

# Jolly Phonics

How this school transformed its literacy teaching in just one year.



## Tudor CEVC Primary School : A Case Study



## Why we had to change

At Tudor School we had been using a mixture of methods to teach children to read and write. Several years ago we had bought *The Phonics Handbook* and we used to teach the children 2 or 3 letter sounds a week. More recently, we had implemented another programme and, although it was helping the older children to develop their spelling skills, in EYFS it was too complicated for them and the children were struggling.

The need for a simpler approach for our pupils became apparent during the 2012 Phonics Screening Check, when just 25% of our Y1 pupils achieved the required pass mark. We realised that we needed a more rigorous and systematic approach that was appealing to our children.



## Emma Ince – EYFS Coordinator and Reception Class Teacher

In October 2012, with our other EYFS teacher, I went to Nottingham to attend a one-day Jolly Phonics training course. It was amazing! It changed everything. It didn't teach us anything completely new, but allowed us to see that pace was a major factor and gave us confidence and ideas to take back to the class.

On our return we began to teach 4 or 5 sounds per week. The children picked them up rapidly and almost immediately we saw some stunning results. The children seemed suddenly to love phonics, really understand it, and they developed the ability to be confident when using it in more general literacy lessons. Less than a year later, in the 2013 Phonics Screening Check, our results had improved hugely with our pass rate more than double. We were very impressed!

We feel that the proper training is crucial to success! We sent more teachers, including a TA who works in the EYFS to the one-day training course in London in February 2013. Again, the impact of this on the staff was amazing! They too came back buzzing, talking about pace, and the systematic approach to teaching.

By this point, the entire school was eager to find out what the fuss was all about. We also then

discovered the grammar and spelling part of Jolly Phonics, for years 1-4. We are introducing the grammar and spelling to the children as they progress, building on their phonics and continuing the systematic, multi-sensory approach to teaching reading and writing skills

In October 2013, the remaining Year 1 and Year 2 teachers attended training, along with our Intervention Teacher and a Teaching Assistant. They did the two-day course and came back absolutely buzzing! One of these teachers said that she could see why EYFS staff loved it so much, and that she now felt that she finally 'got' phonics.

I love teaching Jolly Phonics, and I know that my pupils look forward to it every day too. Knowing that the rest of the staff in the school are all on the same page as well is a massive bonus.



## Dramatic improvements

The 2012 Phonics Screening Check showed that only 25% of the year 1 children were able to decode to the required standard. After a year of teaching with Jolly Phonics, the same cohort were re-tested and the pass rate rose to 89% reaching the required standard!

The following year, 2013, the number of pupils achieving the required standard of decoding by the end of Year 1 rose by over 40% and over 67% of pupils achieved a Good Level of Development by the end of the EYFS.



Percentage of Pupils Achieving Required standard in Phonics Screening 2012



Percentage of the same Pupils Achieving Required standard in Phonics Screening 2013 Recheck



The results from the Phonics Screening Check confirm for the teachers what they see every day in the classroom - their pupils' reading and writing skills have improved dramatically, and continue to do so throughout their time at the school.

## Judith Morgan - Year 1/2 Teacher - The impact on my teaching

Jolly Phonics has changed the way I teach basic literacy skills. I love the holistic approach - visual, aural, physical. It gives us, as teachers, a real and realistic structure to work with and gives the children ready tools to build their confidence and independence.

As our school results show, the progress in reading and writing is astonishing. It also allows us to explain our teaching methods to parents so that they can support the learning of their children at home. Parents can see for themselves the fantastic progress that their children are making, as well as how much they enjoy it. And children have the confidence to tell their parents when they've said the wrong sound or done the wrong action.

The grammar materials allow the children to explore and explain their own language. It demystifies it for adults and children. It will surely be such an advantage when they understand their own language before beginning to dissect other languages in the future.

I don't think that we've ever heard children who say, eagerly, every morning: "Is it phonic groups?... YES!"



## What children have to say

*What do you like about Jolly Phonics?  
How does it help your learning?*



*I really want to know the last few sounds we haven't done yet. I need to tell daddy about it.*

*When I practise I get better, and now I can actually do real writing.*

*I really love this. I think it's because it makes me do writing that grownups do. I'm so clever now.*

*Did you know that I look forward to learning a new sound when I eat my breakfast?*

## What parents have to say

*What has been the impact of Jolly Phonics on your children?*



*Thomas has gained a lot of confidence very quickly as the actions have helped him remember the letter sounds.*

*Atuh loves reading. She corrects me each time I say the wrong sound of a word.*

*I think Jolly Phonics is great for children and it really helps with their reading.*

*We have noticed a big change in what Alfie is learning and retaining. He loves doing his letters and sounding out words.*

**To find out how your school can achieve results like this, contact us now.**



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