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Jolly Phonics, a method to acquire L2 pronunciation by young learners.

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Jolly Phonics, sounds, pronunciation, education, L2 speech learning...

Abstract

The aim of this dissertation is to evaluate Jolly Phonics, a methodology used to teach English through synthetic phonics, that is to say, it teaches the letter sounds in a way that is fun and multi-sensory, enabling children to become fluent readers. Moreover, I aim to prove whether this methodology is more useful and effective than other methodologies. The whole work will be based on two aspects. On the one hand, theories and strategies about teaching and learning pronunciation; and the importance of phonetics since a young age. And, on the other hand, on Jolly Phonics as an alternative methodology to teach English.

However, in order to know if Jolly Phonics is a proper methodology, I will focus on a specific case: two different schools, one using Jolly Phonics and the other using another methodology. The aim of this case is to know if students of first level of Primary (6-7 years old) can pronounce some terms correctly and the influence that Jolly Phonics has on pronunciation. The results show that Jolly Phonics can be a good method in order to improve pronunciation, reading and writing as long as children start using it as soon as possible and there is a continuity.

This method has some implications for teaching at Primary levels. First of all, children achieve very high results because children learn to write and read in a funny way. Moreover, it is an effective method for all children, even those who have learning difficulties. Finally, children acquire a solid base in writing and reading English that it will be needed through Primary and Secondary levels.

Key words

Jolly Phonics, sounds, pronunciation, teaching, L2 speech learning.

Table of contents

1. Introduction

From the 19th century onwards, when a second language appeared in school curricula, some linguists started to think about how a L2 was acquired. From that moment, a lot of theories, methods and hypotheses have come up. The first one was the grammar-translation method that derives from the classical method of teaching Greek and Latin since 1500. This method was based on grammar and translation. Later, theories were developed and changed and, as a consequence, nowadays the social interactionist method is the most used because it is based on social interaction between the child and his/her environment (Henschel 2012, 1).

In 1987, a new method appeared. It was called Jolly Phonics. It uses the synthetic phonics method of teaching the letter sounds in a way that is fun and multi-sensory, enabling children to become fluent readers. This method has a lot of advantages in relation to other methods, for instance, children learn to read and write in English earlier than other children who do not use Jolly Phonics. The following cases sustain this assertion.

Hillcrest Primary School, Perth, Australia: they started using Jolly Phonics in 2014. They focused on grammar, punctuation and spelling to check the results. Prior to Jolly Phonics, the results in Year 3 and 5 were varied but, in 2016, all students were at or above the expected level.

Lagos, Nigeria: teachers wanted that children develop the art of reading and, using Jolly Phonics, children started reading earlier (at the age of 3) and faster.

Sullivan School, Seoul, South Korea: John Slaney, teacher at this school, started using Jolly Phonics in 2003. He had two classes: the Panda Class (6-7 years old) and the Dolphin Class (5-6 years old). The older children, in the Panda Group, showed good results, being several months ahead of their age in reading and spelling. However, it was the younger Dolphin Class, who had started from the beginning with Jolly Phonics, who made the most outstanding progress. They were over a year ahead in both reading and writing, on average (Jolly Phonics 2019).

I came across this method in a course for teachers last year and I was surprised because I had never seen such an interesting method. So, the most important aim of this project is to check the benefits of this method through a real case in two schools.

First of all, some theories about teaching and learning pronunciation will be explained. Then, I will explain the importance of learning phonetics and phonology at an early age. Later, I will focus on Jolly Phonics, its definition, methodology, advantages and so on. Finally, the two cases are going to be displayed and, the most important thing, their results. Taking into account these results, a conclusion will be made.

2. Teaching and learning pronunciation

Pronunciation has always been perceived as a difficult area by teachers and learners alike. A lot of schools have preferred teaching other skills like reading and writing because they think they are the most important skills in order to be successful learners. However, one learns a language so as to communicate with other speakers of that language and, to this end, "one must learn how to pronounce it in a way which can be understood by a variety of listeners" (Setter 2018, 447). This is related to the communicative competence which is one of the core competences to achieve through English lessons (according to the Decree 32/2014 from the 18th of July which establishes the curriculum of Primary Education in the Balearic Islands). This Decree also states that the capacity of communication is the first requirement of individual development in an increasingly multicultural, plurilingual and globalized world.

Pronunciation has a long and distinguished history in second language teaching. Phoneticians interested in the teaching of pronunciation from a number of European countries were brought together by the Reform Movement, and this resulted in the establishment of pronunciation as a major concern of second language instruction lasting well into the second half of the twentieth century, even in the teaching of English. Their collaboration also led to the founding of the International Phonetic Association and the development of the International Phonetic Alphabet (IPA), capable of representing the full inventory of sounds of all known languages. In the twenty-first century, the IPA is still the universally acknowledged system of phonetic transcription (Setter 2018, 447).

Teaching pronunciation involves a variety of challenges. Teachers sometimes argue that they do not have time to teach pronunciation in class; and when they have time, the instruction is not done in a proper way, for example, drilling sounds over and over again (e.g., minimal pair work) often leads to discouraging results. There are also psychological factors that affect the learning of pronunciation. The most basic elements of speaking are deeply personal and it is common for students to feel uneasy when they hear themselves speak with the rhythm of a second language. The purpose of a teacher would be thinking of the goal of pronunciation instruction, that is to say, helping them to learn the core elements of spoken English so that they can be easily understood by others (Gilbert 2008, 1).

To teach pronunciation, a teacher should know the importance of prosody, the combination of rhythm and melody. These aspects of spoken English work together and are vitally linked. Melody is very important because changes in pitch help listeners follow the speaker's meaning as these melodic signals provide cohesion and contrast. Moreover, they tell listeners what new information is and how ideas relate to each other. Related to English rhythm, the basic unit is the syllable (something with a vowel sound at its center). This aspect seems easy, but children accustomed to different phonological rules may not hear the syllable divisions in the same way. Listening comprehension can increase if students learn to notice the rhythmic effect of the number of syllables, including small words such as articles, auxiliaries, and affixes. English rhythm also involves an ability to hear and produce the word stress patterns of English. Learners need to be taught the word stress patterns because this can lead to pronunciation and comprehension problems (Gilbert 2008, 3-6). Jolly Phonics is a good methodology to teach melody and rhythm. Each sound is learnt through mime, the letter that corresponds to this sound and through a song. It is very useful especially for learning rhythm because all the cards that include words have a dot above the vowels or digraphs which means that only one sound needs to be pronounced. Moreover, the earlier they start using Jolly Phonics, the better they will pronounce (and read and write).

There is a recent theory which has had a great impact on teachers of English pronunciation: Jennifer Jenkins' Lingua Franca Core (Jenkins 2000). She found that the chief issue for intelligibility in international contexts was pronunciation and identified key areas which need to be addressed if information was to be exchanged effectively.

The aim of these areas is to specify which features of English pronunciation make a difference in communication in international situations using English as a lingua franca. LFC defines the features of English pronunciation which will make speakers from a variety of first language (L1) backgrounds more intelligible to one another (Setter 2018, 448-449). All these areas are

worked in Jolly Phonics because since a young age, they learn how to pronounce all the sounds properly. The problem is that the later a student starts learning a L2, the more difficult will be to pronounce it in a good way because this student has acquired some "vices" related to his/her L1 which are difficult to take away.

2.1 New techniques related to teaching pronunciation

It is essential to have a look at the new techniques related to teaching pronunciation. They fall into several areas. The first one is fluency-building activities, that is to say, activities focused on improving fluency and accuracy. Some examples are the effective listening exercise ("Chinese Whisper" which consists of sitting the students in a line and the teacher gives a message to the first student of the row. This student has to pass the message to his/her partner at the back until the message arrives to the last student. Then it is time to check if the message is the same as the original), the fluency workshop (for example pair reading or reading by ear with the support of having the text in audio), the discussion wheel (you give to your students a circle divided in 4 parts. In every part there is a statement related to students' interests. They have to say if they agree or not and compare their answers with a partner), values topics that are worked as a game with squares and in each square students have to talk about different topics (tell us about your room or tell us about your plans for the weekend) and personal introduction collage which consist of creating an individual poster with the aim of describing themselves.

The second technique is using multisensory modes in teaching pronunciation. Teachers can use visual (diagrams, charts, flashcards…) and auditory reinforcement (memory peg: for example, imaging the sound of a buzzing bee to assist in producing /z/), tactile reinforcement (an example is to have students place their fingers on their throat to experience the vibration of their vocal cords) and kinesthetic reinforcement (for example, having listeners identify the number of syllables by holding up the corresponding numbers of fingers as they pronounce multisyllabic words or phrases).

Another method is the use of authentic material in teaching pronunciation; if teachers use authentic and familiar material, children will learn easier.

Finally, the last technique is the use of instructional technology in teaching pronunciation. Teachers can use audio feedback, multimedia materials, video, computer-assisted instruction and speech spectrographic devices (Celce-Murcia 1996, 290-314). Jolly Phonics works with all these areas. Children improve fluency and accuracy through songs and reading words that contain the sounds seen previously. It also uses multisensory modes, especially visual and

auditory reinforcement through stories and songs. But also tactile reinforcement through different worksheets and kinesthetic reinforcement through the mime of each sound. The material used in Jolly Phonics is familiar to children so as to learn easier. Finally, this method uses instructional technology like multimedia materials, video and audio.

3. The importance of Phonetics and Phonology for young learners

First of all, it is important to know the difference between these two words which are usually mistaken. While Phonetics studies how sounds are produced, transmitted and received, Phonology studies the speech sounds used in a particular language (Other sources, 2019).

Jolly Phonics is only interested in Auditory Phonetics, that is to say, in how children receive and perceive sounds and, as a consequence, how they can read and even write. However, Jolly Phonics is more interested in the synthetic phonics method, a way of teaching reading. This method will be detailed in the next section.

Back to the core of the matter, is it important to teach phonetics and phonology in early education? The answer is yes, of course. Babies are born with the ability to perceive distinctions between any and all speech sounds, but by the age of 12 months they become particularly attuned to the contrasts that are important for their native language (Zsiga 2013, 462).

For example, a study by Donald M. Morehead in which he compared children to adults, revealed that the younger groups produced more phonetic and semantic interpretations of the phoneme sequences than adults. Moreover, it was shown that children were more flexible in processing new or odd phoneme sequences. Also, the children tended to "filter" linguistic input through their own internalized linguistic systems. As a consequence, he concluded that children seek form and meaning within the constraints imposed by the language more actively than do adults (Morehead 1971, 279).

The importance of teaching the sounds to young children is related to the CPH (a period that stretches from childhood to adolescence, and during this period children can acquire a full native competence related to language) because as Johnstone said "the younger the learner, the quicker the learning process and the better the outcome" (Johnstone 2002, 6). Children are like sponges, they soak up huge amounts of information from their environment. This is what Maria Montessori referred to as "the absorbent mind" (Montessori 1949, 21). For this reason, Jolly Phonics is thought to be started at the age of 3 (as soon as possible).

Furthermore, it is important to take into account that English is considered "to have an opaque orthography in which phoneme-to-grapheme correspondences are inconsistent compared with those of languages with more transparent orthographies, such as Spanish in which phoneme-to-grapheme correspondences are more consistent." (Erdener 2005, 192). Taking into account this statement, it is normal that children have more difficulties for the reading than for the speaking. And that is why Jolly Phonics is an interesting method since it considers this sound-grapheme difference and it offers a varied kind of activities in order to overcome this relevant issue.

4. Jolly Phonics

Jolly Phonics (created by Sue Lloyd and Sara Wernham) is a fun and child-centered approach to teaching literacy through synthetic phonics (a method of teaching English reading which first the letter sounds are taught and then builds up to blending these sounds together to get a full pronunciation of whole words). With actions for each of the 42 letter sounds, the multi-sensory method, which involves or uses more than one of the senses, is very motivating for children and teachers, who can see their students' achievement. The letter sounds are split into seven groups (Figure 1):

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

Figure 1. Letter sounds

The sounds are taught in a specific order (not alphabetically). The reason is that children can start building words at an early stage. The first group (s, a, t, i, p, n) has been chosen because they make more simple three-letter words than any other six letters. The letters b and d are introduced in different groups to avoid confusion. Using a synthetic approach (previously explained), the five skills (reading, listening, speaking, writing and grammar) are taught through Jolly Phonics.

This method follows five steps:

1. Learning the letter sounds: Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs or sounds in two letters (sh, th, ai, ue…). There are two digraphs (oo, th) that can make two different sounds, for this reason, they are represented in two forms. (See the picture above).

   Each sound has an action which helps children remember the letter(s) that represent it (See Annex 1). One letter sound can be taught each day. As a child becomes more confident, the actions are no longer necessary. Children should learn each letter by its sound, not its name. This will help in blending. The names of each letter can follow later.

   Sounds that have more than one way of being written are initially taught in one form only. For example, the sound "ai" like in snail is first taught, and then the sounds "ae" or "ay" that sound the same as "ai".

2. Learning letter formation: Using different multi-sensory methods (methods which involves more than one sense), children learn how to form and write the letters. Children must hold their pencils correctly: the pencil should be held in the "tripod" grip between the thumb and the first two fingers.

   In time a child will need to learn joined-up (cursive) writing. It helps the fluency of writing and improves spelling. Jolly Phonics uses the Sassoon Infant typeface (Figure 2) which is designed for children learning to read and write. Many of the letters (such as d and n) have a joining tail at the end (an "exit" stroke) to make it easier to transfer into joined-up writing.

Aa Bb Cc Dd Ee
Ff/f Gg Hh Ii Jj
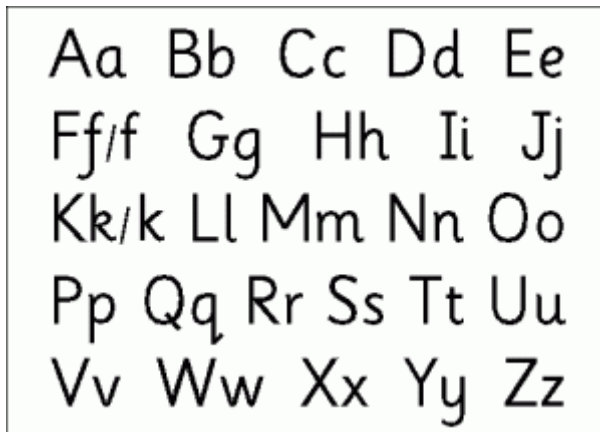Kk/k Ll Mm Nn Oo
Pp Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

Figure 2. Sassoon Infant Typeface

3. Blending: Children are taught how to blend the sounds together to read and write new words. Blending is the process of saying the individual sounds in a word and then saying them quickly to make the word. Digraphs are represented by two letters, so children should sound out the digraph, not the individual letters.
4. Identifying the sounds in words (Segmenting): Listening for the sounds in words gives children the best start for improving spelling.
5. Tricky words: Tricky words have irregular spellings and children learn these separately. (Jolly Phonics 2019)

5. The present study

5.1 Aim

The aim of this study is to assess if Jolly Phonics is a good method through which children can acquire a L2. Using this method, children should improve their writing and reading skills.

5.2 Method

The case consists of comparing a sample of seven children who belong to the experimental group and use Jolly Phonics and another seven children who belong to the control group and do not use this method.

5.3 Participants

The fourteen students who took part in this study were chosen at random because I wanted to be objective. If I had chosen children with a good level of English, the results would not have been ecologically valid and it would have been difficult to ascertain if children had a high level of English because they are good and high-skilled students or thanks to Jolly Phonics. Their L1 was Spanish except for one, whose L1 was English. They learnt English as an L2 at school. Thanks to the results and the information given by their English teachers, I can say that their English levels were different, there were students with a good English level (as you will see later on), some that have some difficulties and there was one student who could not read. All of them are in the first level of Primary, so they are between six and seven years old.

5.4 Speech material and procedure

Students were tested individually and they had to do two different activities in order to assess different aspects. In the first activity children were shown ten words (*six, happy, red, snake, pencil, fish, tree, sun, rain, and skeleton*) and children had to read them. They were presented one by one. These ten words were chosen on purpose. I chose two easy words to prove that there are some sounds that do not pose any difficulty for children (six and red). "Happy" was selected because I wanted to assess the sound of the initial letter because I thought that most of them would not pronounce the sound /h/. "Snake" and "skeleton" were chosen for the same reason; Spanish people tend to add an /e/ before the /s/ and this aspect is worked through Jolly Phonics. However, "snake" is a difficult word to pronounce because of the "a" that sounds /ei/. With the word "pencil" I wanted to prove that Jolly Phonics can have some disadvantages because children are taught that the letters "c" and "k" are pronounced /k/; as a consequence some of them pronounced /penkil/. The word "fish" was chosen by the final sound. "Sun" was chosen because I wanted to know if children who do not use Jolly Phonics would pronounce

the vowel "u" as /ʌ/. Finally, "tree" and "rain" were selected to prove that children who use Jolly Phonics can read words with some digraphs "ai" or "ee". Apart from these aspects, I chose these words because I thought that they would have been taught in class. In theory, children who are 6 or 7 years old, have learnt vocabulary about the numbers, animals, weather, Halloween, feelings and school materials.

The second activity consisted in showing the ten pictures that correspond to the ten previous words and children have to say their names. For example I showed them the picture of the number six and they had to say "six". With this exercise, I wanted to prove that children could properly pronounce difficult words.

To do this experiment, first I went to CEIP Escola Graduada (a school that uses Jolly Phonics) and I recorded seven children from first year of primary school. These seven children were chosen at random so there were children with different English levels. Six years old children of first of Primary were recorded one by one and they did the two activities explained before. They had been using Jolly Phonics for almost a year (since September). Having recorded these seven children, I went to CEIP Son Ferrer (a school that does not use Jolly Phonics) and I did the same. I recorded seven children from first year of primary school and I tested the children using the same two activities.

5.5 Speech analysis

I analyzed the sample with the help of two native speakers (both from the UK, one from Wales and the other from Manchester). We transcribed phonetically every word said by the fourteen participants and then we commented the mistakes comparing them with the correct transcription of the sample words (see Annex 2). I must say that there was fully agreement between them. After analyzing the sample, we drew some conclusions which are going to be explained down below.

6. Results

First of all, I must say that the results have been inconclusive to prove that Jolly Phonics is a good method through which children can properly acquire a L2 pronunciation. I am going to explain the results of each activity and then I will make a global assessment.

The first activity, which consisted in reading some words, proved the most difficult for children. With this activity, I wanted to prove that children can read words with some difficult sounds. There are some words that children of both schools read without any difficulty because they are pronounced the same as they are written: "six" and "red". I must say that there was a student who was not able to read. The word "pencil" is a tricky word because, although in Catalan the letter "c" before "e" and "i" is pronounced /s/, in Jolly Phonics the main sound is /k/, so five out of fourteen students (35%) said /penkil/. There is another word that 57% of the sample pronounced well, "skeleton" (see Table 1). With this word I wanted to prove that children who use Jolly Phonics pronounce the "s" at the beginning of a word properly while children who do not use Jolly Phonics tend to add a "e" before de "s", for example, /ˈeskelɪt(ə)n/ . The results showed that the majority of children properly pronounced the "s" at the beginning of a word while reading and speaking, and that there is no difference between students who use Jolly Phonics and those who do not use it. The word "sun" is a difficult one because in Spanish or Catalan the letter "u" is pronounced /u/, as a result, two students who use Jolly Phonics, and one who do not use it (21%), have properly read this word. The same occurs with the word "happy". In Spanish or Catalan, the "h" does not sound so the result was that 50% read the word correctly but the other 50% (most of them do not use Jolly Phonics) read it like /ˈapi/. There are two words with digraphs: "tree" and "rain". These digraphs are taught in the book 4 of Jolly Phonics. Only two students of each type read these words properly. I have to say that children who use Jolly Phonics are used to read with points under the letters. Each point means one sound, so when they read digraphs, there is only one point under "ai" or "ee". The words that I gave them did not contain any points, so this can be the main reason why only two students were successful. A word that I found quite interesting was "fish". I thought that the majority of children would pronounce it /fis/, but only two students of each type read it and pronounced it in a wrong way. The most difficult word to pronounce was "snake", not for the "s" at the beginning of the word but for the letter "a". In Spanish, Catalan and in Jolly Phonics, the main sound of the letter "a" is /a/, so it is normal that only one student said /sneik/. In Jolly Phonics, alternative spellings are taught but not in the first year. In this kind of activity, it is proved that Jolly Phonics help children to read better but not perfectly (See Table 1). One important aspect I want to comment is that this activity was the most difficult for children due to the difference between sound and grapheme as children tend to apply the rules of their language (Catalan or Spanish which are "transparent" languages) when reading in English, which is an "opaque" language.

Words	CEIP Escola Graduada	CEIP Son Ferrer
six	85,7%	100%
red	85,7%	100%
snake	0%	0%
skeleton	42,8%	71,4%
pencil	57,1%	57,1%
sun	28,5%	14,2%
happy	28,5%	42,8%
tree	28,5%	14,2%
rain	28,5%	14,2%
fish	71,4%	57,1%

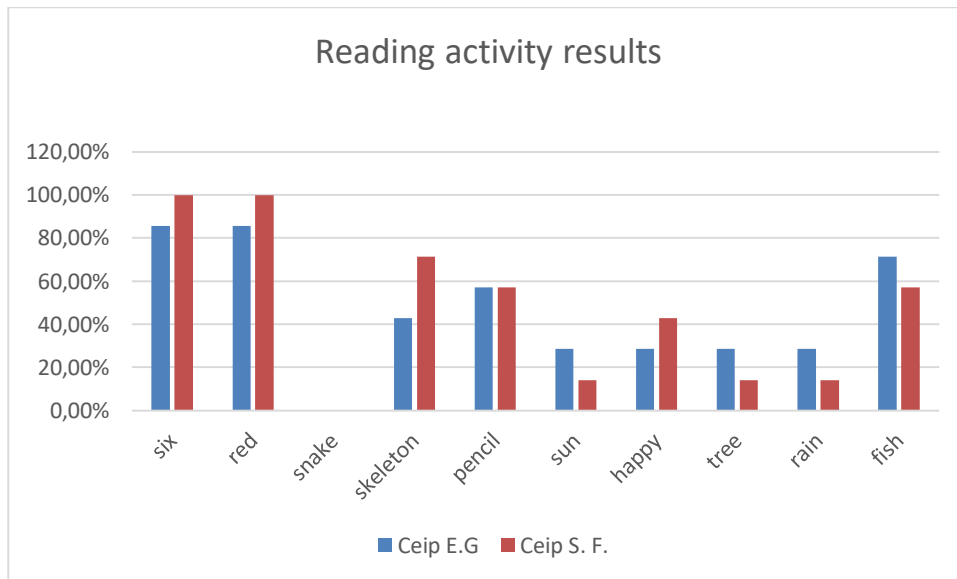Table 1. Reading activity results.

Figure 1. Reading activity results

The second activity consisted in showing the ten pictures that correspond to the ten previous words and children had to say their names. This activity was easier than the first one because children did not have to read words, they only had to say their names. There are four words that children of both schools pronounced correctly: "six", "red", "sun" and "pencil". I think the reason is that these are words that children frequently use in class. So, although some children cannot read "pencil" and "sun" properly, they pronounce correctly these words when pictures are shown. The case of "skeleton" and "snake" can go together. As I mentioned before, children tend to pronounce an "e" before the "s", however, when they read, they do not pronounce this

"e". The letter "a" in the word "snake" is well pronounced by children of both schools because animals is a topic that they use a lot in class. However, there were some students who did not know the word. Children who use Jolly Phonics pronounce it correctly because the letter "s" is the first that they learn; moreover, they learn the sound with the word "snake". The two words that contain a digraph, "tree" and "rain" are also well pronounced by children of both schools. In the case of "tree", a lot of students did not the word because they have not been taught this word. The reason is the same than before, they are words that they usually use in class. So, although they do not know how to read them, when pictures are shown to them, they know how to pronounce them. Finally, the words "happy" and "fish" are also well pronounced by children of both schools. In the first activity, they were not pronounce properly, but in this activity they are. So, it can be said that Jolly Phonics makes no, or a little, difference in this activity (See Table 2).

The tables below offer a summary of the results. The first table contains the reading activity results and the second table the naming activity results. It must be taken into account that there was one student in CEIP Escola Graduada who could not read.

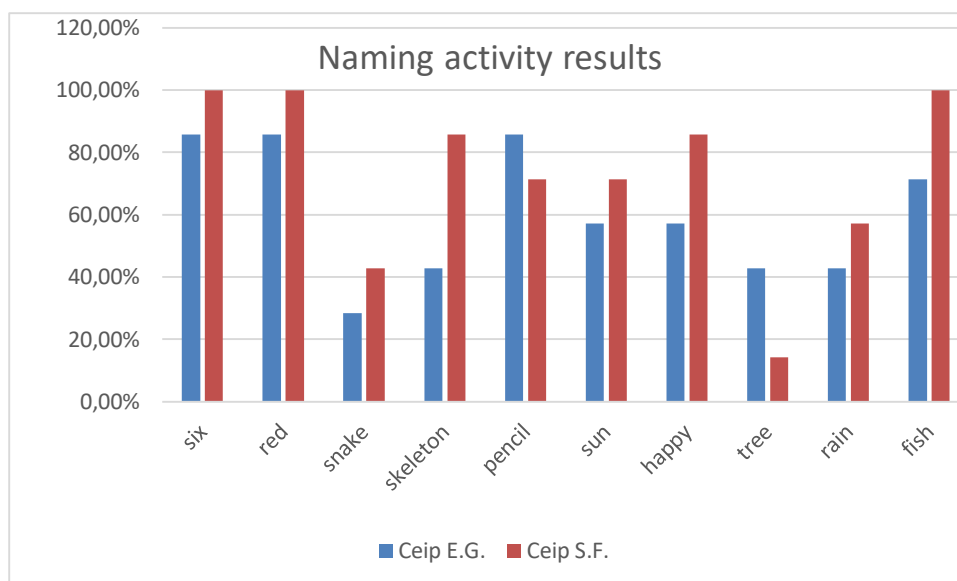| Words	CEIP Escola Graduada	CEIP Son Ferrer
six	85,7%	100%
red	85,7%	100%
snake	28,5%	42,8%
skeleton	42,8%	85,7%
pencil	85,7%	71,4%
sun	57,1%	71,4%
happy	57,1%	85,7%
tree	42,8%	14,2%
rain	42,8%	57,1%
fish	71,4%	100%

Table 2. Naming activity results.

Figure 2. Naming activity results.

As a way of discussion, I must say that the results have been inconclusive to prove that Jolly Phonics method has more advantages than others to acquire a L2 pronunciation. In my opinion, one of the reasons is that children who use Jolly Phonics hadn't been using this method for a long time, so, as a consequence, we can't know for sure if the results would have been better if they had been using it for a long time. The other reason (and the most important one) is that children were chosen at random because I wanted to be objective and not to manipulate the results. This way, children had different levels related to the foreign language and to the reading skill in general. Moreover, as I have mentioned before, there was a girl who could not read, so we draw form the premise that in CEIP Escola Graduada the results in the reading activity are out of 6, not out of 7 as in CEIP Son Ferrer.

Taking these reasons into account, I want to critically evaluate my study. In my view, I should have chosen a school where children had been more exposed to Jolly Phonics (maybe during 2 or 3 years). This way, the results would have been conclusive. On the other hand, bearing in mind that is very difficult to choose children with the same English and reading level, it could have been better not to include illiterate children because the results are not "real" in terms of quantity (6 children vs. 7 children). However, although results are inconclusive, I have been in contact with this method and, due to my experience and some teachers' opinions (teachers who have worked using this method), I think it is a motivating and effective way to teach all English language's skills.

7. Conclusion

As I have showed before, Jolly Phonics is a method that has helped children to improve their pronunciation while improving their reading and writing at the same time. Jolly Phonics is used in a lot of countries; some of them have English as official language but others do not. However, the results coincide; this method improves English level.

Taking into account my case, it can be said that there is a slight difference between children who use Jolly Phonics and children who do not use it. The difference could be more significant if these children had used this method earlier; in fact these children have been using this method only for eight months.

To sum up, Jolly Phonics can be a good method in order to improve pronunciation, reading and writing as long as children start using it as soon as possible and there is a continuity.

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Annex 1

Jolly Phonics actions

Group 1

s   Weave hand in an s shape, like a snake, and say ssssss.

a   Wiggle fingers above elbow as if ants crawling on you and say a, a, a.

t   Turn head from side to side as if watching tennis and say t, t, t.

i   Pretend to be a mouse by wriggling fingers at end of nose and squeak i, i, i.

p   Pretend to puff out candles and say p, p, p.

n   Make a noise, as if you are a plane – hold arms out and say nnnnnn.

Group 2

c k   Raise hands and snap fingers as if playing castanets and say ck, ck, ck.

e   Pretend to tap an egg on the side of a pan and crack it into the pan, saying eh, eh, eh.

h   Hold hand in front of mouth panting as if you are shaking out of breath and say h, h, h

r   Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say rrrrrr.

m   Rub tummy as if seeing tasty food and say mmmmmm.

d   Beat hands up and down as if playing a drum and say d, d, d.

Group 3

g   Spiral hand down, as if water going down the drain, and say g, g, g.

o   Pretend to turn light switch on and off and say o, o, o, o.

u   Pretend to be putting up an umbrella and say u, u, u.

l   Pretend to lick a lollipop and say l, l, l, l, l, l.

f   Let hands gently come together as if toy fish deflating, and say f, f, f, f, f, f.

b   Pretend to hit a ball with a bat and say b, b, b.

Group 4

ai   Cup hand over ear and say ai, ai, ai

j   Pretend to wobble on a plate and say j, j, j.

oa   Bring hand over mouth as if you have done something wrong and say oh!

ie   Stand to attention and salute, saying ie ie.

ee or   Put hands on head as if ears on a donkey and say eeyore, eeyore.

Group 5

z   Put arms out at sides and pretend to be a bee, saying zzzzzz.

w   Blow on to open hand, as if you are the wind, and say wh, wh, wh.

ng   Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying ng…

v   Pretend to be holding the steering wheel of a van and say vvvvvv.

oo OO   Move head back and forth as if it is the cuckoo in a cuckoo clock, saying u, oo; u, oo (Little and long oo)

Group 6

y   Pretend to be eating a yoghurt and say y, y, y.

x   Pretend to take an x-ray of someone with an x-ray gun and say ks, ks, ks.

ch   Move arms at sides as if you are a train and say ch, ch, ch.

sh   Place index finger of lips and say sh sh sh.

th th   Pretend to be naughty clowns and stick out tongue a little for the th, and further for the th sounds (this and thumb).

Group 7

qu   Make a duck´s beak with your hands and say qu, qu, qu.

ou   Pretend your finger is a needle and prick thumb saying ou, ou, ou.

oi   Cup hands around mouth and shout to another boat saying oi! Ship ahoy!

ue   Point to people around you and say you, you, you.

er   Roll hands over each other like a mixer and say er er er.

ar   Open mouth wide and say ah. (UK English). Flap hands as if a seal, and say ar, ar, ar. (US English).

(Jolly Phonics 2019)

Annex 2

This is the analysis child by child:

CEIP Escola Graduada

Subject 1:

Reading activity: sun-/sʌn/, fish-/fɪʃ/, tree-/triː/, rain-/reɪn/, happy-/ˈhæpi/, pencil- /ˈpens(ə)l/, skeleton-/ˈskelɪt(ə)n/, snake-/snake/, red-/red/, six-/sɪks/.

Naming activity: sun-/sʌn/, fish-/fɪʃ/, tree-/triː/, rain-/reɪn/, happy-/ˈhæpi/, pencil- /ˈpens(ə)l/, skeleton-/ˈskelɪt(ə)n/, snake-not known, red-/red/, six-/sɪks/.

This subject has perfectly read and pronounced all the words with the exemption of "snake". In the pronouncing activity maybe he did not know or he did not remember the word and in the reading activity he has read "snake" as it is written.

Subject 2:

Reading activity: sun-/sun/, fish-/fɪʃ/, tree-/tɪr/, rain-/raɪn/, happy-/ʤapi/, pencil-/ˈpens(ə)l/, skeleton-not known, snake-not known, red-/red/, six-/sɪks/.

Naming activity: sun-/sʌn/, fish-/fɪʃ/, tree-not known, rain-not known, happy-/ˈhæpi/, pencil-/ˈpens(ə)l/, skeleton-not known, snake-not known, red-/red/, six- /sɪks/.

This subject has read the words "sun" and "rain" as they are written. He/she has changed the order of letters in the word "tree" and he/she has pronounced the letter "h" like /ʤ/. He/she has not been able to read the words "skeleton" and "snake". Related to pronunciation, he/she has pronounced six words out of ten. However, these words have been perfectly pronounced.

Subject 3:

Reading activity: sun-/sʌn/, fish-/fɪʃ/, tree-/triː/, rain-/reɪn/, happy-/ˈhæpi/, pencil- /ˈpens(ə)l/, skeleton-/ˈskelɪt(ə)n/, snake-/snake/, red-/red/, six-/sɪks/.

Naming activity: sun-/sʌn/, fish-/fɪʃ/, tree-/triː/, rain-/reɪn/, happy-/ˈhæpi/, pencil- /ˈpens(ə)l/, skeleton-/ˈskelɪt(ə)n/, snake-/sneɪk/, red-/red/, six-/sɪks/.

This subject has perfectly read and pronounced all the words with the exemption of "snake". Although he/she has pronounced /snake/ in the reading activity, he/she has pronounced "snake" in a good way in the pronouncing activity because maybe he/she uses this word frequently.

Subject 4:

Reading activity: the subject number 4 did not know how to read, she only knew some letters, so she did not read any word in a correct way.

Naming activity: She told me that she did not know any English word so she told me all the words in Spanish.

Subject 5:

Reading activity: sun-/sun/, fish-/fɪs/, tree-/tre/, rain-/raɪn/, happy-/ˈapi/, pencil- /ˈpens(ə)l/, skeleton-/ˈeskelɪt(ə)n/, snake-/esnake/, red-/red/, six-/sɪks/.

Naming activity: sun-/sʌn/, fish-/fɪs/, tree-not known, rain-not known, happy-not known, pencil- /ˈpens(ə)l/, skeleton-/ˈeskelɪt(ə)n/, snake-not known, red-/red/, six-/sɪks/.

This subject has read most of the words as they are written. However, in the pronouncing activity, he has properly pronounced some words that he had read in a wrong way. One reason is that he is familiar with these words. I want to underline the words "skeleton" and "snake" because the subject has put an /e/ before the /s/, in both activities.

Subject 6:

Reading activity: sun-/sun/, fish-/fɪʃ/, tree-/tree/, rain-/raɪn/, happy-/sapi/, pencil- /ˈpenk(ə)l/, skeleton-/ˈskelɪt(ə)n/, snake-/snake/, red-/red/, six-/sɪks/.

Naming activity: sun-/sʌn/, fish-/fɪʃ/, tree-/triː/, rain-/reɪn/, happy-/ˈhæpi/, pencil- /ˈpens(ə)l/, skeleton-/ˈskelɪt(ə)n/, snake-/sneɪk/, red-/red/, six-/sɪks/.

This subject was an English speaker. She read all the words as they are written, so she read the most of the words in a wrong way. Nevertheless, she perfectly pronounced all the words

because she was an English native. I want to note that in the reading activity, she pronounced the "c" in "pencil" as /k/.

Subject 7:

Reading activity: sun-/sun/, fish-/fɪʃ/, tree-/tree/, rain-/raɪn/, happy-not known, pencil- /ˈpenik/, skeleton-/ˈeskelɪt(ə)n/, snake-not known, red-/red/, six-/sɪks/.

Naming activity: sun sʌn/, -/ fish-/fɪʃ/, tree-not known, rain-not known, happy-not known, pencil- /ˈpens(ə)l/, skeleton-not known, snake-not known, red-/red/, six-/sɪks/.

This subject had some difficulties to read, she did not read two words. She pronounced some words as they are written and she changed the order in "pencil". In the pronouncing activity, she only knew five words but she pronounced them in the correct way.

CEIP Son Ferrer:

Subject 1:

Reading activity: sun-/sun/, fish-/fɪs/, tree-/tree/, rain-/raɪn/, happy-/ˈapi/ -, pencil- /ˈpenkil/, skeleton-/ˈskelɪt(ə)n/, snake-/snake/, red-/red/, six-/sɪks/.

Naming activity: sun-not known, fish-/fɪʃ/, tree-not known, rain-not known, happy-not known, pencil-not known, skeleton- /ˈskelɪt(ə)n/, snake-not known, red-/red/, six-/sɪks/.

In the reading activity, she has pronounced all the words the same as they are written. I want to remark that she was not be able to pronounce "sh" in a correct way and the "c" in "pencil" was read as a /k/. However, she properly read the "s" at the beginning of the words "skeleton" and "snake". In the pronouncing activity, she only knew four words but they were properly pronounced.

Subject 2:

Reading activity: sun-/sun/, fish-/fɪʃ/, tree-/tree/, rain-/reɪn/, happy-/ˈapi/, pencil- /ˈpenkin/, skeleton-not known, snake-/snake/, red-/red/, six-/sɪks/.

Naming activity: sun- /sʌn/, fish-/fɪʃ/, tree-not known, rain-not known, happy- /ˈhæpi/, pencil-not known, skeleton- /ˈskelɪt(ə)n/, snake-not known, red-/red/, six-/sɪks/.

This subject pronounced the digraph "ai" as /eɪ/ but all the other words were read as they are written with the exemption of "pencil" and "skeleton" because she was not be able to read them. In the pronouncing activity, the six words that she knew, she correctly pronounced them.

Subject 3:

Reading activity: sun-/sun/, fish-/fɪʃ/, tree-/tree/, rain-/raɪn/, happy-/ˈhæpi/, pencil- /ˈpens(ə)l/ , skeleton-not known, snake-not known, red-/red/, six-/sɪks/.

Naming activity: sun-/sʌn/, fish-/fɪʃ/, tree-not known, rain-/reɪn/, happy-/ˈhæpi/, pencil- /ˈpens(ə)l/, skeleton-not known, snake-/sneik/, red-/red/, six-/sɪks/.

The most of the words are read as they are written. However, in the pronouncing activity, the eight words that she knew, were properly pronounced.

Subject 4:

Reading activity: sun-/sun/, fish-/finiʃ/, tree-/tree/, rain-/raɪn/, happy-/ˈhæpi/, pencil- /ˈpenkil/, skeleton-/ˈskelɪt(ə)n/, snake-/snake/, red-/red/, six-/sɪks/.

Naming activity: sun-/sʌn/, fish-/fɪʃ/, tree-/triː/, rain-/reɪn/, happy-/ˈhæpi/, pencil- /ˈpens(ə)l/, skeleton-/ˈskelɪt(ə)n/, snake-/sneik/, red-/red/, six-/sɪks/.

In the reading activity, this subject read the words as they are written. I want to note the "c" in "pencil" as a /k/ and the good pronunciation of the "s" at the beginning of a word. He also turned the word "fish" into "finish".

The pronouncing activity was perfectly performed.

Subject 5:

Reading activity: sun-/sun/, fish-/fɪʃ/, tree-/triː/, rain-/raɪn/, happy-/ˈhæpi/, pencil-/ˈpens(ə)l/, skeleton-/ˈskelɪt(ə)n/, snake-/esneik/, red-/red/, six-/sɪks/.

Naming activity: sun-not known, fish-/fɪʃ/, tree-not known, rain-/raɪn/, happy-/ˈhæpi/, pencil-/ˈpens(ə)l/, skeleton-/ˈskelɪt(ə)n/, snake-/esneik/, red-/red/, six-/sɪks/.

This subject was the most surprising. He properly read some words that contain digraphs as "tree" and "snake" but he read some words as they are written. Another thing to have into account is that in "skeleton" he did not put an "e" before the "s" but in "snake" he did. In the pronouncing activity, he did the same as in the previous exercise.

Subject 6:

Reading activity: sun-/sun/, fish-/fis/, tree-/tree/, rain-/raɪn/, happy-/ˈapi/, pencil-/ˈpens(ə)l/, skeleton-/ˈskelɪt(ə)n/, snake-/snake/, red-/red/, six-/sɪks/.

Naming activity: sun-/sʌn/, fish-/fɪʃ/, tree-not known, rain-/reɪn/, happy-/ˈhæpi/, pencil-/ˈpens(ə)l/, skeleton-/ˈskelɪt(ə)n/, snake-not known, red-/red/, six-/sɪks/.

This subject read all the words as they are written but she properly read the "s" in "skeleton" and "snake". However, she correctly pronounced all the words that she knew.

Subject 7:

Reading activity: sun-/sʌn/, fish-/fɪʃ/, tree-/tree/, rain-/raɪn/, happy-/ˈapi/, pencil-/ˈpens(ə)l/, skeleton-/ˈskelɪt(ə)n/, snake-/snake/, red-/red/, six-/sɪks/.

Naming activity: : sun-/sʌn/, fish-/fɪʃ/, tree-not known, rain-/reɪn/, happy-/ˈhæpi/, pencil-/ˈpens(ə)l/, skeleton-/ˈskelɪt(ə)n/, snake-/sneik/, red-/red/, six-/sɪks/.

This subject read the most of the words as they are written but, after reading some words, she realized that she had wrongly read them and corrected them at that moment. In fact, in the

pronouncing activity, she properly pronounced all the words with the exemption of "tree" because she did not remember the word.