

EFFECT OF JOLLY PHONICS ON PRIMARY SCHOOL PUPILS ACHIEVEMENT ON READING AND SPELLING SKILLS IN ANAMBRA STATE

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Abstract

This study sought to find out the effect of teaching synthetic multisensory phonics (i.e. Jolly Phonics) on pupils achievement in Anambra State of Nigeria. To this end, 100 primary school pupils from 5 primary schools in the state aged between 7 to 10 participated in this study. The participants were randomly assigned to either experimental or control classes. While the pupils in the control group were taught Basic English literacy skills through the rote traditional phonics, the learners in the experimental group were taught English literacy via a synthetic multisensory phonics approach named Jolly Phonics. After a one-month English course, all the participants took a reading and a spelling test. A set of descriptive and inferential statistics were used to analyze pupils' scores obtained from these tests. The results demonstrated that the experimental (Jolly Phonics) group had a better performance on the reading and spelling tests. This result shows that there is need for teaching jolly phonic in Anambra State Primary schools in Nigeria.

Keywords: Phonics, multisensory approach, synthetic phonics, jolly phonics (JP), literacy.