“Jolly Phonics is a wonderful experience for children on their journey to mastering the English language. Jolly Phonics has a bright future in Kenya and Africa.”

Mr Karati .N. Moses, County Director Education



Chris Jolly with Mr Karati .N. Moses in Kilifi , November 2017



HEAD TEACHER MADAM WINFRED O' MAKOLO, BAHATI PRIMARY

Bahati Primary School kindly hosted the Jolly Phonics training for the Tezo pilot study in 2017.

“The Jolly Phonics materials arouse the learner’s interest in reading. Learners are very active and motivated during Jolly Phonics lessons. Learners from other classes come to admire. This programme has helped my school a lot.”



MR BENSON PONDA - HEAD TEACHER KILIFI PRIMARY SCHOOL

Kilifi Primary School kindly hosted both the Primary 2017 and Pre-Primary 2018 pilot trainings.

“Jolly Phonics has helped the learners in my school know how to read well. I would wish to see Jolly Phonics training for all teachers from pre-primary to primary level across Kenya!”



MADAM MWANASHA GRADE 1 TEACHER, MKOMBE PRIMARY

“I like Jolly Phonics because it assists the pupils to learn and pronounce the sounds correctly. It helps even the weak learners. Last year 3/4 of my pupils in class 1 could not even read ‘cat’ but after using Jolly Phonics all my class can read so well. Jolly Phonics should be rolled out across Kenya and used by all.”



MADAM TEREZIA MKARYE THOYA, GRADE 2 TEACHER, BAHATI PRIMARY

“I like Jolly Phonics because the learners are able to read sounds at an early age. They recognise the sounds better than just learning the letters of the alphabet. The actions help them remember too. It has made a difference in my class because the learners can’t spell and read using only the alphabet but with all the sounds they can blend to read and segment to spell. The learners are very active during these lessons.”



JUDITH MAPENZI KAHINDI, GRADE 1 TEACHER JEZAZHOMU PRIMARY

“Jolly Phonics has really changed my class in that my learners can read and write in English. It is enjoyable and it makes the learners to be active throughout the lesson. The learners are also able to read and write at an earlier stage compared to the learners who are not using Jolly Phonics. They are able to understand when talked to in English and their handwriting has improved. Their attitude towards English has really changed and they really look forward to Jolly Phonics lessons. My dream is that Jolly Phonics is incorporated in the Kenyan Curriculum in the near future. It can bring wonders to the Kenyan child.”

LET'S HEAR WHAT THE PUPILS THINK



DO YOU LIKE JOLLY PHONICS?

“Yes. It helps me to read and know the sounds easily because of the nice songs and actions.”

Joyce Kalama, Kiwandani Class 1 2017

WHAT DO YOU LIKE BEST ABOUT IT?

“Learning the letter sounds. The actions help me remember the next day.”

Jamila Mwacharo, Bahati Primary-Class 2 2018

IS THERE ANYTHING THAT YOU DON'T LIKE ABOUT JOLLY PHONICS?

“No!! I like everything in Jolly Phonics!”

Yoyson Hamisi, Kiwandani Primary-Class 2 2018



Dr Jacinta Kwena, Dean of Education, Pwani University, Kilifi with trainer Sian Summers Issa.

WHY DO YOU THINK THAT READING AND WRITING IS IMPORTANT?

“It will help me pass exams, be a great person and get a good job in the future”

Precious Menza, Jezazhomu Primary-Class 1 2018

WHAT DO PARENTS THINK?

“This project has helped my child to understand reading quickly and also know how to write the words correctly. The children love Jolly Phonics so we parents appreciate this project. When you see the child doing some actions and we parents don't know, we learn from them and we are happy they are enjoying themselves.”

Hussein Salim Guyo parent of pupil at Bahati Primary, Tezo.

“My child can read words using actions and read easily. It is good”

Parent from Jezazhomu Primary, Tezo

“It has helped her to improve a lot in her studies and her reading has improved. She knows how to read using phonics very well. It is a good programme.”

Diana Richard K parent of Joyce at Kiwandani Primary, Kilifi

LET'S HEAR WHAT THE PARTNERS SAY

Dr Kwena attended the whole 3 days Jolly Phonics training in February 2017.

“Jolly Phonics is a fantastic programme likely to improve the reading levels of learners in schools. I attended the Jolly Phonics training and it was very impressive. Teachers enjoyed the new ways of teaching the sounds and were enthusiastic to take it to their learners. I would like to see more teachers trained to use Jolly Phonics including those in training institutions and our early childhood teacher trainees at Pwani University. It would be interesting to do a longitudinal study and see the effects of this programme on learners later on in their studies”

Dr Jacinta Kwena



Chris Jolly meets the academic team at Pwani University.



Mr Angore ECDE Director, Pre-primary Education giving a motivational talk at the end of the ECD pilot training and demonstrating the action for sound /a/.

ECDE DIRECTOR, PRE-PRIMARY EDUCATION

Mr Angore also attended the Jolly Phonics training.

“Jolly Phonics is a good initiative to enable our early year’s learners to read and write faster and better. The training is practical, inclusive and makes pupils happy as they sing and dance. I would like to see all children in Kilifi and beyond able to read and write well before they are in grade three”.

James M. Angore



U.S. CEO Gary Foxcroft discussing Jolly Phonics plans with Prof Katana and Mr Angore

PROFESSOR GABRIEL KATANA GONA

County Executive Committee Member, Education and ICT

“Jolly Phonics is a good tool to improve language proficiency in young learners. I would like to see more training and induction of teachers and education officers to ensure that the programme is a success in Kilifi”

Professor Gabriel Katana Gona

2018 PILOT IN PRE-PRIMARY CLASSES, KILIFI COUNTY

Due to the growing interest in Jolly Phonics at pre-primary level, to lay good foundations for reading and writing, we are currently running a new pilot study at pre-primary level with the support of Kilifi County Government.

In June 2018 2 teachers (PP1 and PP2), the Head Teacher and the Sub County Education Officer from a school selected in each Sub County in Kilifi attended an Early Years Jolly Phonics training. The training specifically addressed the compatibility of Jolly Phonics with the new pre primary curriculum. These schools are being compared with a control school in each sub county.

With excellent support from the County Government and the Sub County Education officers supporting schools with monitoring visits we have seen excellent results so far. 6 weeks into the programme the teachers who are showing fidelity to the programme and teaching Jolly Phonics daily have already taught 5 out of 7 groups of sounds (up to 30 of the 42 basic sounds). Children even in PP1 are now blending and have the phonological knowledge and capacity to read any words using these 30 learnt sounds. They are also able to write these words during dictation activities.

All teachers report a huge difference in their learners who are engaged, excited, active and eager to read and write.

Mr Donald Kahindi the Quality Assurance Officer attended the Jolly Phonics training in 2018 and reported "I was delighted by this approach. During the training the teachers were very happy and ready to practice. I fully recommend Jolly Phonics for all schools." Sub County Education Officer Mr Simba Frederick Charo when asked if he had seen a positive impact in schools replied "Yes! Children can read easily and can now blend compared to the times when Jolly Phonics was not used. It is a very good method."

We once again wish to give enormous thanks to all organisations and individuals who have supported the successful work of Jolly Futures in Kilifi County so far:

- ★ Jolly Learning Ltd
- ★ Universal Learning Solutions
- ★ National and County Government of Kilifi
- ★ Pwani University
- ★ Monitoring and Evaluation team
- ★ The teachers for embracing a new method and their pupils for their amazing reading and writing.



Teachers and education officers engaged in the Jolly Phonics training learning sound /ee/

1 PILOT STUDY

Jolly Phonics is piloted in 6 government schools over one year and the impact evaluated

2 FULL ROLL-OUT

Based on the results of the pilot study, Jolly Phonics is rolled-out across all government primary schools

3 ENSURING SUSTAINABILITY

The government is given FREE licence to continue to print the Jolly Phonics materials





NEXT STEPS

We have identified 9 strong teachers who we will invest in and offer FREE training to enable them to become Jolly Phonics trainers. This is ensuring that a strong cohort of trainers exist in Kilifi County ensuring the sustainability of the Jolly Phonics programme.

It is with excitement that we move to the next stage of the model and plan to roll-out Jolly Phonics in 2019 across all public Pre-Primary schools in Kilifi County.

Each of these 800 schools will receive FREE training and FREE Jolly Phonics resources as well as support, monitoring and evaluation throughout the year.

The implementation of Jolly Phonics in Nigeria, and other African countries, has shown that Jolly Phonics is highly effective for pupils whose mother tongue is not English. As we have found in Kilifi County, pupils learning to read and write with Jolly Phonics learn faster, perform consistently and are at a higher level than their peers who are not using the programme. These pupils have the capacity to continue their schooling as competent readers, opening up the world of education and taking the mystery out of text. All this can be achieved with the existing teachers, free materials, a few days training and strong partnership with each county's government.

KARIBUNI WOTE!

We welcome any county in Kenya to take part in Jolly Futures. This exciting FREE offer, worth over 700,000 kes, for a pilot study is available on a first come first served basis.

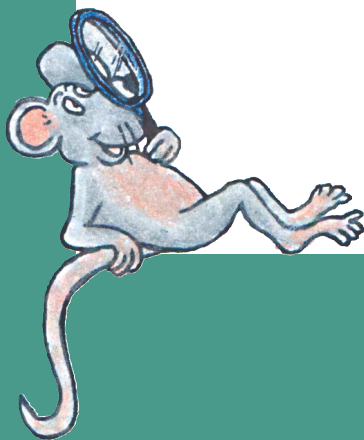
Be the next county to raise literacy levels quickly and contact sian@universallearningsolutions.org for more information.



For further information on Universal Learning Solutions:
email: info@universallearningsolutions.org
or visit: www.universallearningsolutions.org

For further information about Jolly Learning:
email: info@jollylearning.co.uk
or visit: www.jollylearning.co.uk

For further information about Jolly Futures
in Kenya and East Africa:
email: sian@universallearningsolutions.org



Jolly
Phonics