

Jolly Phonics Transition PDIG Final Report

May 2018

Catherine Bouchard
Erik Heimrath
Susan Gail Nickerson
Jamie O'Connor

PDIG Final Report

Jolly Phonics Transition

The Jolly Phonics Transition project was carried out as outlined in our initial proposal description. Our proposal was for the Kindergarten and Grade One teachers to meet and become familiar and trained within the multi-sensory, systematic phonetic program in order to achieve consistency throughout Cycle One. In addition, the teachers were to collect data using DRA testing in order to measure success and gauge improvements of their students' reading skills. Teachers were able to incorporate the program successfully in the classroom environment. Overall, the DRA results demonstrate an improvement in reading scores with a few exceptions. We believe this success is a result of the continuity that exists between the Kindergarten Jolly Phonics and the Grade One Jolly Grammar.

One of the challenges that we came across during the DRA testing was the existing resources available to us at our school. These resources were limited and this impeded our ability to use a variety of materials to test reading. Our goal is to purchase complete sets in order to facilitate this process in the following years.

On the first day of the project, the Kindergarten and Grade One teachers met for Jolly Phonics training. The Kindergarten teachers reviewed the five key components of this systematic phonics program and showed how they are integrated into developing reading and writing skills. All the materials were presented (frieze posters, Computer software, workbooks, songs and desk sounds charts) and demonstrated how they were to be used in their daily routines and lessons. This raised an issue with their existing Language Arts program and adjustments were made in order to incorporate the new phonics program. Some of the time was also devoted to introducing DRA testing to one of our colleagues.

January marked our first DRA testing period. There was a myriad of results. Some reported an increase in reading levels since the Kindergarten testing period in June and some observed that students had remained status quo. The April testing period proved to be done in a more efficient manner due to the existence of a previous baseline and our familiarity with the testing process. We found that the majority went up one or two levels while a minority went up a grade level with some remaining unchanged.

Overall, we feel confident that we have met our objectives set in our initial project proposal. Students in both grades were tested twice over the course of the 2017-2018 school year which allowed us to observe the progress of each individual student within this time frame. Furthermore, the teachers were able to incorporate the learned resources, materials and programs effectively within the classroom. The only reservation we have with DRA testing is that it is open to interpretation and tends to be subjective. Ideally, one individual would do the testing for all the groups in order to ensure consistency in the implementation of the testing.

The teachers now feel confident in their proficiency utilizing this program. We were pleasantly surprised that through the testing process, our predictions of the reading level of our students were validated with the DRA results. In January, we observed that most of the Grade One students' levels increased with some exceptions. In general, the April testing reflected similar results. In Kindergarten, a few students made great leaps in their reading proficiency. This testing has shown us that the acquisition of the Jolly Phonics tricky words has contributed to their reading fluency. In some cases where the students were unfamiliar with the tricky words, the results were significantly lower. In addition to the lack of knowledge of the Jolly Phonics tricky words, we suspect that the possibility of learning disabilities may have contributed as well.

Over the years, the Kindergarten teachers have noticed that the Jolly Phonics Program has benefited the students in a multitude of ways. Upon completing the Kindergarten Jolly Phonics Program, students are generally able to blend sounds together to make words, they know several tricky words and they can write small words and write complete, simple sentences. We feel that this program serves as an appropriate headstart to reading and writing and also assists those students struggling to meet the academic objectives.

The Grade One teachers conclude that it is imperative that their students have experienced the Jolly Phonics Program prior to participating in the Jolly Grammar at that level, in order to maximize the benefits of this grammatical approach. However, we have noticed that there is an issue concerning a lack of retention over the summer break when the students return for the Grade One year. Consequently, we recommend a summer review package focusing on the sounds and the tricky words in an effort to alleviate this issue. One final recommendation concerns the weekly spelling list in the Grade One Jolly Grammar. We believe that a list consisting mainly of words with the targeted sound would contribute to a higher success rate amongst students and preserve the confidence and enthusiasm for learning. Therefore, we have adapted the word lists in an effort to fulfill these objectives. In conclusion, we highly recommend the Jolly Phonics and Jolly Grammar programs. In order to achieve optimal success, it is essential that the program be adopted by all teachers within a cycle.

K02 DRA Scores Jan. 2018 and April 2018

Name	DRA Level Jan. 2018	Level	DRA Level April 2018	Level	Progress
Érika Alarie	2	B	3	C	Grade 1 Beg.
Yoan Alvaer-Ouellet	2	B	4	D	Grade 1 Beg.
Maverik Béord	3	C	4	D	Grade 1 Beg.
Maeva Caron	A	A	2	B	Kind. Mid.
Oliver Comtois	A	A	1	A	Kind. Beg.
Jaydens Dens Kernohan	3	C	4	D	Grade 1 Beg.
Logan Désilet	3	C	12	G	Grade 1 Mid.
Desiree Dore	3	C	6	E	Grade 1 Mid.
Madison Flynn	2	B	3	C	Grade 1 Beg.
Arlo Harvey	1	A	2	B	Kind. Mid.
Léa Lapierre	2	B	3	C	Grade 1 Beg.
Meganne Leduc	A	A	1	A	Kind. Beg.
Zoe Martin	1	A	3	C	Grade 1 Beg.
Sean Mounier	2	B	10	F	Grade 1 Mid.
Emma Raynault	A	A	1	A	Kind. Beg.
Victor Robert	2	B	3	C	Grade 1 Beg.
Joshua Rocheleau	3	C	3	C	Grade 1 Beg.

A year or more ahead = 0 students

At level = 12

May need extra support (still at level) = 3

At risk = 5

K02 DRA Scores Jan. 2018 and April 2018

Name	DRA Level Jan. 2018	Level	DRA Level April 2018	Level	Progress
William Anderson-Gaudet	2	B	3	C	Grade 1 – Beg.
Eva Blanchet - Haslam	1	A	3	C	Grade 1 – Beg.
Stanley Ciloci	4	D	6	D	Grade 1 – Mid.
Kyana Garand	3	C	4	D	Grade 1 – Beg.
Maélye Garon	3	C	6	D	Grade 1 – Beg.
Nathan Genoie	6	D	8	E	Grade 1 – Mid.
Nathaniel L'Heureux	3	C	6	D	Grade 1 – Mid.
Noa Maheu	A	A	2	B	K – Mid.
Jeremy Marion	2	B	3	C	Grade 1 – Beg.
Ty'Ler Maclean-Rajotte	A	A	2	B	K-Mid.
Layla Morin	2	B	3	C	Grade 1 – Beg.
Mathis Perron	10	F	12	G	Grade 1 - End
Norah Piché-Laplante	2	B	4	D	Grade 1 – Beg.
Logan Racine	2	B	3	C	Grade 1 – Beg.
Charlie Tassé	2	B	3	C	Grade 1 – Beg.
Emma Thornburn	6	D	12	G	Grade 1 – End

A year or more ahead = 2 students

At level = 9

May need extra support (still at level) = 3

At risk = 2

Grade One DRA Scores- Ms. Nickerson April 2018

<u>Name</u>	<u>DRA-Jan</u>	<u>DRA-April</u>	<u>Level</u>	<u>Progress</u>
<i>Ethan Borden</i>	<u>10</u>	<u>14</u>	<u>H</u>	<u>END GR 1</u>
<i>Theodore Chavez</i>	<u>8</u>	<u>10</u>	<u>F</u>	<u>MID GR 1</u>
<i>Mavrick Cinq-Mars</i>	<u>10</u>	<u>10</u>	<u>F</u>	<u>MID GR 1</u>
<i>Zachary Dube</i>	<u>3</u>	<u>4</u>	<u>D</u>	<u>BEG GR 1</u>
<i>Thea Duchesne</i>	<u>4</u>	<u>6</u>	<u>E</u>	<u>MID GR 1</u>
<i>Luciano Duvergel</i>	<u>6</u>	<u>8</u>	<u>E</u>	<u>MID GR 1</u>
<i>Keven Reizer</i>	<u>4</u>	<u>4</u>	<u>D</u>	<u>BEG GR 1</u>
<i>Julianne Tasse</i>	<u>6</u>	<u>8</u>	<u>E</u>	<u>MID GR 1</u>
<i>Cassidy Turgeon</i>	<u>3</u>	<u>6</u>	<u>E</u>	<u>MID GR 1</u>
<i>Megan Desrosiers</i>	<u>20</u>	<u>24</u>	<u>L</u>	<u>MID GR 2</u>
<i>Aliki Kastelloriziou</i>	<u>4</u>	<u>6</u>	<u>E</u>	<u>MID GR 1</u>
<i>Lia Kelly</i>	<u>4</u>	<u>8</u>	<u>E</u>	<u>MID GR 1</u>
<i>Eden Maheu</i>	<u>4</u>	<u>8</u>	<u>E</u>	<u>MID GR 1</u>
<i>Damien Mousseau</i>	<u>8</u>	<u>12</u>	<u>G</u>	<u>MID GR 1</u>
<i>Cedrick Raynauld</i>	<u>8</u>	<u>10</u>	<u>F</u>	<u>MID GR 1</u>
<i>Kelly Ann Shaw</i>	<u>18</u>	<u>20</u>	<u>K</u>	<u>MID GR 2</u>
<i>Ryan Beauchamp</i>	<u>3</u>	<u>4</u>	<u>D</u>	<u>BEG GR 1</u>
<i>Noah Danan</i>	<u>3</u>	<u>4</u>	<u>D</u>	<u>BEG GR 1</u>

Above level=3

At level=11

At risk/need more support=4

Grade One DRA Scores (102)

Name	Jan-18		Apr-18		Progress
	DRA Level	Level	DRA Level	Level	
Crépeau-Powell, Yannika	4	D	6	E	Grade 1 - Mid-Year
Deakin, Eliot	8	E	10	E	Grade 1 - Mid-Year
Demers, Kelly-Ann	6	E	8	E	Grade 1 - Mid-Year
Goodman, Blayke	10	F	12	G	Grade 1 - End-Year
Lapierre-Keklik, Aydin	4	D	6	E	Grade 1 - Mid-Year
Marion, Julia	18+	J	18+	J	Grade 2 - Beg.-Year+
Pariseau, Clara-Jade	10	F	12	G	Grade 1 - End-Year
Piché-Laplante, Charlie	3	C	4	D	Grade 1 - Beg.-Year
Richard, Rosalie	10	F	12	G	Grade 1 - End-Year
Robinette, Jeremy	6	E	8	E	Grade 1 - Mid-Year
Suissa, Lyvia	3	C	4	D	Grade 1 - Beg.-Year
Tassé, Amélia	4	D	6	E	Grade 1 - Mid-Year
Thorburn, Victor	12	G	14	H	Grade 1 - End-Year
Turgeon, Liam	3	C	4	D	Grade 1 - Beg.-Year
Williams, Chayce	6	E	8	E	Grade 1 - Mid-Year
Wood, Laila	4	D	6	E	Grade 1 - Mid-Year