Structured Synthetic Phonic:
Early implementation

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About the Authors

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1. Introduction

Learning to read - confidently, fluently and with understanding - is the most important step in a young child's development at school, opening the door to worlds of information and enjoyment. When children can read confidently, they tackle new words and expand the range of what they can read. When children read fluently, they cover extensive amounts of material. When they read with understanding, they are able to acquire new knowledge. When young children can read, their learning progression is possible; without the ability to read, learning simply does not proceed. The gap between these children and their peers becomes increasingly wide. Falling behind their peers in the early years leads inevitably to curtailed opportunities to learn in all areas of formal schooling, through primary, secondary and further education, limiting their life options.

Reading is not learnt by mimicking the actions of those around them as much speech learning is. The skill of reading is not innate; it is taught, and best taught when the brain is at its most agile in the first 6 years of a child's life. For these reasons, the first years of schooling are the most significant years for every child, worthy of the very highest quality teaching that can be offered. Children in their first three years of schooling deserve teachers who are confident of what they know and want to impart, and who are agile in their repertoire of strategies to support the range of ability their students present. These teachers recognise which students are struggling, what is the nature of the difficulty experienced and how to focus attention that will help their students move forward.

PLD, Promoting Literacy Development, provides a well-established program – Structured Synthetic Phonics - that is demonstrably successful in achieving most of what is needed to skill young children to read with confidence, fluency and comprehension. The SSP approach is deemed most appropriate for those for whom English is not their first language. In all populations there are a small number of young children who have learning needs outside of those that can be provided by school education. PLD does not claim to address such needs, although in many cases PLD can alert teachers to these needs.

Primary education in Bhutan focuses on developing strong literacy and numeracy foundations. As a result, the English curriculum for PP to Class III is geared towards developing language fluency, in which teaching sounds is an important component. The English curriculum framework specifies clearly the literacy outcomes and competencies that students must demonstrate by the end of the academic year. Including SSP in the curriculum is one way to achieve these goals. The teaching of sounds in the Primary levels was revised in 2019 to incorporate SSP. The emphasis on teaching sounds is so strong that failure to implement it effectively may result in poor student outcomes.

In this report we present the findings of a survey conducted in August 2022 across the PP, Class I and Class II teachers of English in Bhutan. The survey provides insights into these teachers' location, level of students taught, years of teaching experience, attitudes towards their initial implementation of SSP, the changes they have made to their practice, comments about their needs to improve their practice, and most importantly their estimation of their students' learning progress in these first few years of implementation. The report begins with an overview of the nature of the SSP program and the materials to support teaching and learning. The report concludes with 6 recommendations that address phonics, resources, training, teacher confidence, classrooms, and students' learning. Appended for reference are the full survey as well as all the written comments from teachers.

2. SSP in Bhutan

2.1 Structured Synthetic Phonics Defined

Learning to read is essentially learning a code. The letters we use are symbols or written code for the speech sounds of English. Learning about the relationship between the letters of the alphabet and the speech sounds they represent allows us to "crack the code" and learn to both read (decode) and spell (encode).

Prior to the inclusion of the SSP in the Bhutanese curriculum, teachers used whatever approaches they could to teach sounds. Despite the fact that the previous English curriculum framework specified learning objectives for sounds, teachers taught sounds with their own methods and materials. With the introduction of Structured Synthetic Phonics into the English curriculum in 2019, the teaching of sounds was revised and made uniform throughout the schools in Bhutan.

Synthetic Phonics is a way of teaching children to read. It has been identified internationally as the most successful approach to the teaching of reading and spelling. The 'synthetic' component reflects the practice of 'synthesising' or blending together. The 'phonic' part reflects the process of linking individual speech sounds (phonemes) to written symbols (graphemes). Essentially, when children learn to read using Synthetic Phonics they learn to link letters to speech sounds and then blend these sounds together to read words. They also learn to separate (segment) words into their constituent sounds and link these sounds to letters in order to spell them. Source: AUSPELD

The Synthetic Phonics approach is also highly structured. With each new sound that is introduced, there is a routine of practice with recommended activities and continuous monitoring of learning. With every group of new sounds, there is revision and consolidation of previous learning and further practice and continuous monitoring. Such a structured process builds sequentially to model what research shows is most likely to generate effective learning, especially for those students for whom English is the second or third language.

Important features of the Structured Synthetic Phonics approach involve regular practice to reinforce learning as well as monitoring of learning outcomes to identify learning gaps quickly. Teachers know that their students start schooling with varied levels of reading readiness. Some students are able to read many words while other students can only recognise letters in their own name. Given that language learning is sequential and cumulative, teachers know that, unless the earlier sounds are thoroughly mastered, subsequent acquisition of sounds is unlikely to proceed smoothly. Teachers use whole-class teaching to introduce new sounds and skills, and to reinforce these. They also use one-to-one teaching strategies to re-teach and correct as soon as learning gaps are evident. Identifying those whose learning is not proceeding smoothly, and providing the necessary help, is a critical feature of SSP. The approach with its teaching structured strategies generates confidence in students and teachers alike, giving students a robust foundation for reading and hence for continued progression throughout their school years, and beyond.

2.2 SSP Classrooms Packs

PP Classroom Pack	Class I Pack	Class II Pack	Class III Pack
Teaching the sounds associated with phonic concepts: Alphabet sound teaching cards	Teaching the sounds associated with phonic concepts: Alphabet sound cards. Class I digraph teaching cards	Teaching the sounds associated with phonic concepts: Revision of Class I digraphs. Class II digraph teaching cards	Teaching the sounds associated with phonic concepts: Revision of Class II digraphs. Class III digraph teaching cards
Developing phonemic awareness: Blending (pre-reading) & segmentation (pre-spelling) teaching cards.	Developing phonemic awareness: Blending (pre-reading) & segmentation (pre-spelling) teaching cards.	Colour-coded Class II decoding (reading) and encoding (spelling) lists representing the relationship between the letters and the sounds within the phonic word lists.	Colour-coded Class III decoding (reading) and encoding (spelling) lists representing the relationship between the letters and the sounds within the phonic word lists.
CVC reading cards CVC spelling lists.	CVC, CCVC, CVCC & Class I digraph reading and spelling lists	Phonemic blending and segmenting are applied directly to the words.	Phonemic blending and segmenting are applied directly to the words.
CVC stories for reading & dictation.	Revision of CVC before introducing CCVC, CVCC & Class I digraph stories for reading & dictation.	Revision of Class I digraphs before introducing Class II digraphs in phonic stories for reading & dictation.	Revision of Class II digraphs before introducing Class III digraphs in phonic stories for reading & dictation.
Continuous Formative Assessments for PP Units 1-6	Continuous Formative Assessments for Class I Units 1-6	Continuous Formative Assessments for Class II Units 1-6	Continuous Formative Assessments for Class III Units 1-6

In addition to the Class Packs, teachers have access to short videos designed to introduce teachers to structured synthetic phonics and the strategies necessary to teach students in their early years of their schooling.
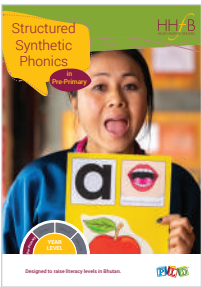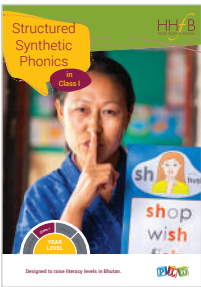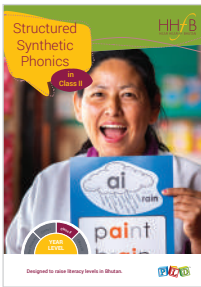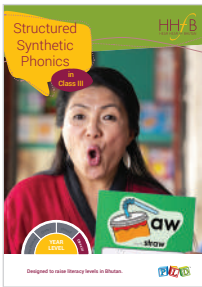
2.3 Online Training

PLD provides extensive online training materials for teachers who are beginning to use SSP and for those who seek refresher support. The course is available to all teachers who enrol. The online course is hosted on the platform thinkific and can be accessed here Click to view here.

Teachers throughout Bhutan currently access the course by being provided with the link to the course selecting the ENROL NOW button, and then being prompted to enter an email address, their full name and a password which allows them full access to course. Thereafter, they can revisit the course or the relevant sections as required.

The complete course outlines SSP implementation in PP, Class I, II and III and is 5 hours in length. The course can be viewed in full. The course can also be viewed in its year level segments. For example, a PP/Class I teacher could view only the PP and Class I sections. The online training aims to be flexible. It can be viewed within a school, as a group. The training can be viewed by individual teachers. The video content can be revisited through the school year, as the student's skills progress and also the confidence and knowledge of the teachers also develop.

We believe that teachers will appreciate images of other Bhutanese teachers using SSP in their classrooms. For this reason, PLD undertakes to revise and update the videos in readiness for the start of 2023 school year, because photographic images of Bhutanese teachers using SSP were taken since the online training course was prepared. The revised course will showcase the achievements of PP, Class I and Class II teachers implementing the teaching of SSP.

For each year level, the online training is divided into 3 separate videos. The outline of each course is summarised below.

PP Class Training	Class I Training	Class II Training	Class III Training
Video 1: (30 minutes) Outlines how to teach the PP alphabet sounds & phonic sounds	Video 1: (32 minutes) Outlines how to sounding out Class I phonic words and the Class I phonic sounds	Video 1: (15 minutes) Outlines how to sounding out Class II phonic words and the Class II phonic sounds	Video 1: (18 minutes) Outlines how to sounding out Class III phonic words and the Class III phonic sounds
Video 2: (34 minutes) Explains and demonstrates the teaching of phonemic awareness (the 'sounding-out' skills required for reading and spelling	Video 2: (30 minutes) Outlines how to teach students to sound-out and read and sound-out and spell Class I words	Video 2: (23 minutes) Outlines how to teach students to sound-out and read and sound-out and spell Class II words	Video 2: (22 minutes) Outlines how to teach students to sound-out and read and sound-out and spell Class III words
Video 3: (35 minutes) Explains the emergence of early reading.'	Video 3: (19 minutes) Outlines how to teach students to read and how to re-write the Class I phonic passages.	Video 3: (14 minutes) Outlines how to teach students to read and how to re-write the Class II phonic passages.	Video 3: (10 minutes) Outlines how to teach students to read and how to re-write the Class III phonic passages.
Total Length: 99 minutes	Total Length: 81 minutes	Total Length: 52 minutes	Total Length: 50 minutes

2.3 Online Training (continued)

At the time of writing (30 September 2022), 792 teachers had enrolled in the online training. However, not all those who were enrolled had completed the course.

> 198 teachers completed 100% of the course

> 29 teachers completed 67-99% of the course

> 65 teachers completed 34-66% of the course

> 500 teachers completed 0-33% of the course

One quarter of the teachers enrolled completed the course but nearly two thirds of all those enrolled had only completed less than a third of the course. These data are relevant to the survey data and are discussed later in this report, in Recommendation 8.3 where we address the issue of teachers' requests for more training to learn sounds.

2.4 SSP Implementation

SSP was informally trialled by 3 schools in the Thimphu Thromde in the latter part of 2018. It was not until March 2019 that REC curriculum developer of Primary English was introduced to SSP. Diana Rigg conducted a one-day workshop for PP English teachers of Thimphu Thromde on May 15, 2019 at the Yangchenphug Higher Secondary School. This was the first large scale introduction of applying a structured phonics approach to raise literacy levels. In May 2019 Diana Rigg visited the 3 trial schools in Thimphu to work with PP, Class I and Class II English teachers to identify progress and needs for support. Similar visits were made by Helen Wildy in September 2019. By then, agreement had been reached that SSP would be introduced into the revised lower primary English curriculum and rolled out across all regions at the start of 2020. Teachers would be given professional development using the 'cascade' model. In collaboration with REC and the Teacher Professional Support Division, Helen Wildy selected 6 teachers to become the master trainers for the large-scale professional development program.

In December 2019 Diana Rigg provided two days of face-to-face training workshop for the master trainers, followed by one day with curriculum writers from REC reviewing the PP – Class III English curriculum to embed SSP. All PP-Class III teachers of English were invited to professional development in January 2020. The revised PP English curriculum was rolled out at the start of 2020. However, the COVID pandemic intervened and schools closed intermittently over the following 2 years. Normal schooling resumed in March 2023. By then the revise curriculum for PP, Class I and Class II had been in place for parts, but by no needs all, of 3 years. This survey is the first effort to collect students' achievement and teachers' experiences from English teachers of PP, Class I and Class II since the introduction of SSP.

3. SSP Early Implementation Survey

This survey is first of a long-term strategy to assess the efficacy, relevance, and currency of Bhutan's English curriculum. The survey was jointly conducted by HHfB in collaboration with the Primary English Section of the Department of Curriculum and Professional Development, Ministry of Education to provide feedback on the initial implementation of the SSP, and to guide support for teachers and schools. The responses and the outcomes of the survey will help plan possible interventions and support mechanisms in future.

3.1 Structure

The survey was set up in Survey Monkey and consists of 39 items. The first three items use drop-down menus for respondents to select the Dzongkhag in which their school is located, the class level taught in 2022 and the number of years they have been teaching. Items 4 and 5 are rating scales to gather respondents' views about their experiences of teaching SSP. The next 3 items are open ended, seeking teachers' views on how they would like to improve their practice and the support they need, as well as advice they would give to a beginning teacher of SSP. Item 9 asks respondents to identify from a list those who currently provide them with the most useful support.

The following Q11 to 37 are designed to find out the respondents' understanding of their own students' learning outcomes in relation to SSP. Teachers select the class group they taught in 2022 (one of these: PP, or Class I, or Class II, or PP and Class I, or PP and Class I and Class II). Respondents then follow the questions in relation to their own class group only, identifying the approximate percentage of their students who can make the correct sound of alphabet letters, blend three letter to make a CVC word, and segment a CVC word (PP); make the correct letter sound, phonic sounds, read words with these phonic concepts, spell words with these phonic concepts (Class I); or similarly for Class II plus write sentences using words containing these phonic concepts.

The second last Item, Q38, invites any further comments from respondents about their SSP teaching and students' literacy learning. Finally, Q39 invites respondents who are willing to be interviewed to give more information to provide names and contact details.

The survey was sent by email on 22 July 2022 to all PP, Class I and Class II English teachers in Bhutan. By 6 September 2022 355 responses had been received. A response rate of 35 % was considered sufficient and the survey was closed.

The data were analysed with the view to identifying the needs of all respondents with a focus on those whose students have made the least progress in SSP learning in their relevant Units, both overall and by region (Central, Eastern, Southern, Western). Responses to each open-ended question (Q6, 7, 8 and 38) were analysed first for recurring words (48) which were then clustered into shared meaning (21). For each question, the most frequent themes were described, together with interesting outlier-responses.

Not all of the 355 respondents answered every item. The total number of completed items are given in brackets next to the Item number.

4. Caveats

Surveys can only ever give guidance, a loose approximation of a true picture. In this instance, not only is it worth reflecting on the validity of survey data generally, but it is important to consider a number of significant contextual factors that impact on any interpretation of the data. In this section we highlight these factors and their influence on the survey results: sample size; teacher-report data; the pandemic; timing; and busy teachers.

4.1 Sample Size

Although 1007 surveys were distributed among all of Bhutan's PP, Class I and Class II teachers of English, only 355 were returned. While a response rate of 35% is considered realistic, a cautious interpretation of the data is warranted. One in every 3 teachers has responded. What can be said about these teachers? Are they representative of all teachers who were sent the survey? One interpretation is that this sample represents those who are confident enough to report their experiences. Another interpretation is that those who responded are the best performing teachers. On a positive note, we know they are certainly those who at least have access, skill and confidence to work online. And we can say with certainty is that we simply don't know anything about the remaining two-third of the teachers.

4.2 Teacher-Report, Not Student-Performance

A well-known concern about the survey is that it generates self-report rather than performance data, a factor of relevance to our data. The SSP report gives a snap-shot of teachers' views about their own behaviour and, importantly, their view of their students' SSP achievement. More robust evidence of student learning comes from the continuous formative assessment sheets incorporated into all the teaching packs provided for SSP teachers - more useful knowledge of what each student knows and can do than teachers' memory of what their students' achievement. In time and with increasing confidence teachers will routinely gather such information for their own use in their classrooms.

4.3 Pandemic and its Implications for Implementation

The implementation of SSP coincided with the outbreak of the COVID-19 pandemic, an unseen and unprecedented disruption to school practices throughout the world. Instead of face-to-face classroom teaching, most students spent more than a year at home, working through prepared materials with the aid of online teachers, live radio and television broadcasts and some home tuition. While Bhutan feared well under the arrangements made, especially the urgency of continuing school education, nothing can replace the classroom routines, support and teacher-student interactions. Perhaps those least well equipped to begin their school learning would likely be those who struggled most during this period. It must be agreed that those who progressed well under these challenging conditions deserve high praise.

4.4 Timing

The survey was administered at the end of Term 1 2022. Due to the protracted pandemic, in 2022 the start of the school year was delayed to March and Term 1 closed at the end of July, instead of June. The survey was timed to generate data to guide the planning of support for schools, funding for which would be sought in the 2023 budget set in November 2022. Therefore, the data represent achievement of a part-year rather than a full year of schooling. Respondents report progress to date, rather than progress at the end of the given school year.

4.5 Busy Teachers, Busy Times

Surveys are notoriously time-consuming. The end of a school term is a particularly busy time for teachers. It is not surprising that many teachers delayed completing the survey until later during the school holidays, nor is it surprising than many did not attempt to respond, despite frequent reminders.

Notwithstanding these cautions, the survey data do draw attention to issues that relate to the implementation of SSP across the schools of Bhutan.

Why is this worth researching? A measure of any society is its care for its weakest. This survey aims to identify those whose early literacy learning is likely to be sub-optimal. The first step is to obtain a rough overall general picture. Deeper, more specific Dzongkhag/district-level, school-level, student-level data can be sought over time. This first survey is a starting point for such subsequent investigation. It is heartening that, of the 355 respondents, 138 indicated they are willing to be interviewed to provide more detailed information on the implementation of SSP, and that they provided their names and contact details with their responses to the survey.

5. Respondents and Their Demographics

In this section of the report, responses to Q1, Q2 and Q3 are summarised, first for the whole sample, then by region (Central, Eastern, Southern, Western).

5.1 Teachers' School Location

Q1 (353) In which Dzongkhag is your current school located? Please select one of these.

All responses

Bumthang - Jakar or Bumthang	3.68%	Sarpang - Gelephu	2.83%
Chhukha - Tsimasham	9.92%	Sarpang - Sarpang	2.83%
Dagana - Phuentsholing	3.68%	Thimphu - Thimphu	15.01%
Gasa - Daga or Dagana	1.98%	Thimphu - Khasadrapchu	0.85%
Gasa - Lhamoyzhingkha	0.57%	Trashigang - Trashigang	7.08%
Haa - Ha or Haa	3.68%	Trashigang - Rangjung	1.70%
Haa - Jyenkana	0.00%	Trashi Yangtse - Trashiyangtse	3.40%
Lhuentse - Lhuentse	4.25%	Trashi Yangtse - Duksum	0.28%
Lhuentse - Autsho	0.57%	Trongsa - Trongsa	0.00%
Mongar - Mongar	6.23%	Trongsa - Kuengarabten	0.00%
Mongar - Yadi	0.85%	Tsirang - Damphu	0.00%
Paro - Paro	7.93%	Tsirang - Mendrelgang	0.00%
Pema Gatshel - Pemagatshel	3.40%	Wangdue Phodrang - Wangdue Phodrang	0.00%
Punakha - Punakha	3.68%	Wangdue Phodrang - Nobding	0.00%
Punakha - Lobeysa	0.28%	Zhemgang - Zhemgang	0.28%
Samdrup Jongkhar - Samdrup Jongkhar	6.52%	Zhemgang - Panbang	0.00%
Samtse - Samtse	8.50%		

Responses by Regions

Regions

- Eastern region - Trashigang, Mongar, Pemagatshel, Lhuntse, Samdrup Jongkhar Thromde, Samdrup Jongkhar Dzongkhag, Trashi Yangtse
- Central region - Bumthang, Trongsa, Zhemgang
- Southern region - Samtse, Dagana, Tsirang, Sarpang, Gelephu Thromde
- Western region - Thimphu, Punakha, Gasa, Haa, Paro, Wangdue Phodrang, Punakha, Chhukha, Phuentsholing Thronde

Region	Number of respondents	Percentage* of all responses to this item
Central	14	4 %
Eastern	121	34 %
Southern	63	18 %
Western	155	44 %
Total	353	

Percentages are rounded to the whole number

5.2 Year Level Taught in 2022

Q2 (332) Which year level did you teach this year? Please select one of these.

All responses

Class level	Number of respondents	Percentage* of all responses to this item
PP	90	27%
Class I	77	23%
Class II	103	31%
PP and Class I	16	5%
PP and Class I and Class II	46	14%
Total	332	

Percentages are rounded to the whole number

Responses by region

Class level	Central N=14	Eastern N=121	Western N=155	Southern N=63
PP	21 % (3)	31 % (37)	23 % (35)	22 % (14)
Class I	21 % (3)	17 % (20)	23 % (36)	29 % (18)
Class II	36 % (5)	26 % (32)	31 % (48)	29 % (18)
PP and Class I	0	6 % (7)	5 % (7)	3 % (2)
PP and Class I and Class II	14 % (2)	17 % (20)	11 % (17)	11 % (7)

Percentages are rounded to the whole number

5.3 Years of Teaching Experience

Q3 (352) How many years ago did you start your teaching career? Please select one of these.

All responses

Number of years of teaching	Number of teachers	Percentage* of all responses to this item
Less than 1 year	9	3 %
1-5 years	66	19 %
6-10 years	81	23 %
11-15 years	64	18 %
16-20 years	68	19 %
More than 21 years	64	18 %

Percentages are rounded to the whole number

Responses by region

Number of years of teaching	Central N=14	Eastern N=121	Western N=155	Southern N=63
Less than 1 year	0	2 %* (3)	3 % (5)	2 % (1)
1-5 years	14 % (2)	25 % (30)	10 % (15)	3% (19)
6-10 years	29% (4)	31 % (37)	18 % (28)	17 % (11)
11-15 years	21 % (3)	18 % (22)	19 % (29)	17 % (10)
16-20 years	29 % (4)	13 % (16)	23 % (36)	19 % (12)
More than 21 years	7 % (1)	11 % (13)	26 % (40)	14 % (9)

Percentages are rounded to the whole number

Apart for a very small number of all respondents in their first year of teaching, the rest of the respondents are spread fairly evenly across the categories of length of time. For regions, the spread of experience is similar except in the Central region has only 2 respondent with more than 21 years of experience.

6. Student Achievement

The junior primary teachers are to be congratulated for their enthusiasm and openness to embrace this dramatically different early literacy teaching approach. The results reported in the tables below demonstrate significant progression from teaching letter names to the teaching of alphabet sounds, phonic sounds and phonemic awareness, decoding and encoding. Commencing the introduction within a COVID year that compromised the full length of the school year, also presented additional challenges. The PP teachers reported pleasing early results in their instruction of pre-literacy skills. The Class I teachers reported positive initial results with alphabet and phonic sound recall as well as phonic-based decoding and encoding skills. Class II teachers also reported positive progress in students' learning and applying digraph skills to reading, spelling and written sentences.

6.1 PP Reported Mid-Year Outcomes

	Number included in the survey	How many students can make the sound of the alphabet letters?	How many students can blend 3 sounds together to make a CVC word?	How many students can segment a CVC word into its three sounds?
PP Class Teachers	33	82% responded, that some (50-74%) of students can make the sounds of the alphabet letters.	82% responded that some (50-74%) of students can blend 3 sounds to make a CVC word.	74% responded that some (50-74%) of the students can segment a CVC into its three sounds.
PP & Class I Teachers	3	33% responded, that some (50-74%) of students can make the sounds of the alphabet letters.	33% responded that some (50-74%) of students can blend 3 sounds to make a CVC word.	33% responded that some (50-74%) of the students can segment a CVC into its three sounds.
PP & Class I & II Teachers	14	71% responded, that some (50-74%) of students can make the sounds of the alphabet letters.	57% responded that some (50-74%) of students can blend 3 sounds to make a CVC word.	36% responded that some (50-74%) of the students can segment a CVC into its three sounds.

Class I students practising their alphabet sounds.

6.2 Class I Reported Mid-Year Outcomes

	Number included in the survey	How many students can make the sounds of the alphabet letters?	How many students can give the correct sound of digraphs from units 2 & 3? (e.g. sh, th, ee)	How many students can read words containing digraphs from units 2 and 3?	How many students can spell words containing digraphs from units 2 and 3?
PP & Class I Teachers	3	67% responded that many (75-99%) of the students can make the sounds of the alphabet letters.	67% responded that many (75-99%) of the students can give the sound of unit 2 & 3 digraphs.	100% responded that some (50-74%) of the students can read words containing unit 2 and 3 digraphs.	100% responded that some (50-74%) of the students can spell words containing unit 2 and 3 digraphs.
Class I Teachers	12	82% responded that some (50-74%) of students can make the sounds of the alphabet letters.	67% responded that some (50-74%) of the students can give the sound of unit 2 & 3 digraphs.	75% responded that some (50-74%) of the students can read words containing unit 2 and 3 digraphs.	42% responded that some (50-74%) of the students can read words containing unit 2 and 3 digraphs.
PP, Class I & Class II Teachers	14	71% responded that some (50-74%) of students can make the sound of the alphabet letters.	67% responded that some (50-74%) of the students can give the sound of unit 2 & 3 digraphs.	79% responded that some (50-74%) of the students can read words containing unit 2 and 3 digraphs.	79% responded that some (50-74%) of the students can read words containing unit 2 and 3 digraphs.

6.3 Class II Reported Mid-Year Outcomes

	Number included in the survey	How many students can read words containing digraphs from units 1 - 4?	How many students can spell words containing digraphs from units 1-4?	How many students can write sentences using words containing digraphs from units 1-4?
PP & Class I & Class II Teachers	14	57% responded that some (50-74%) of the students can read words containing digraphs from units 1-4.	64% responded that some (50-74%) of the students can spell words containing digraphs from units 1-4.	57% responded that some (50-74%) of the students can write sentences containing digraphs from units 1-4.
Class II Teachers	62	82% responded that some (50-74%) of the students can read words containing digraphs from units 1-4.	79% responded that some (50-74%) of the students can spell words containing digraphs from units 1-4.	58% responded that some (50-74%) of the students can write sentences containing digraphs from units 1-4.

7. Teacher Feedback

In the next section responses to 7 of the survey Items pertaining to teachers' experiences of SSP are summarised: Teachers' perception of their change Q4; Teachers' views of their experience of SSP Q5; Aspects of teaching teachers would like to improve Q6; Advice teachers would give to a teacher who is starting to teach SSP Q7; Support teachers need to improve their teaching Q8; Most useful support provided in schools Q9; as well as Other comments Q38.

7.1 Teachers' Change Since Using SSP

Q4 (352) How has your teaching changed since the introduction of SSP? Please select any of these that apply to you.

All responses

Respondents selected more than one response in this item

Teachers change since using SSP	Number of teachers	Percentage* of all responses to this Item
Now I use the sounds of letters, rather than their names	267	76 %
Now I have daily routines to reinforce learning	146	42 %
Now I sound out words with students	202	58 %
Now I follow up students who are falling behind	164	47 %
Now I assess each student's learning regularly	187	53 %

*Percentages are rounded to the whole number

More than three-quarters of the respondents report that they use the sounds of letters rather than their names. However, only around half of respondents report daily routines to reinforce learning, sounding out words with students, following up students who are falling behind, and assessing each student's learning regularly.

Responses by region

Respondents selected more than one response in this item

Teachers change since using SSP	Central N=14	Eastern N=121	Western N=155	Southern N=63
Now I use the sounds of letters, rather than their names	93 %* (13)	77 % (93)	68 % (106)	86 % (54)
Now I have daily routines to reinforce learning	36 % (5)	45 % (54)	40 % (62)	40 % (25)
Now I sound out words with students	64 % (9)	60 % (73)	52 % (80)	63 % (40)
Now I follow up students who are falling behind	64 % (9)	46 % (56)	47 % (73)	41 % (26)
Now I assess each student's learning regularly	57 % (8)	49 % (59)	54 % (83)	59 % (37)

*Percentages are rounded to the whole number

In each of the 4 regions, the most frequently selected statement about which respondents agreed was that they now use letter sounds rather than letter names, including almost all of the Central region respondents. However, across all 4 regions the least frequently selected statement was 'Now I have daily routines to reinforce learning', including only a third of the Central respondents.

7.2 Teachers' Experiences of SSP

Q5 (352) To what extent do you agree with each statement? Select the appropriate answer for each of these statements

All responses

(Disagree strongly is scored 1…, Agree strongly is scored 4)

Teachers' perceptions of their attitude to teaching SSP	Disagree strongly	Disagree	Agree	Agree strongly	Weighted Average#
SSP is important to my students' literacy growth	0	2	110	240	3.7
I need more guidance to teach SSP	1	12	166	172	3.4
I enjoy teaching SSP	1	3	166	180	3.5
I am more confident teaching SSP this year	2	27	257	66	3.1
My students enjoy their SSP lessons	0	6	242	104	3.3
My principal supports my SSP teaching	1	17	226	107	3.2
I work in a collaborative SSP team	4	64	236	46	3.0
Our HoD English is helpful	2	49	234	64	3.0

 # Weighted averages are rounded to I decimal place

The majority of respondents have positive attitudes towards their experiences. In particular 99.4% believe SSP is important to their students' literacy development and 98.9% agree that they enjoy teaching SSP. However, only 85.4% of the respondents see their HoD as helpful, and even fewer (80.6%) feel they do not work in a collaborative team. Significantly, too, respondents agree that they need more guidance to teach SSP (of the total 352 who responded, 166 agree and 172 strongly agree with this statement). The need for more guidance is explored further in Q6, Q7 and Q8.

Responses by region

Teachers' perceptions of their attitude to teaching SSP	Central N=14	Eastern N=121	Western N=155	Southern N=63
SSP is important to my students' literacy growth	3.6#	3.7	3.6	3.8
I need more guidance to teach SSP	3.4	3.5	3.4	3.4
I enjoy teaching SSP	3.5	3.5	3.4	3.6
I am more confident teaching SSP this year	3.2	3.1	3.1	3.1
My students enjoy their SSP lessons	3.1	3.3	3.2	3.4
My principal supports my SSP teaching	3.3	3.3	3.3	3.2
I work in a collaborative SSP team	2.9	2.9	3.0	2.8
Our HoD English is helpful	3.0	3.1	3.1	2.9

 # Weighted averages are rounded to I decimal place

The patterns shown above in the data from all respondents is shown in more extremes in the data from regions. Teachers in the Southern region agree the most strongly in the importance of SSP to their students' literacy growth but the least strongly that they work in a collaborative SSP team and that their HoD English is helpful. Those in the Eastern region show a similar wider spread than the all-respondents' data.

7.3 Teachers' Improvement Aims

Q6 (322) If there was one aspect of your teaching you would like to improve, what is that?

The statement that exemplifies the tone and content of responses to Q6 is *I would like to improve my phonetics skills to teach my students effectively and confidently*. The most frequently mentioned idea of the 322 responses was sounds (phonetics, phonemes, phonetic awareness, pronunciation, SSP). Responses drew attention to the wish to improve the sounds as well as the teaching strategies needed to be both effective and confident. A small proportion (6%) sought more training, workshops, guidance or fresher courses. A similar proportion sought more materials, videos tutorials, workbooks. However, the most insistent call was for the opportunity to learn and to practise so that they become more confident. Fewer students, more time, better classroom management skills: these were some of the aspects of their teaching they would like to improve. More importantly, though, the majority of respondents (83%) would like to improve how they make the sounds of letters and, for a small proportion, of digraphs and trigraphs (3%). There is a general understanding that the **teachers struggle to make progress with blending and segmenting when they themselves are not confident to make the letter sounds,** for example *I would like to get competent and comfortable with sounds*. Two respondents stressed their desire for greater patience in their teaching. Another noted that he/she had taught PP last year but not this year – a point that will be raised later in this report. Building confidence to teach phonics to the range of student abilities was surprisingly rarely mentioned in responses to this question, although one respondent wrote he/she would like to improve how *to teach students with disabilities*, an important matter that will also be discussed later in this report.

7.4 Teachers' Advice to Beginning SSP Teachers

Q7 (331) What advice would you give a teacher who is starting to teach SSP?

Having read respondents' views about how they would like to improve their own teaching, it should come as no surprise to read the advice they have for teaching beginning to teach SSP.

- *I would like to advice the teacher to learn before they teach because "we cannot give what we do not have."*
- *You have to be confident with the sounds first*
- *Teaching sound can help write correct spelling and pronunciation*
- *Focus on letter sound while introducing any words.*
- *If one is good at sounds one can read easily.*
- *Student love to learn through sounds and they can even read big words through sounding.*
- *It is more fun and students learn better.*

How many ways can this message be expressed? If no other message comes from the survey and this report, it must surely be this: learn sounds thoroughly, practise until confident, then begin to teach them. With only one exception, a respondent who stated that it is better to teach letter names first, all respondents (330) stressed the importance of learning sounds before teaching them.

One recommended *Start slow, go deep and inspire our kids;* another advised *Watch the videos on the SSP pack several times to be sure you are ready to teach.*

There is no more powerful message than: *Make yourself fall in love with the sounds so that you teach other without having any confusion.*

Photograph: Phonemic Awareness Teaching; segmentation of a CVC word.

7.5 Teachers' Support Needs

Q8 (328) What support do you need to improve your teaching?

More training on sounds and blending and segmenting, more materials, and up-to-date infrastructure including ICT – in a nutshell, this is what respondents need to support them to improve their teaching. One respondent made the important link between face-to-face training and follow-up to consolidate and embed new learning: *Training would lessen the drainage of the idea when just listen through virtual. If the teachers are trained with face to face, it would play vital role, please. The training provided MUST be followed with follow up which otherwise disappear in the air.*

While the majority sought more training, and refresher courses, some had no initial training at all. There also appear to be gaps in the distribution of SSP packs, for example, one respondent has received neither training nor materials:

To be frank, I didn't get any workshops on SSP, so I would like to request you to give me training or send a whole SSP package to individual teachers to improve my teaching. This is echoed by a number who ask for enough resources (packages, flashcards, workbooks) for all the teachers. Respondents' humility and desire to improve is evident throughout the teacher comments. For instance, one respondent wrote: *Still I am not perfect, so if authority will provide us few days workshop or PD will help a lot*.

Fewer students in their class, as well as more teachers in their school, are also sought by some respondents to Q8. However, it is clear that most respondents believe their teaching will improve when physical conditions improve, such as class size, colour printers, projectors and enough worksheets as well as more professional development on sounds. Interestingly, two respondents sought less tangible but equally impactful support – encouragement. This topic is elaborated in the next section, and also in the Recommendations. Notwithstanding the pleas for support from most of the 328 respondents to this question, one respondent offered a timely reminder: *Well I guess everything is there in the package ..... we just need to practise it.*

7.6 Sources of Teachers' Support

Q9 (339) Who in your school gives you the most useful support? Please select one of these.

All responses

Who in your school gives you the most useful support?	Number of teachers	Percentage* of all responses to this Item
Last year's teacher of my current students	23	7 %
My HoD English	55	16 %
The principal	45	13 %
The Literacy committee	10	3 %
A teacher of the same year level	129	38 %
No one	32	9 %
Other	45	13 %

Percentages are rounded to the whole number

By far the most frequently identified source of support for the teachers who responded to the survey is a teacher of the same year level. Of greatest concern, though, is that a significant proportion of the respondents, nearly a tenth, could identify no one in their school as a useful source of support. Equally concerning is the perceived lack of support from the school structures – principal, HoD English and Literacy committee – all of which are designed not only to implement and monitor the curriculum but also to provide appropriate support to enable teachers to maximise their students' learning.

Responses by region

Who in your school gives you the most useful support?	Central N=14	Eastern N=121	Western N=155	Southern N=63
Last year's teacher of my current students	14.3 %* (2)	7.4% (9)	5.8% (9)	4.8 % (3)
My HoD English	14.3 % (2)	18.2 % (22)	16.1 % (25)	9.5 % (6)
The principal	7.1 % (1)	19.0 % (23)	11.6 % (18)	4.8 % (3)
The Literacy committee	7.1 % (1)	4.1 % (5)	1.9 % (3)	1.6 % (1)
A teacher of the same year level	28.6 % (4)	28.1 % (37)	38.7 % (60)	42.9 % (27)
No one	21.4 % (3)	71.4 % (10)	5.8 % (9)	15.9 % (10)
Other	7.1 % (1)	9.1 % (11)	14.2 % (22)	17.5% (11)

Percentages are rounded to the whole number

Nearly three-quarters of respondents in the Eastern region and nearly one quarter of those in the Central region indicated that no one in their school was a source of useful support. However, interestingly, more of the respondents in the Eastern region found their most valuable source of support was the principal and the HoD English.

7.7 Teachers' Final Comments

Q38 (310) Please add any comments about your teaching of SSP and your students' literacy learning

An interesting feature of the survey data is the unusually fulsome comments in the final item, Q38. Not only did more teachers respond to this item (310 compared with 322, 326, 322 responses for Q6, Q7 and Q8), but they also wrote more, nearly twice as much as Q6 and Q8 and 2.5 times as much as Q7). Here is strong evidence of respondents' commitment to their teaching and to improving their teaching of SSP, and students' literacy learning.

As we found in the analysis of comments to Q6, Q7 and Q8, by far the majority of responses related to the need to learn sounds of letters, the support required and the impact of being a confident and fluent teacher of sounds. In this case, all responses made these connections. The link was reinforced by statements about the need for teachers to learn. Such a response indicates an appreciation of the active personal commitment required by teachers, in contrast to the passivity of dependence on others to supply goods and materials. Although there is no doubt that initial training, refresher courses and follow up activities are essential, as are sufficient materials and up-to-date infrastructure, none of these will make a difference without the commitment of teachers to learn the sounds and how to teach them. Some comments from respondents indicate their commitment as well as the challenges they face.

- *Teaching SSP has been a game changer for both me and students.*
- *SSP has been very interactive session always and I can proudly say that my students can blend and segment and sound the letters of the alphabets.*

The gaps in provision of materials is a continuing challenge:

- *We are yet to receive SSP pack for class II and not enough SSP for other levels too.*
- *Some teachers were not aware on SSP package due to unavailability of SSP package in school in hard copy.*

Nevertheless, here is a final comment that sums up the experience of successfully implementing SSP by a novice teacher of the youngest leaners:

- *I am teaching PP for the first time this year. I found that teaching phonic concepts is not easy. However, I enjoy teaching sounds to students and I too found my students enjoy learning sounds, blending, and segmenting. I get satisfaction when I see my students reading by blending. Therefore, SSP has a huge advantage in helping children to read.*

Photograph: Phonemic Awareness Teaching in action: PP students segmenting a CVC word.

8. Recommendations

On the basis of the reported student achievement and the feedback from respondents about learning phonics, resources they need, training they seek, their confidence to teach reading using phonics, classroom arrangements, and their students' learning, we make 6 recommendations.

8.1 Phonics

There is no doubt that respondents believe SSP is important to their students' literacy growth and they use sounds of letters rather than letter names in their teaching practice. Clearly, too, they enjoy teaching using this approach. They are feeling increasingly confident, believe their students enjoy their SSP lessons and that their principal supports their SSP teaching. There is also clear evidence of students' progress in their learning, across. Notwithstanding the extremely positive experiences reported by the respondents to this survey (one-third of all the teachers of English to PP, Class I and Class II), the request for more support is equally strong.

Although it was not surprising that many teachers want more help with assessment, probably due to the logistics of large class size and classroom management issues, it was surprising that blending and segmenting was challenging. The reason for this became clear when the majority respondents (60% of all comments relate directly to this topic) indicated that they need much more support to know the sounds of letters and letter combinations (digraphs and trigraphs), to pronounce them correctly and with confidence. From the mastery of sounds by the teachers will naturally flow the ability to assess students' mastery, and thence to provide further teaching, correction, re-teaching and confidence building for those who begin to fall behind. Unless teachers themselves know how to make the sounds of letters correctly, their students' literacy will be limited. As one respondent put it *If one is good at sounds one can read easily* and a number of respondents noted that change takes time and needs a great deal of practice to reach confidence.

Recommendation 8.1

We urgently recommend that attention is given to the provision of learning opportunities across the country so that teachers are taught how to pronounce letter sounds correctly and to build their confidence to use this skill to blend and segment. Equally strongly, we recommend that all beginning teachers and those undertaking teaching preparation programs focus on correct letter pronunciation leading to blending and segmenting. To strengthen their skills, teachers benefit from observing SSP in action in the classroom, particularly the way their fellow Bhutanese teachers pronounce the English alphabet sounds. We recommend that teachers are provided with these opportunities frequently. A recommended strategy is to identify a 'Lighthouse school' in each Dzongkhag. Lighthouse schools open their doors to their peers to observe their teachers in action. These are the schools where teachers of English to PP, Class I and Class II are confident in their mastery of SSP and their students are enjoying their own mastery. This kind of professional dialogue is pure gold - relevant, timely, specific, and contextualised in familiar settings.

8.2 Resources

Access to SSP materials was identified by many respondents as an impediment to their own learning of phonics and therefore to their teaching. We were not surprised, given the challenging context in which the SSP program was implemented, with school closures, imposed isolation, reduced travel in an existing background of difficult terrain, low levels of internet connectivity, and the complexity of many different languages spoken in homes across the country. During the 2020 training program, schools were supplied with a copies of printed teaching materials such as flash cards and assessment sheets. Electronic versions of the materials were also made available. Teachers were to learn the sounds of letters and teaching strategies from videos. However, in the absence of infrastructure such as colour printers and projectors, many teachers had limited access to the resources they needed to start to build their confidence to teach phonics. When schools were closed due to the pandemic, local television and radio broadcasts provided lessons for children in their homes. Furthermore, the MoE developed and supplied Self Instructional Materials (SIM) to the students residing in remote areas. These SIM contain carefully selected self-learning materials including lessons on sounds for students to continue their education. By the time regular schooling resumed, months of learning had been at least fragmented, or even missed.

That students have progressed as well as they have in these circumstances is testament to the efforts of education authorities and to the commitment of teachers. Nevertheless, at the time of completing the survey, some teachers had not yet seen the SSP packages and in some schools no packages had been seen. Teachers noted that materials are often misplaced or damaged from one year to the next and they appeared to be powerless to find out how to replace or repair the materials.

Recommendation 8.2

We recommend that long term plans be put in place to upgrade, to international contemporary standards, the quality and quantity of materials and resources, both robust reliable internet access and hardware such as screens and projectors, printers, paper, workbooks, worksheets, etc. In the short term, we recommend that the materials are revised so that they are internally consistent and aligned to reflect the content and strategies of SSP. For the start of the 2023 school year, we recommend that hard copies of the revised SSP materials are provided for each teacher of English to PP, Class I and Class II. Such expenditure, though extensive, will yield significant outcomes, in terms of not only student achievement but also teacher moral and confidence.

8.3 Training

It is widely agreed in the teacher change literature that change takes time, and teachers are likely to adopt new practices and embed them in their teaching repertoire when they are experience both support and pressure. Support comes in many forms, one of which was discussed above, namely the ready availability of appropriate resources. Initial training is another critical form of support. Training in sounds and skills to teach are the two most frequently requested forms of support reported by the respondents to this survey. Not only did some teachers miss out on receiving any SSP materials since the start of the implementation of this program, there are also some teachers who did not receive any training. It is not clear why or how they were not included in the training sessions offered to all English teachers of PP, Class I or Class II. Nevertheless, without any initial preparation for teaching sounds, teachers would justifiably have struggled, even with the coaching of their peers, as some respondents acknowledged.

As well as initial training, teachers sought refresher courses and follow-up activities. Again, it is well known that these are both essential for successful teacher change. Given the complexity of reaching all teachers across the country to offer refresher courses and school level follow-up it is suggested that the pool of 'trainer' be enlisted from among the respondents who have accepted the invitation to continue to be involved in the SSP implementation process. Of the 355 respondents, at least 100 English teachers of PP, Class I or Class II expressed highly positive views of their teaching experience. These are likely to be found in schools across the country and might be willing to be engaged in working with their peers locally to provide more training, both initial and continued.

Recommendation 8.3

We strongly recommend that teachers are encouraged to initially complete the full online course provided by PLD. In addition, we urge that PP teachers be reminded throughout the year to return to the online materials to refresh their letter sounds before beginning blending and segmenting, and that as each new stage is approached, PP, Class I and Class II teachers refresh themselves on what they already know and have taught, before going on to upskill in the next learning for their students. Face-to-face workshops are also valuable, not only for practice and feedback from peers but importantly for the social and intellectual interaction that generates commitment and reinforces teachers' learning.

For these reasons we recommend that a professional development program for English teachers of PP, Class I or Class II be offered before the start of the 2023 school year, including both introductory workshops for beginning teachers and those teaching these levels for the first time. We also highly recommend refresher courses for all other teachers. In addition, we believe local school-level and/or Dzongkhag-level follow-up activities be organised for school holidays throughout the year. These would be developed centrally and provided to enthusiastic experienced SSP teachers to offer to their peers at suitable times and venues.

8.4 Teacher Confidence

Respondents call for more curriculum knowledge, more skills to use a range of teaching strategies, more in-depth knowledge of phonics, all of which will build their confidence and competency. It has been found that students learn best when their teacher is confident and proficient and that this can be achieved when each teacher is allocated to a class level for sufficient length of continuous time to develop confidence. For example, sustained experience over three years is considered a minimum time to build not only mastery but also expertise in the content and skills of teaching that year level. It is also good practice to give teachers opportunities to teach across a wide age range of students, so that they appreciate what precedes and what follows in the curriculum.

Respondents want to be fluent and have fun in their class and to build up students' fluency in reading and speaking, spelling and writing, and to bring joy to the learning experience. Research about teacher leadership confirms the significant of leaders' relationships with their staff, especially during teacher change programs. Effective leaders know when and how to provide support. They understand that changing practice involves experimentation and that failure is not uncommon along the journey to competence. They know when and how to celebrate successes. Most of all they follow each of their team through the ups and downs of the journey, listening, encouraging, giving feedback, providing resources and publicly acknowledging the challenges and successes of every teacher.

We note that around 10% of respondents felt that no one in their school provided them with support and not all the respondents see their HoD as helpful, and even fewer feel they do not work in a collaborative team. Teacher change is enabled when teachers are given pressure as well as support. An appropriate pressure for SSP is the continuous formative assessment that is an important aspect of the approach.

Recommendation 8.4

We recommend that a suite of leadership programs be developed and implemented that will increase the effectiveness of teaching SSP. Not only do principals benefit when they have the skills to be confident school leaders but importantly their students benefit. Students benefit when their teachers are both confident and competent. Leadership development for principals is therefore the first step, and this is followed with tailored leadership courses for English HoDs and for teacher leaders. A critical component of both leadership courses is to develop a perspective of not only know about the importance of the early years learning, especially of reading, but also to be able to take actions that show they value early learning and its teachers. To do so implies that they are champions of phonics teaching. When leaders deeply appreciate the value of the first years of schooling, they appoint their most skilled teachers to these years, not their tired teachers or their disaffected teachers. They draw attention to the achievements of the students and celebrate their teachers.

8.5 Classrooms

A smaller but significant number of respondents identified issues relating to the classroom as a source of concern that impacted negatively on their experience of introducing SSP to their students. Most often mentioned was the large class size. Working with more than 30 students is considered sub-optimal for both the students and the teacher. Classroom management is compromised when not only is the group large, but also when the teacher is developing confidence to introduce new concepts using new teaching strategies. A rare comment from a respondent such as *Discipline the children first* indicates the challenge of introducing a new concept when neither the teacher not the students are feeling relaxed.

Respondents also drew attention to lack of time especially time to assess students' progress, an essential component of the SSP approach.

We understand that reducing class size does not, in itself, make a difference. However, smaller classes enable teachers to be innovative in their teaching strategies, to understand more fully their students' individual learning needs, to give necessary attention to meet these needs and continue to monitor progress. The process of providing resources – both classrooms and teachers – to accommodate the student population in smaller groups will of course take years. However, this implementation of SSP might well give the impetus and justification to begin.

Recommendation 8.5

We recommend that long-term plans be developed to gradually reduce class sizes, particularly in the early years of schooling. It is recommended that classes of 24 students with a teacher and an assistant is likely to provide the best learning environment.
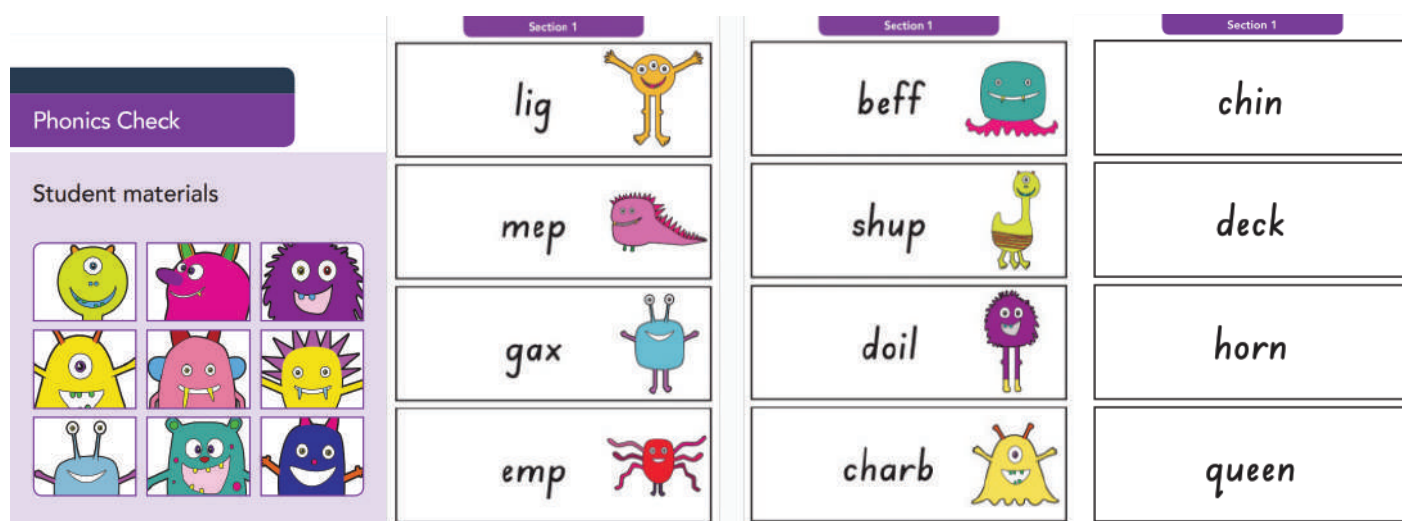
8.6 Students' Learning

Children have rights: the right to be cared for, to be known about, to learn. Countries accept that the legitimacy of these by delegating to those with power the responsibility to take appropriate actions to ensure these rights are observed. Parents, school principals, teachers accept these responsibilities. In doing so they take their obligations seriously. For example, they recognise that children vary in numerous ways: even when they start schooling children vary considerably, in what they know and what they can do. At the age of 4 years, children's abilities are spread as much as one year, a quarter of their age. Understanding the extent of the variation in their students' knowledge and skill is a fundamental responsibility of each teacher. More important is the responsibility to accept that such variation is normal, just as variation amongst adult's achievements is normal.

Respondents to this survey indicated that they have difficulty teaching sounds to those of their students who have disabilities or who are slow to learn. Our analysis of the data sought to locate schools where the lowest achievement was reported. It was not surprising to find that teachers reported a small proportion of students who have mastered only a few alphabet sounds in many schools across all districts. This is normal, knowing as we do that ability is spread across all populations. However, this is not to say that teachers can let part of the class fail to progress. It simply means that some students need more, and different support, compared with the rest of the class. Understanding the spread of achievement in every class is one step towards improving students' learning. Another step is the regular and accurate monitoring of students' progress.

Internationally, formalised reporting of students' phonics progress is made possible using a short phonics check developed in the UK. The UK Phonics Check is readily and freely available to Bhutan. Each year the UK Government releases new versions of the assessment for use in the UK and abroad thereby addressing the concern that teachers will simply 'teach to the test'. Click here for the 2022 version. The screen is designed to be administered in Term 3 of Year 1. The required test score is adjusted according to the local curriculum. To pass the screen in Australia, students are required to read a minimum of 28 words correctly. In the UK, the required threshold score is 32. By setting a threshold score, the question of 'how much is good enough?' is addressed. The UK Phonics Check is a 7-minute test that involves presenting 40 words for students to read. The data generated provide direct evidence of student achievement, not teacher-reported achievement. These words are a mix of real and nonsense (or pseudo words) which assess a student's ability to sound out and blend phonemes to read words. Here is a video of the assessment being demonstrated. The video addresses the concern of how much variation in pronunciation is permitted. The inclusion of pseudo words ensures that students will need to use their knowledge of letter/sound correspondences to blend through the sounds in the word to read correctly as these words will never have been seen before. Sample pages of the test are found below.

At an education department level, the test scores provide feedback on the performance of schools and regions. At a school and classroom level, the test scores identify students who are falling behind and require intensive phonic instruction.

Recommendation 8.6

We recommend that teachers in all regions are provided with professional development to understand the amount and source of variation among their students' abilities and to use strategies that support their learning needs. In particular, we recommend that teachers are supported in their use of the continuous formative assessment materials provided in the SSP packs, to focus on the strengths and gaps in achievements of each of their students. We strongly recommend the introduction of formalised monitoring of students' phonics mastery through a psychometrically robust instrument such as the UK Phonics Check.

To summarise, we acknowledge the up-front cost of the initiatives presented in our 6 recommendations. However, we are certain of one thing and that is the value of the short-term investment for the long-term benefit of students. "Catch them before they fall. One of the most compelling findings from recent research is that children who get off to a poor start in reading rarely catch up" (Torgeson, 1998). Butler (1999) expressed this point even more powerfully: "A little help early on may significantly improve the child's life throughout the school years and beyond. Heroic efforts later on, data suggest, may be difficult. Which is it to be?"

9. Conclusion

The introduction of SSP to Bhutan's English curriculum for the early years of schooling is important for many reasons. While it represents a major financial investment in the education sector, it is justified: research over nearly half a century demonstrates that early intervention pays. When students fail to achieve in their first years of schooling it is difficult, if not impossible, for them to catch up. The costs incurred in early intervention are insignificant when compared with the later costs to society of meeting the needs of its under-educated, unemployed, and unemployable members.

Investing in early learning is justified because it is the moral thing to do. All children have the right to be educated and to have fulfilling lives. As we state in the beginning of this report, the measure of a society is the nature and extent of the care it provides its weakest. Investing in SSP is a wise decision for a country that is committed to enhancing the opportunities to read confidently, fluently and with understanding.

Our survey shows that teachers know they need support and that they are dedicated to becoming confident teachers of SSP. The journey has only begun. Teachers have work to do before they can teach their students to be confident and fluent readers. As one teacher said: *We cannot teach what we do not know.* Many teachers seek, with humility and gratitude, support for their efforts. One reminds us that *It's worth it* and another urges *Keep it up and keep going.*

Photograph: students segmenting CVC words.

10. Appendices

10.1 References

[South Australia's trial of England's Year 1 Phonics Check shows why we need it](#)

[Why do we need a phonics test for 6 year olds?](#)

[2021 Results from the UK Phonics Check in NSW:](#)

[Trial Evaluation of the UK Phonics Check in South Australian Schools](#)

[Source: Torgeson](#)

[Source: Butler](#)

Hear Hear for Bhutan - End of Year SSP Survey (2022)

PART A: Your SSP Experience

This survey is for all teachers of English to students in Pre Primary, Class I and Class II 2022.

1. **In which Dzongkhang is your current school located?** *Please select on of these:*

   ☐ Bhumthang - Jakar or Bhumthang

   ☐ Chhukha - Tsimasham

   ☐ Dagan - Phuentsholing

   ☐ Gasa - Daga or Dagana

   ☐ Gasa - Lhamoyzhingkha

   ☐ Haa - Ha or Haa

   ☐ Haa - Jyenkana

   ☐ Lhuentse - Lhuentse

   ☐ Lhuentse - Autsho

   ☐ Mongar - Mongar

   ☐ Mongar - Yadi

   ☐ Paro - Paro

   ☐ Pema Gatshel - Pemagatshel

   ☐ Punakha - Punakha

   ☐ Punakha - Lobeysa

   ☐ Samdrup Jongkhar - Samdrup Jongkhar

   ☐ Samtse - Samtse

   ☐ Sarpang - Gelephu

   ☐ Sarpang - Sarpang

   ☐ Thimphu - Thimphu

   ☐ Thimphu - Khasadrapchu

   ☐ Trashingang - Trashigang

   ☐ Trashigang - Rangjung

   ☐ Trashi Yangtse - Trashiyangtse

   ☐ Trashi Yangtse - Duksum

   ☐ Trongsa - Trongsa

   ☐ Trongsa - Kuengarabten

   ☐ Tsirang - Damphu

   ☐ Tsirang - Mendrelgang

   ☐ Wangdue Phodrang - Wangdue Phodrang

   ☐ Wandue Phodrang - Nobding

   ☐ Zhemgang - Zhemgang

   ☐ Zhemgang - Panbang

2. **Which year level did you teach this year?** *Please select one of these:*

- ☐ Pre Primary
- ☐ Class I
- ☐ Class II
- ☐ PP and Class I
- ☐ PP and Class I and Class II

3. **How many years ago did you start your teaching carrer?** *Please select one of these:*

- ☐ Less than 1 year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ More than 21 years

PART B: Your Teaching Practice

4. **How has your teaching changed since the introduction of SSP?** *Please select any of these that applies to you:*

- ☐ Now I use the sounds of letters, rather than their names
- ☐ Now I have daily routines to reinforce learning
- ☐ Now I sound out words with students
- ☐ Now I follow up students who are falling behind
- ☐ Now I assess each student's learning regularly

5. **To what extent do you agree with each statement?** *Please select the appropriate answer for each of the statements*

I agree that	1 disagree strongly	2 disagree	3 agree	4 agree strongly
SSP is important to my students' literacy growth				
I need more guidance to teach SSP				
I enjoy teaching SSP				
I am more confident teaching SSP this year				
My students enjoy their SSP lessons				
My principal supports my SSP teaching				
I work in a collaborative SSP team				
Our SSP coordinator is helpful				

6. **If there was one aspect of your teaching you would like to improve, what is that?** *Please write your response in English in the space below*

7. What advice would you give a teacher who was beginning to introduce SSP?
Please write your response in English in the space below

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8. What support do you need to improve your teaching?
Please write your response in English in the space below

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9. Who in your school gives you the <u>most useful support</u>? *Please select one of these:*

- ☐ Last year's teacher of my current students
- ☐ My HoD English
- ☐ The Principal
- ☐ The Literacy Committee
- ☐ A teacher of the same year level
- ☐ No one
- ☐ Other

PART C: Your Students' Progress

In the next section, questions are directed towards those who taught different year levels in 2022.

10. Select an option that applies to you:

- ☐ PP in 2022
- ☐ Class I in 2022
- ☐ Class II in 2022
- ☐ PP and Class I in 2022
- ☐ PP and CLass I and Class II in 2022

Questions for Pre Primary Teachers

Due to COVID, you may no have taught all Units set for your students for their year level. **Please respond to the next questions in terms of <u>what your students can do now</u>.**

11. How many of your PP students can make the correct <u>sound</u> of the alphabet letters? (PP Units 1, 2, 3 & 4)? *Please select one of these:*

☐ All (100%)

☐ Many (75% to 99%)

☐ Some (50% to 74%)

☐ Few (25% to 49%)

☐ Very few (0% to 24%)

12. How many of your PP students can <u>blend </u>three sounds together (e.g. 'sss'...'u'...'nnn') to make a CVC word? *Please select one of these:*

☐ All (100%)

☐ Many (75% to 99%)

☐ Some (50% to 74%)

☐ Few (25% to 49%)

☐ Very few (0% to 24%)

13. How many of your PP students can <u>segment</u> (break) a CVC word into its three sounds? *Please select one of these:*

☐ All (100%)

☐ Many (75% to 99%)

☐ Some (50% to 74%)

☐ Few (25% to 49%)

☐ Very few (0% to 24%)

Questions for Class I Teachers

Due to COVID, you may no have taught all Units set for your students for their year level. **Please respond to the next questions in terms of <u>what your students can do now</u>.**

14. How many of your Class I students can make the correct <u>sound</u> of the alphabet letters? (Units 1 - 4) *Please select one of these:*

- ☐ All (100%)
- ☐ Many (75% to 99%)
- ☐ Some (50% to 74%)
- ☐ Few (25% to 49%)
- ☐ Very few (0% to 24%)

15. How many of your Class I students can give the correct <u>sound</u> for the phonic concepts sh, ch, th, qu, oo, ee & ck? (Units 2 & 3) *Please select one of these:*

- ☐ All (100%)
- ☐ Many (75% to 99%)
- ☐ Some (50% to 74%)
- ☐ Few (25% to 49%)
- ☐ Very few (0% to 24%)

16. How many of your Class I students can <u>read</u> words containing the phonic concepts sh, ch, th, qu, oo, ee & ck? (Units 2 & 3) *Please select one of these:*

- ☐ All (100%)
- ☐ Many (75% to 99%)
- ☐ Some (50% to 74%)
- ☐ Few (25% to 49%)
- ☐ Very few (0% to 24%)

17. How many of your Class I students can <u>spell</u> words containing the phonic concepts sh, ch, th, qu, oo, ee & ck? (Units 2 & 3) *Please select one of these:*

- ☐ All (100%)
- ☐ Many (75% to 99%)
- ☐ Some (50% to 74%)
- ☐ Few (25% to 49%)
- ☐ Very few (0% to 24%)

Questions Class II Teachers

Due to COVID, you may no have taught all Units set for your students for their year level. **Please respond to the next questions in terms of <u>what your students can do now</u>**.

18. **How many of your Class II students can <u>read</u> words with the phonic concepts er, ai, ar, or, oy, oa, ow, ea & aw? (Units 1 - 4)** *Please select one of these:*

    ☐ All (100%)

    ☐ Many (75% to 99%)

    ☐ Some (50% to 74%)

    ☐ Few (25% to 49%)

    ☐ Very few (0% to 24%)

19. **How many of your Class II students can <u>spell</u> words containing the phonic concepts er, ai, ar, or, oy, oa, ow & aw? (Units 1 - 4)** *Please select one of these:*

    ☐ All (100%)

    ☐ Many (75% to 99%)

    ☐ Some (50% to 74%)

    ☐ Few (25% to 49%)

    ☐ Very few (0% to 24%)

20. **How many of your Class II students can <u>write</u> sentences using words containing the phonic concepts er, ai, er, or, oy, oa, ow, ea & aw? (Units 1 - 4)** *Please select one of these:*

    ☐ All (100%)

    ☐ Many (75% to 99%)

    ☐ Some (50% to 74%)

    ☐ Few (25% to 49%)

    ☐ Very few (0% to 24%)

Questions for Teachers of PP and Class I

Due to COVID, you may no have taught all Units set for your students for their year level. **Please respond to the next questions in terms of <u>what your students can do now</u>.**

21. **How many of your PP students can make the correct <u>sound</u> of the alphabet letters? (Units 1, 2, 3 & 4)** *Please select one of these:*

    ☐ All (100%)

    ☐ Many (75% to 99%)

    ☐ Some (50% to 74%)

    ☐ Few (25% to 49%)

    ☐ Very few (0% to 24%)

22. **How many of your PP students can blend three sounds together (e.g. 'sss'...'u'...'nnn') to make a CVC word?** *Please select one of these:*

    ☐ All (100%)

    ☐ Many (75% to 99%)

    ☐ Some (50% to 74%)

    ☐ Few (25% to 49%)

    ☐ Very few (0% to 24%)

23. **How many of your PP students can <u>segment</u> (break) a CVC word into its three sounds?** *Please select one of these:*

    ☐ All (100%)

    ☐ Many (75% to 99%)

    ☐ Some (50% to 74%)

    ☐ Few (25% to 49%)

    ☐ Very few (0% to 24%)

24. **How many of your Class I students can make the correct <u>sound</u> of the alphabet letters? (Units 1 - 4)** *Please select one of these:*

    ☐ All (100%)

    ☐ Many (75% to 99%)

    ☐ Some (50% to 74%)

    ☐ Few (25% to 49%)

    ☐ Very few (0% to 24%)

25. **How many of your Class I students can give the correct <u>sound</u> for the phonic concepts sh, ch, th, qu, oo, ee & ck? (Units 2 & 3)** *Please select one of these:*

    ☐ All (100%)

    ☐ Many (75% to 99%)

    ☐ Some (50% to 74%)

    ☐ Few (25% to 49%)

    ☐ Very few (0% to 24%)

26. How many of your Class I students can <u>read</u> words containing the phonic concepts sh, ch, th, qu, oo, ee & ck? (Units 2 & 3) *Please select one of these:*

- ☐ All (100%)
- ☐ Many (75% to 99%)
- ☐ Some (50% to 74%)
- ☐ Few (25% to 49%)
- ☐ Very few (0% to 24%)

27. How many of your Class I students can <u>spell</u> words containing the phonic concepts sh, ch, th, qu, oo, ee & ck? (Units 2 & 3) *Please select one of these:*

- ☐ All (100%)
- ☐ Many (75% to 99%)
- ☐ Some (50% to 74%)
- ☐ Few (25% to 49%)
- ☐ Very few (0% to 24%)

Questions for Teachers of PP, Class I and Class II

Due to COVID, you may no have taught all Units set for your students for their year level. **Please respond to the next questions in terms of <u>what your students can do now</u>**.

28. How many of your PP students can make the correct <u>sound</u> of the alphabet letters? (Units 1, 2, 3 & 4) *Please select one of these:*

- ☐ All (100%)
- ☐ Many (75% to 99%)
- ☐ Some (50% to 74%)
- ☐ Few (25% to 49%)
- ☐ Very few (0% to 24%)

29. How many of your PP students can blend three sounds together (e.g. 'sss'...'u'...'nnn') to make a CVC word? *Please select one of these:*

- ☐ All (100%)
- ☐ Many (75% to 99%)
- ☐ Some (50% to 74%)
- ☐ Few (25% to 49%)
- ☐ Very few (0% to 24%)

30. How many of your PP students can <u>segment</u> (break) a CVC word into its three sounds? *Please select one of these:*

- ☐ All (100%)
- ☐ Many (75% to 99%)
- ☐ Some (50% to 74%)
- ☐ Few (25% to 49%)
- ☐ Very few (0% to 24%)

31. How many of your Class I students can make the correct <u>sound</u> of the alphabet letters? (Units 1 - 4) *Please select one of these:*

- ☐ All (100%)
- ☐ Many (75% to 99%)
- ☐ Some (50% to 74%)
- ☐ Few (25% to 49%)
- ☐ Very few (0% to 24%)

32. How many of your Class I students can give the correct <u>sound</u> for the phonic concepts sh, ch, th, qu, oo, ee & ck? (Units 2 & 3) *Please select one of these:*

- ☐ All (100%)
- ☐ Many (75% to 99%)
- ☐ Some (50% to 74%)
- ☐ Few (25% to 49%)
- ☐ Very few (0% to 24%)

33. How many of your Class I students can <u>read</u> words containing the phonic concepts sh, ch, th, qu, oo, ee & ck? (Units 2 & 3) *Please select one of these:*

- ☐ All (100%)
- ☐ Many (75% to 99%)
- ☐ Some (50% to 74%)
- ☐ Few (25% to 49%)
- ☐ Very few (0% to 24%)

34. How many of your Class I students can <u>spell</u> words containing the phonic concepts sh, ch, th, qu, oo, ee & ck? (Units 2 & 3) *Please select one of these:*

- ☐ All (100%)
- ☐ Many (75% to 99%)
- ☐ Some (50% to 74%)
- ☐ Few (25% to 49%)
- ☐ Very few (0% to 24%)

35. How many of your Class II students can <u>read</u> words with the phonic concepts er, ai, ar, or, oy, oa, ow, ea & aw? (Units 1 - 4) *Please select one of these:*

- ☐ All (100%)
- ☐ Many (75% to 99%)
- ☐ Some (50% to 74%)
- ☐ Few (25% to 49%)
- ☐ Very few (0% to 24%)

36. How many of your Class II students can <u>spell</u> words containing the phonic concepts er, ai, ar, or, oy, oa, ow & aw? (Units 1 - 4) *Please select one of these:*

- ☐ All (100%)
- ☐ Many (75% to 99%)
- ☐ Some (50% to 74%)
- ☐ Few (25% to 49%)
- ☐ Very few (0% to 24%)

37. How many of your Class II students can <u>write</u> sentences using words containing the phonic concepts er, ai, er, or, oy, oa, ow, ea & aw? (Units 1 - 4) *Please select one of these:*

- ☐ All (100%)
- ☐ Many (75% to 99%)
- ☐ Some (50% to 74%)
- ☐ Few (25% to 49%)
- ☐ Very few (0% to 24%)

ALL TEACHERS of PP, Class I and Class II

38. Please add any comments about your teaching of SSP and your students' literacy learnin
   Please write your response in English in the space below

Thank you for taking time to share your experiences of teaching SSP.

39. If you are willing to be interviewed to provide more information on the implementation of SSP please provide your full name, email, and mobile number below

Full Name

Email

Mobile Number

End of survey

Coding of respondents' comments

Codes	Q6		Q7		Q8		Q38	
Sounds, phonic, phonetics, SSP	158		274		184		329	
Dipthongs and tripthongs, digraphs and trigraphs	9		0		2		1	
Reading, read	22		48		5		112	
Speaking, communication	6		3		1		3	
Assessment	12	286	2	418	7	238	6	625
Blending, segmenting	27		19		10		27	
Learn (self, students)	52		72		29		147	
Classroom management, behaviour	14		0		0		0	
Number students in class	7	29	0	12	9	25	6	45
Time	8		12		16		39	
Fluency own/ students'	6		3		1		8	
Knowledge, curriculum, pedagogy, fun self students	30		15		11		24	
Confidence, attitude, mindset, confused, patience, passion	12	57	24	90	3	23	23	64
Practice, rehearse	9		48		8		9	
Materials, flash cards, workbook, resources	20		19		90		24	
ICT, printer	4		0		8		1	
More	82	106	34	57	103	217	55	82
Enough	4		4		16		2	
Training, guidance, refresher course, PD	19		4		131		29	
Encouragement	1	38	7	14	2	138	1	31
Strategies	18		3		5		1	

- Blending words
- Give more training to teachers related to SSP because there are some teacher who recently joined and are not experience with the SSP.
- Phonetics across the curriculum as the English teachers effort is minimal to improve literacy.
- Hone my phonetic knowledge
- SSP
- blended sounds
- More of phonic stories than the text/ readers.
- Delivery part of my teaching
- Give individual attention always.
- Blending and decoding
- More reading skills.
- How to make my students enjoy more with phonics.
- More about assessments structure

> *"Since I teach in a very remote school, teaching my students about phonics is literally challenging. I just focus on how the words are pronounced. I would like to work on this till I make my students familiar with the BASICS."*

- I would like to have more training in upper primary (4-6) classes' SSP program because there are still some sounds that are not covered and it would be helpful for teachers to be aware of those sounds while teaching lower classes even though they may not be taught to the students.
- Will teach sounds along with the letters, so that students learn both sounds and letter together.
- The sounds of the letter differ based on british and american and we need more resources to teach the students
- Would like to improve on phonics, so that, will be more competent in teaching the English lessons.
- Phonics knowledge like silent letters, double letters and blending and segmentation
- making students more fluent in speaking.
- Attitude of interest toward teaching
- Methodology to teach SSP
- Teaching strategies and activities to teach the particular topic.

- I would like to have more training on SSP.
- Need more pd on sounds
- Multigrade system in ECR hampers effective teaching
- Assessing students' work (CFA)
- Clear the confusion between high frequency words and the letter sounds
- Teaching sound to enhance spelling
- Since I teach in a very remote school, teaching my students about phonics is literally challenging. I just focus on how the words are pronounced with the basic sounds. I feel like I'm failing terribly in teaching phonics. I would like to work on this till I make my students familiar with the BASICS.

> *"No matter how long I have been into the service, there is always a need and want to improve my teaching. Since the SSP packages came into our schools, we found students reading has improved."*

- Due to the large number of students in a class it's bit difficult to assess each and every child for reading. So I would like to improve myself in the way I handle assessment of a child in reading.

- I am getting used to with sounds and I want to improve it

- It is good enough overall, however I would like to make story (provided by SSP) reading more interesting. Students enjoy reading word list but they find story reading monotonous.

- I've been doing something similar to SSP for many years, before it was launched. I think it's good.

- Sound teaching of some letters doesn't work according to cvc.

- I would like to improve my phonetics teaching skills

- Expertise myself in sounds to teach my children better. With introduction of teaching SSP, we can see a lots of differences in the learners with all the fours strands compared to past children who didn't attend SSP class and it really helps in reading fluently.

- Equal developments of the little minds through repeated teachings

- Making children read and comprehend what they have read

- More focus in ssp in PP than other contents

- letter sounds.

- some words are not pronounced according to the first letter sound. eg giraffe

- I would like to improve on classroom management.

- I would like to learn more strategies to teach sounds.

- Classroom management

- Improve in reading

- Focus more on reading

- Medium of instruction.

- Get the deeper sound knowledge

- I need to practice and learn how to assess students through differentiated assessment methods.

- Not sure

- In depth knowledge on phonetics

- I want to improve in similar sounds. Example like (oi, oy)

- I would like to learn more on ssp.

- the pronunciation part. we were not taught in our school days.

- Strategies

- teaching diphthongs and triphthongs

- My aspection in teaching is that if we have less number of students in the class, our teaching is 100% effective by using SSP.

- One of the aspects of my teaching is if I could get opportunity to guide every individual with full dedication. Hoping for less number of students.

- Very difficult to insist children reading with sound.

- Sounds and pronunciation.

- Become perfect in teaching ssp

- each phoneme

- Make all the children understand the lesson at the same pace

- Although I taught Letter sounds smoothly but most students are facing difficulty in segmentation n blending parts of letter so I think I need to improve my teaching style or some other techniques to make students to understand more about these topics.

- Make resources available in all parts of the country specially in remote areas to make learning more effective

- Learn more on sounding letters

- I would like to improve teaching strategy on teaching SSP

- Letter sounds and their rules.

- Focus more on sound

- Blending and segmenting

- I would like to spend more time in reading and sounding out words.

- Focus on teaching learning with ICT facilities

- In-depth learning of sounds

- Designing more of learner centred activities.

- Need to practice more on sounds.

- I would like to involve ICT in my daily teaching.

- I would like to learn more about the letter sounds and sound it make when combine with different alphabet letters example spin. Sound of sp etc

- More practise on sounds

- Include more ssp pack activities

- Still need more training in teaching ssp for higher level

- SSP is extremely new for me so it's challenging for me to teach, so I wish if there was a training or so for us (the newly recruited teachers) it would be much better.

- Letter sound.

> *"I would like to improve my pronunciation using the SSP as it is important as teacher to have the knowledge of what we are going to impart to the students."*

- Up-grade myself professionally

- I would like to develop essences of foreign language culture besides Bhutanese language culture of learning English.

- communication skills

- I need to implement latest pedagogies to make teaching more meaningful.

- Learning letter sounds

- Make learning a real life experience rather than classroom teaching content only.

- I would like to improve my teaching strategies.

> *"I need a training on SSP. I am teaching this year by referring SSP. I didn't get training and it is bit challenging."*

- Need guidance as some of us didn't get workshop for it.
- I would like to look for more strategies to teach SSP to lower class students
- Focus on one and go in depth rather than so many which doesn't help tr and students
- I Want to learn more teaching skills and strategies to teach sounds in class two and three.
- Teaching resources
- Speaking skill
- Need to learn SSP
- I would love to use more audio and video in my teaching.

- Children's speaking still
- To have more knowledge on sounds and how to teach blending of sounds.
- Phonemes knowledge and skills
- SSP
- Teaching ssp
- More supply of SSP
- More training in phonemic awareness
- I would like to improve on blending and segmenting of words.
- Sound
- Make the children improve reading
- To be well equipped with blending and segmenting the words
- sound of letters
- i would like to improve more on letter sounds, digraph, and assessment.
- Blending and segmenting
- Content knowledge of the subject I teach.
- I would to enhance my ability to teach sounds.
- Phonics content
- Phonics concepts
- Learn more on blending, segmenting and letter sound
- Use of letter sounds in upper primary classes with blending and segmenting.
- Segmenting skills
- Include the materials used for teaching sounds within the text for teachers and separate book for students.
- Need to really improve phonetics.
- Learn to sound out difficult words using sounds
- I would like to improve on emphasizing students to read using the sounds rather than names.
- I would like to improve my confidence over complex phonic concepts like diagraphs and dipthongs.
- blending Sounds

- I would like to improve my teaching strategies.

- Use of video lessons, our school doesn't own a television so it's difficult for me to teach the video. I often play through mobile phone and seems ineffective.

- Strategies to engage children in learning for longer period.

- I wanted to learn more of letter sounds.

- To teach students with disabilities

- More Phonetic Reading Resources from PP-3

- More on phonics

- Reading

- Internet problem to use video lesson

- Availability of resources

- creative ways of teaching.

- Like to study further more independent on phonetics and its exceptions.

- Phonemic awareness

- I would like to improve or update my teaching skills to make students learn better.

- Four strands

- With more letter sounds

- Teaching strategies and methods.

- Learning more about sounding out blends as we go higher.

- I taught pre-primary last year but I don't teach this year

- Sounds for better pronunciation

- Alphabet sound for all.

- I would like to make the usage of letter sounds compulsory by leaving the usage of letter names. Students should be taught sounds rather than the letter names as it helps students to pronounce the words.

- There are many aspects to teaching English but among many aspects, I would like to improve grammar teaching in the classroom.

- Needed more workshops for phonetic teachings

> *"Align Workbooks and Readers to the level of SSP sounds taught for each class level."*

- Needed advance guidance for phonemic awareness.

- Reading habits

- I would like to Get competent and comfortable with sounds.

- My teaching in sound

- Differentiated instructions and activities. Assessment and evaluation

- Would like to learn more about sounds.

- I would love to learn more about sound as I feel difficult when I learn from videos as they are having different sounds. We are trained with letter names and now we have to teach through sounds. It sometimes irritates me

> *"I would like to improve on letter sound. We were not taught through sound in our school days and facing difficulties while teaching students"*

- Provide more one-one coaching time for each individual.
- Helping my students to read fluently
- my skill in ict
- Spelling
- Need to learn sound
- Be more learned on teaching sounds.
- Phonic
- know all the sounds perfectly.
- Learn letter sound

- Patience
- Make familiar with sounds
- The class strength
- Class management
- Teaching the sounds
- I wish to follow e-learning which is quite difficult.
- Learning to learn phonemic Awareness
- I would like to improve on sound and speech and also blending and segmenting
- Be well versed with updated English curriculum.
- I want to learn more about sound.
- I would like to improve on my sound knowledge
- Focusing on one subject and building knowledge and skills.
- Encourage learners to communicate in English
- Blending and segmentation skills
- I would like to improve in learning different pedagogical methods.
- I would like to know more on structured synthetic phonics, that will promote literacy which will make a big difference in the life of children as well as it will help me to grow professionally
- My patience
- Open to suggestions
- I would like to improve in teaching blends.
- The learning environment
- Reading
- Catering to varieties of learners
- Phonics : Unless we are perfect with it we cannot teach the children in the correct manner.
- Delivering the content
- Style of teaching and the environment
- Need to focus more on sounds - blending and segmenting.

- Needs more time
- Content knowledge
- Inculcating good reading habits in our children: Teach all concepts through the readers.
- Alphabet sound, Blending & Segmenting and diagraphs etc
- Phonic and its related games for the children
- Pedagogy
- To be able to make my students speak, read and write fluent English
- I would like to improve in speaking skills
- Can't say right now since its my first year
- Learn sounds of different blends
- Ideas of blending.
- I would make myself perfect with the SSP package and be confident enough to teach my learners.
- More on sounds
- I want to improve in languages usage in the classroom rather using mix languages particularly teaching of English
- Confidence in public speaking
- I would improve teaching strategies
- Constant refreshers course to improve.
- to learns about more ways and strategies to enhance blending, segmenting and long ang and short vowel sounds words
- Teaching SSP in correct way. I didn't attend any trainings on it
- I would like to change the way i manage the classroom because sometimes it becomes really tough for me to manage a class with more kids.
- We were not able to read all the guides in detail. We were bit confused how to incorporate curriculum guide for teachers, instructional guide and SSP in the classroom teaching.

"I didn't attend the course and I wish to attend one. I have been teaching by consulting my colleagues and exploring through the internet."

- Teaching strategies
- Giving more <u>time</u> for students to practice reading.
- I would get myself an opportunity to get the in-depth knowledge of phonics...get myself prepared well and teach my students
- We need more ready made TLM from source because we can stress more on it.
- Improve my delivery or teaching on phonemic awareness and the conventions of English language
- digraph and trigraph sounds
- I would like to improve my knowledge and way of teaching
- I would like to improve my sound knowledge
- Need more guidance in blending and Segmenting
- Management of time and usage of digital resources
- On phonetic

- Making lively by using more video tutorials.
- How to teach using SSP
- If it's possible, I would like to improve on assessing the children on the spot after every lesson. Due to large number of students and time makes it challenging.
- Speaking
- Give more training and provide more materials/resources to teachers and students.
- Make learning more child oriented

- Sounds
- Teaching with sound is more productive
- Pedagogy
- Creativity
- We need more guidance on trigraph and diagraph.
- Need more practice on letter sound and blending
- Infusion of more ICT
- Blending Letter sounds
- Pronunciation and intonation and fluency
- Improve on phonics.
- I am teaching only class 3
- I would like to improve my assessment skills.
- Focus both the sound and the letters not only on sound. Revisit workbooks, readers and develop as per NSC (New School Curriculum). Video lesson / online lesson to be recorded so that schools can use offline in the classroom, where network coverage is low/not available. Lots of focus in spoken language so that students are comfortable to communicate, understand what they read. More instructional time to teach language is required.
- I to improve more in SSP.
- Develop tlms
- Reading sentences through sounding out needs to be improved as reading of bigger passage or stories is not very convenient through sounding.
- I would like to improve my assessment skills because with CFA in place I think I should have clear knowledge on how to assess my students.
- My knowledge on phonic.
- Learn more on SSP
- pronunciation and language
- To have some lessons on letter sounds in classes IV to VI.
- -classroom management for large number of students. -Handling diverse learners. -Mastery of individual child.

- Classroom management for large number of students. Design activities for diverse learners. Mastery of individual child.
- Blending
- Grammar part
- Learn more on phonetic awareness
- Medium of language
- I would like to make myself confident enough to teach sounds... with few days of training on SSP has confused my abilities to teach.
- focus and make sure the students are confident in spelling and reading using sounds/blends.
- Learn more phonics.
- I would like to learn more about letter sound and phonetic transcriptions.
- To learn more on phonics
- Teaching
- Sounds of dipthongs and tripthongs
- Time management
- Discipline the children first
- Classroom management
- Use of modern technologies
- Need more practice in blending and segmenting
- communication skill
- Need more practice on alphabet sounds
- Teaching technique and fun ways of teaching.
- I would improve fluency of spoken English.
- Learning more on sounds
- I would like to work more on my speaking skill.
- I would like to improve in teaching SSP in depth.
- Pedagogy in teaching SSP

"The advice I used to give are like;
1. *Use sound rather than teaching name of letter*
2. *Focus more on blending*
3. *Practice CVC words*
4. *Use tracking sheet*
5. *Use SSP cards as per the level"*

- SSP rules and it's importance
- Teaching all the sounds.
- I would like to improve my phonetics skills to teach my students effectively and confidently.
- Different kinds of teaching strategies.
- Teaching and learning with my kids
- Teacher as guide/facilitator and let children explore engage think through hands on practice.
- Use phonemic sounds in lower primary.
- Learn more strategies to teach sounds
- Need to train English teacher on phonetics n sound system vigorously
- Sounds

> *"Teach sound first*
> *Use the SSP package*
> *Practice the sound*
> *before teaching it to the*
> *students"*

- Master on phonetic. Little knowledge is making me confused with sounds sometimes.
- Learning more on sounding the words
- Learn further in-depth on phonemes and phonology to better my teaching
- In-depth lessons on phonetic sounds
- Phonic
- My teaching strategy that could capture my children's attention.
- Focus on sound rather than letter names
- Teaching aids
- Perfect My knowledge of letter sounds, diagraphs diphthongs
- More help needed in SSP area as we are also not very confident in teaching it
- Teaching ssp would be more effective if there is enough materials for students as well as teachers. And also it should minimize the text reflected in the teachers manual.
- Materials needed for teaching SSP
- I want to make my teaching fun journey of learning
- Competency teaching strategies
- I would like to improve my skills and strategies of teaching phonics to my student.
- I would like to suggest that the workbook for learners should be modified as per ssp
- I would like to have more practice to teach SSP because some sounds are confusing
- Managing large number of students behavior
- Appropriate strategies
- I would like to work on sounds and dictionary usage as I have weak foundation on it.
- Want to be more clear on diagraphs and trigraphs. There isn't any clear instructions on these two topics.
- Strategies and activities for lesson variation
- Phonetics / Phonetic
- All the aspect are good
- Do away with lesson observations (walk in and BPST)
- Create a welcoming environment. Communicate with parents.
- Need more training to teach content knowledge

- learn sounds before teaching

- having strong foundation is important. If there is no foundation then it's very difficult to handle when they reach to higher classes so those, who teach class pp and 1 should have good background or training.

- master the sounds
  practise sounding
  decoding
  teach sounds through the action

- Practice to model correctly

- To teach with letter sounds than letter names we have to learn how sounds is working ourselves first

- Reading through sounding out the letter is much better than with its name. Students are able to read faster with sound.

- To focus more on the blending and segmenting part of the SSP.

- Be well versed with the sounds.

- ever teach both letter name and sound together. Focus only on letter sounds.

- Learn phonetics.

- Sound makes correct pronunciation.

- Use SSP regularly. It helps them in reading. There is a vast difference in spelling with sound and letter names.

- I would ask the teacher to practice and learn the sounds fluently. Another advice I would probably give is learn the sounds taught in other class levels so they have any idea what their students have learnt and where they are heading in future.

- It helps to read a range of easily decodable words sooner.
  Example sounds m/s/a they can quickly read the words at, mat, sat, am etc

- I urge them to teach the letters with sound as this brought huge impact to learners in my past experiences

- Upgrade and practice the usage of phonics, so that all will be competent to teach primary level.

"It's worth it"

- Explore phonics and teach as per your students

- we need to brief and orient parents on the sounds rather than the names so that kids don't mixed up.

- I would be appreciated to use sound pattern given in the ssp guide and discuss fully before we teach

- Let students recognize the alphabets but teach sounds for learning in better ways

- Get oneself familiar with letter sounds and blending.

- To teach letter sound and letter name collaboratively.

- Learn sounds and if you are fully equipped with sounds its easy and fun to teach SSP

> *"The advice I used to give are like;*
> 1. *Use sound rather than teaching name of letter*
> 2. *Focus more on blending*
> 3. *Practice CVC words*
> 4. *Use tracking sheet*
> 5. *Use SSP cards as per the level"*

- It's effective for developing students reading skills.
- To follow IG tools and go according.
- Teach both the letter names and the sound together
- First teach sound only
- Honestly, I have no idea what advice I should give because I, myself is not confident to teach SSP
- To teach letter sounds so that students can read well.
- We have to explore ways to teach the sound. We can't learn everything I in one go as we have not learnt in our school days. It needs lots of practice and preparation before actually teaching
- Encourage new teachers to follow the SSP guides to guide us along, it's effective and helpful. A teacher should not feel demotivated when they do not see the instant outcome.
- We need to use letter name for teaching some of the sound
- Not to teach letter names first, rather to make children thorough with letter sounds.
- Just follow the instructions and live teaching SSP. It is really fun teaching SSP and children enjoys a lot.
- Treat all the students equally without being biased.
- Teach sound first
  Use the SSP package
  Practice the sound before teaching it to the students
- Focus more on sounds until your students are able to read fluently.
- Emphasize Letter sound which helps in blending.
- give more practice
- Select relevant sources to learn the sounds.
- I would like to suggest a teacher to focus on sound to teach students.
- use it as and when required to keep track of learners
- I would advise him / her to focus more on SSP rather than focusing on text as it really helps in reading and pronunciation
- Start with the sound
- Be thorough with sounds resources and try to read resources related to letter sounds.
- Make sure to practice the sounds thoroughly and be perfect with the concept on blending and segmenting.
- Firstly familarize yourself with sound
- Go slow with the letter sounds
- 1.Explore everyday
  2. Practice before you teach
  3. Constantly collaborate with other teachers
- Bring changes in teaching
- Do it regularly and consistently for effectiveness. First learn, then teach

- Need to be competent with phonics.

- keep it up and keep going

- Know the subject content well..phonemic awareness

- Coaching on sounds

- First practice before you go into classroom

- My advice is that if you use SSP in your teaching, it will bring lots of changes on our children's learning.

- To start with both letter and sound together. Introducing just the sounds cannot make children identify letters.

- Teaching sounds need more time and I think we need to have mini mise the English Curriculum in order to get more time for what we teach.

- I would advise a teacher to learn the letter sounds and be perfect with the words pronunciation before teaching the students.

- Make a habit to sound out while reading always with children.

- Focus on letter sound and phoneme

- Practice well before teaching

- My advice would be SSP is very much need in needed in lower level rather than teaching direct alphabet because it's surely helping students to improve their listening, Speaking and specially reading skills.

- Watch video carefully and learn yourself first and then you will be confident enough to teach little ones

- Before we teach children we as a teacher need to have a sound knowledge about sounds

- Do more homework on SSP

- To use letter sound in their daily teaching.

- Focus more on sound, blending and segmentation while teaching

- Show a picture n let children sound out the picture n say what sound it produces

- Don't teach letter names.
  Practice daily reading of words using sounds.

- Ask them to use SSP all the time and follow all the resources available. It's very convince to both the teacher and student

- Be confident and enjoy teaching sounds

"You would enjoy teaching SSP and also learn more. Never miss taking this chance to teach SSP."

- Please focus on sound rather than letter name

- Teaching the letter sounds aid in acquisition of correct pronunciation.

- Practice more.

- I would suggest them to sound out the letters correctly and set base for the students

- I would encourage to introduce letter sound rather than letter name as it confuses the children. I would also like to request other teachers teaching pre primary to use sound.

- Through SSP it really improves our students' reading skills. it is a easiest method to read a word. therefore I would recommend to those teacher to take it positively looking at the larger interest of the students.
- To learn the sounds first
- Start from the simple
- Teaching SSP is much better and easier for the students to learn faster. They tend to catch up fast to the sound so I recommend you to focus more on the SSP teaching and enjoy teaching learning process.
- To be perfect with letter sound.

- Attend the tutorial well and practice, try learning more
- Learn first, practice and then teach.
- Language fluency
- watch tutorial video and practice before teaching...basically more effort is required in planning.
- First we need to learn the sounds.
- Learn the basics
- Discuss with teacher friends, if you don't know use internet. Don't take a wrong concept into the classroom.
- To learn the basic sounds.
- First we need to be thorough with alphabet sounds before implementing it in the classroom.
- Focus on sounds rather than names of the words.
- Learn more before teaching
- I want to request them to teach sound rather than names especially in lower classes.
- Use letter sounds every day in the classroom teaching
- Refer it properly
- Teachers need to be equipped with SSP
- Learn/ practice the sounds before teaching the students.
- To learn the sound ourselves before we teach to our children
- To practice it daily and religiously because if we are not well equipped we can't go on teaching our students.
- Learn phonic first and get acquainted with the strategies to teach phonetics
- PRACTICE FIRST
- Need to have proper coaching
- Implications in every aspect of English words
- Teach them the phonic sounds rather than the letter names.
- To use SSP frequently in lessons. Focus on letter sound rather than letter names.
- Focus on decoding and segmentation of words

- Have to be really confident and competent enough to teach SSP.

- More Practice

- Give PD program

- Letter sound helps the students to read and pronounce the difficult words.

- have to practice sounds

- To learn the letter sounds

- Learn letter sounds with pictures

- You would enjoy teaching SSP and also learn more. Never miss taking this chance to teach SSP.

- Teaching SSP really needs patience and perseverance.

- First get yourself ready and then go to the class.

- Practice of phonics concepts and blended learning

- Teach SSP regularly and encourages students to learn sound

- It is important to teach letter sounds correctly with correct action for each letter.

- Daily practice helps to develop blending skills

- Always keep reminding of sounds and revise every time for few minutes.it needs consistency.

- Focus on letter sounds

- Teaching of sounds helps children a lot in their early reading, so start with sounds first rather than letter names.

- I think it is very important to know and learn letter sound before we really start teaching.

- I would advise them to focus on sounds of the alphabet rather than their names.

- Build confidence and have a good sound knowledge to teach SSP effectively.

- Keep on teaching letter sounds. It benefits students and they can read better with sounds.

- I would recommend them to practice ourself first before taking to the class.

- Make sure that he/ she gives the correct sounds of the letter and use video for further improvement.

- Confirm once on the topic you are going to teach before your delivery.

- Sounds really helps children to pronounce the words easily in most of the words

- To introduce sounds first rather than letter names. Give more important to sounds and blending

"In the beginning it is quite difficult as it consumes a lot of time and students looks confused since both teacher and students slips back to letter name but as you keep on teaching you get used to it and start to enjoy it. It really benefits in reading"

- I would advise that teacher to learn the sound her or himself first(sounds) before teaching

- Be confident and be aware of phonics.

- I would recommend them to teach phonic sounds and reading strategies from the beginning.

- Take time to teach SSP thoroughly. Mastery of this lays the foundation for reading. Follow the SSP tutorial video if in need of further support.

- Really helps students and would like to advice to go on with SSP

- Not to introduce letter names before teaching letter sounds.

> ## "It's really good to have SSP"

- resting to learn the phonetics
- Self exploration is must as this is relatively new approach
- Read the guidelines carefully and follow accordingly
- Find more time for self learning and practice more
- Focus more on sounds
- Apply different methods and skills required for the children.
- Teaching sound is more useful rather than the letter names.
- Need to practice first before delivery
- Need to be confident in sounds
- Need to refer teachers guide, instructional guide and SSP package for all the class levels.
- I would advise teachers who is starting to teach SSP to use only the letter sounds in the pre primary so that they will remember the letter by their sounds rather than their names which will help students to combined the sounds to form words.
- To Those who are teaching the SSP in the beginning, I would like to say he or she must be aware of the phonemic sound, knows the steps to blend and segment the alphabets properly.
- Encourage them to use phonetics n teach.
- Encourage them to use phonemes
- Get orientation on SSP in depth
- Teacher should first master the sounds herself and then teach.
- Stress more in sound teaching
- Should be familiar with the letter sounds.
- It's very interesting to teach sounds and we always have to practice saying the sound before going to the class.
- Need proper guidance on how to teach and use SSP
- To be well equipped with the SSP knowledge before teaching
- We should learn it first to teach the students.
- we will get to learn more about the letter sounds and the learners would enjoy learning the sounds of each letter
- Teaching sound can help write correct spelling and pronunciation
- First teach sounds so that students are able pronounce words of their own
- we need to focus on sound and constant assessment for the learning improvement.
- Get thorough with the letter sound.
- understand the sounds yourself first. get familiarized with the SSP pack before use.
- Learn letter sound
- You have to be confident with the sounds first
- Make familiar with sounds
- If one is good at sounds one can read easily.
- Be acquainted with the ssp package thoroughly, so that the teaching flow would go smoothly.

- They should undergo the training first

- I would advise them to teach the letter names first in PP and then move to the sound.

- First get more knowledge on the sound

- Watch the videos on the SSP pack several times to be sure you are ready to teach.

- Focus on teaching sounds instead of teaching letter names.

- Be very confident when you inculcate these to our young learner as one misinterpreted word or sentence or letter could have a huge impact on the learners

- Need to practice sounding out

- To follow the guides and explore related information for better delivery

- Get competent in sound. As most of the sounds are puzzling and need to pay attention to. - letting other subject teachers know about the sound is a must even the higher teacher.

- To be confident with sounds.

- Focus on letter sound while introducing any words.

- Focus on sound, not letters

- Practice before imparting SSP.
  Anyways use sound knowledge while decoding words

- To use SSP regularly as it not only helps students in remembering the letter sound but also very helpful in construction of word meaning.

"Keep on teaching letter sounds. It benefits students and they can read better with sounds."

- Follow the steps of teaching of sounds and be prepared.

- Learn, unlearn and relearn about ssp package.

- Teaching SSP in fun

- I would like to advice the teacher to teach all the sounds well from PP so that the learners can learn better and read well when they go in higher classes.

- Sounds are essential skills for the pre primary students to begin reading and they should develop a a multiple strategies to teach sound.

- Passion

- First you need to be thorough and make yourself thorough with SSP

- First learn the sound practice daily. Give enough time for the children to practise.

- Take it slowly.

- Try exploring and teach the correct sounds.

- The teacher who is starting to teach SSP should continue with it in order to benefit the students and to make their reading a pleasurable one. As it helps the students to pronounce the words easily when they use letter sounds instead of letter names. We can provide intervention to individual students while carrying out the assessment on sounds and letter formation.

- To make the best use of the resources

- Begin from pre primary

> *"Student love to learn through sounds and they can even read big words through sounding."*

- Do not teach all the sounds at once. Teach few sounds every day and Make them Practice the sounds learnt for few minutes daily.
- Start slow, go deep and inspire our kids.
- I will suggest them to start teaching alphabet sound rather than name of the letters.
- Learn phonic, sounds and prepare for Challenges
- Proper blending of sound
- First learn. the teacher should learn the letter sound thoroughly and then proceed with the teaching.
- I would advise his or her to begin slowly, be patient and spend as much time as possible because learning phonetics take time and it needs constant reminder to little kids. They forget the sounds easily.

- It's helpful to teach sounds
- Teaching sounds should be regular basis so that students can retain it and learn
- Learn the sounds better
- I would suggest to watch the videos, be confident before teaching.
- I would suggest to put into practice on what we teach our learners.
- Teaching phonic is important
- I would suggest him or her to begin the teaching of letters with their sounds not the letter recognition only
- Please use these sounds effectively, it helps students learning
- See individual as different, don't treat all student as same
- Practise and use daily.
- Use only SOUNDS and Do Not confuse self and students using letter if your takes time to adjust with sounds in the beginning .
- It's more literacy based and students would learn effectively if it's taken and taught in correct way
- The SSP pack is of a great help and I would advise you to use it in order to have an effective teaching and learning process.
- Needs a lot of reading and make clear ourselves.
- Be confident and acquire correct knowledge so that he /she can implement correctly.
- Get thoroughly trained in using SSP.
- That they should look at the progression of SSP from PP-III at once, understand how it progresses from each class and teach accordingly.
  For example there are words that are categorized and taught only in class 3 which my class two need them while reading readers. So if we have the whole concept of stages of SSP in each class, we can teach them accordingly.
- Teaching letter sounds are really helpful. I could see change within couple of years. It helps student in spellings and pronunciation if we focus on letter sound rather than letter name.

- Teach the students phonemic awareness first rather than the names. -foundational of sounding out skills are very important
- I would advise them to be well equipped with the SSP before going and teaching students.
- I would suggest them to be prepared and be fully knowledgeable of the sounds
- Help them on how to go about with ssp when they are in need
- Always SSP in your lesson. Focus more on SSP to make learners independent to read and write.
- Learn phonetic
- Explore and learn more to teach the students rather depending on ssp resources.
- One needs to be confident enough with sound before teaching to children
- I am not confident to advise anyone.
- Make yourself familiar with the initial sounds and blends for an effective delivery
- Be positive
- it's not difficult if we take interest and teach. It's all about learning again and we enjoy the progress together.
- The teacher need to know letter sounds
- Use sounds before teaching letters of alphabet.
- Be confident with the letter sounds
- Make students familiar with the letter sounds.
- I will encourage then to teach SSP
- Practice the sounds before we teach as children imitate and learn from us.
- Research before teaching
- I would advise to stress on sound while teaching. Never use letter name. Use sound or blends while reading and segmenting.
- To teach letter sound instead of letter name
- Stressing on sound.
- Teach letter sounds using visuals
- Learn more and practice frequently

"Learning sounds is the fastest pathway into literacy, therefore we must always focus on sounds."

- Teach following the ssp guides or package. Learn to give
  Lesson becomes Interesting if we have sound knowledge on sounds.
- While teaching SSP one should be patient -- we shouldn't rush lessons. As a teacher we will feel a sense of achievement when students learn the sounds and are able to enunciate new words on their own.
- Focus on spoken language (both asking, answering and communication.) Introduce letters name and the sound together but encourage reading using sound, it is faster and easier in reading.
- children need to learn sound first then letter name. Sounds helps for reading. English teachers especially pre-primary teachers should practice SSP well.

> *"Go ahead, it really helps reading apart from pronunciation and boost students' interest in reading."*

- To focus on letter sounds
- To watch the videos provided on how to go about teaching ssp.
- They should start teaching from class PP because as we get to learn more when we teach.
- Need more practice and training.
- Need to know the correct sounds and the rules
- Teaching SSP is interesting
- I would like to advice the teacher to learn before they teach because "we cannot give what we do not have."
- That teaching is all fun
- would advise him/her to teach students letter sounds first and then teach letter names
- Don't give up when students fail to blend, keep trying. Before starting SSP give some exposure to English, we have students who has never heard a word in English, for them it becomes challenging.
- Learn thoroughly before you preach.
- learn and practice the phonic sounds and blends so as to teach correct pronunciation which would ultimately help in reading.
- First teacher should learn before teaching children.
- I would like to advise them to be prepared about the lesson and prepare relevant TML before teaching.
- Children love learning
- Prepare yourself before teaching
- Enhancing the teaching of sounds.
- SSP is a complementary topic and not to be taught separately.

- Study phonics

- Go with flow.

- It's very effective.

- Ensure that students learn all the sounds in English

- You should start learning and practice because its helps student read faster. Students take more interest

- SSP is useful in reading with correct articulation and presentation.

- First learn yourself

- Not to introduce letter names before teaching letter sounds.

- One should thorough with the sounds of alphabet prior teaching ssp.

- Sample video on sounds given during workshop.

- Always better to learn our self first before starting to teach.

- I would suggest to let children recognize the alphabets first.

- Train or orient themself first

- Teaching sounds improves reading so it is important to teach sounds than it's name

- Familiarization in ssp

- I would advise a teacher who is starting to teach SSP to teach SSP in school because its an approach to teaching reading and spelling. It also teach every student to read, write and spell words correctly.

- I would suggest individual teachers follow SSP because it is very useful especially for lower primary while teaching letter sound sounds all. And also get help from senior teachers.

- SSP can encourage the learners to improve their speaking skill, so please continue

- Learning updating ourselves the latest methods of teaching for the learners' progress

- Practice sounds before teaching.

- It is more fun and students learn better

- Never give up let children sound out letters every day with actions as routine activity

- Sounds help four strands in general.

- Need to practice before we teach.

> *"Make yourself fall in love with the sounds so that you teach other without having any confusion."*

- Practice and be equipped with the letter sounds

- Its very interesting to teach reading through sounds and students to learn it enthusiastically.

- Using manipulative makes teaching sounds lively and informative to kids.

- Stress more on phonics

- Learn to teach and teach to learn. I would advise to never use letter name as it hampers children's ability to sound out words especially while blending.

- Teach sounds correctly

- Work hard

- Self learning first important

- It is important to teach the right sound and get help from colleagues if they are not sure of it.

"Never give up"

- I would request those teachers to teach reading using the letter sounds and phonic cues which is very helpful for the beginning readers.

- Learn and Practice

- To practise, rehearse and apply it before classroom implication

- I would advise the teacher to know the purpose of SSP and how to go about it before starting to teach. I also like to advise the teacher to practice the sounds, blending, and segmenting before teaching any phonic concept to the students.

- I will advise them to teach the letter sounds correctly for beginners

- I would advise them to prioritize the sounds rather than the names of letters

- Start with letter sounds first and blending the letters

- Important to get familiar with SSP then opt to teach

- I would advise a teacher who is starting to teach SSP, to start with the letter sounds instead of letter name.

- Just started

- Teacher should be more competent in sounds

- Sound out letters than names

- Focus on sounds rather than letter names
Blending plays a pivotal role, get orientated with the phonemic awareness

- It is always fun to teach our children through letter sound then letter names.

- Adequate resources
- More training during the time of vacation.
- Need more trainings
- All the primary teachers need to know the sounds except for dzongkha teachers
- ICT ized classroom to strengthen learning
- resource for the ssp
- Training on SSP
- Sounds with triplets
- If other subjects teachers could also enforce to use sound to read.
- Training on SSP as we are not that competent in teaching that.
- Parental and administration support.
- Parental and administration support.
- Teaching materials.
- How to make my students to remember spelling of the word with help of sounds.
- More guidance and refresher courses.
- I would appreciate a yearly refreshers course of sorts to refresh our memory, discuss the tricky words, ways to tackle them, and just share teaching techniques.
- Library books related to SSP for lower classes
- Needs more resources like speakers, TV , flip charts and training on phonics.
- Separate course on phonics
- need more of such workshops so that we become perfect in the sounds so that we can teach confidently.
- training on teaching english

"Well i guess everything is there in the package .....we just need to practice it."

- Colour printed SSP packages available for both teacher and students
- More training on skills and strategies to teach children with updated knowledge.
- I would need more training and refresher course on SSP teaching.
- Need more awareness on sounds
- Timely refresher course
- Workshop for lower classes teachers
- More teaching materials
- Materials and available worksheet printing facilities
- Class fully equipped with ICT facilities.

> *"More of face to face workshop focused on SSP"*

- I find assessment a bit hectic.
- The main hindrance in our school is heavy workload. We hardly gets 1 free period in a day. So we don't get enough time for planning and preparation. Adequate number of teacher is needed in all schools. Professional Development programmes will also help to improve teaching as phonics is new to us.
- I feel students should get more opportunities to practice these skills especially in terms of number of periods, Sometimes time is limited.
- Teachers who teach English classes need to be trained in the sounds. While I'm confident, many I talk to are nervous to speak and try phonics, since it wasn't taught during their education.

- provide more enriching video clip on sounds that pre primary levels could easily catch up
- Currently we are shirt if the resources like SSP pack flash cards in the schools where teachers cannot afford to have a copy to teach their children. So teachers really need full support from the stakeholders with the resources to teach SSP and reach at greater heights.
- If there is enough learning materials at par with international standard, it would have been easier for all.
- Different strategies to tackle all the different abilities of students in the class
- Time to time Language proficiency workshop Orientation on how to use SSP
- More SSP classes to be integrated in the curriculum.
- Flashcards readily available for classroom use
- enough teaching materials and resources in the school to prepare teaching learning materials
- Initial and final consonant blends.
- Resources like teaching learning materials
- we need more training reduce the class strength
- Trip thong and dip thong blended words
- More resources for learning sounds.
- Teach sounds to math teachers also. We teach letter sounds and how to teach one, two, three etc in math with sounds.
- I need more online practice such MOOC (Coursera, Udemy or edX).
- For better CFA, need to reduce teaching subjects
- Resources like flash cards and printers to print our colorful cards. In depth resources on phonetics.
- Need to improve to sound the similar sounds correctly.
- Need training on phonics
- more training
- More resources related to SSP
- Still I am not perfect, so if authority will provide us few days workshop or PD will help a lot.
- More training on SSP.

- Need more audio-visual teachings in the classroom to listen native speaker so children changed the pronunciation of words through sounds.
- Resources like:
  Projectors, proper sound system devices, enough related worksheets, printers/ photocopy machine, computer paper etc
- Need more training from fluent teachers teaching sounds.
- Sufficient ssp packs (hard copy) in schools
- More training and Teaching learning materials.
- Reduce class strength Needs parental support
- I think remote school like ours are in need of resources.
- Resources in terms of reading
- Need to learn more on the rules of blending and segmenting
- More training on SSP and Assessment
- Need more english resources.
- Need more training on sound
- Phonetic refresher course since I did not attend English orientation
- I feel I need more practice on teaching phonics so that I can fully support my students without any difficulty.
- Need SSP for class PP to III in hard copy So, it would be convince for teachers
- Workshops and resources
- Availability of SSP pack
- Good internet facility and adequate resources (SSP packs)
- workshop on letter sounds.
- I would rather request for time extension and full support from parents too.
- Need more training in ssp
- More PD on ssp
- I need more training and guidance to letter sound
- If a training is given to the newly recruited teachers than teaching SSP would become much easier.
- Phonics.

"More help needed in SSP area as we are also not very confident in teaching it"

- Phonics.
- Less students, one subject and regular knowledge sharing within language teachers would help
- For teaching pre-primary some of the picture words are vague for the children to understand.
- Inbuilt culture of teaching English and content.
- Training: It would lessen the drainage of the idea when just listen through virtual. If the teachers are trained with face to face, it would play vital role, please. The training provided MUST be followed with follow up which otherwise disappear in the air.

> *"Additional training on how to teach SSP"*

- On latest teaching learning theories like pragmatism, constructivism, connectivism and all.
- In blends and segments
- training on SSP
- More tranings related to our teaching and learning.
- More workshop
- More printed materials related to SSP
- Materials
- If you could provide PD on sounds for class two and three.
- Resources
- Need more teachers here at this school since I have to teach all the subjects from pp to v except Dzongkha

- To teach it's very important to learn SSP
- I would appreciate if we had enough resources.
- More training on sounds
- Smart classroom with all the modern facilities like internet connection, television, projector and color printers.
- Strategies and skills to develop phonetics of oneself and To teach others.
- resources and training
- Rigorous trainings
- Technical
- I need to improve my skills and knowledge in phonic sounds to teach my students words.
- Need to provide professional development program for teachers
- Need lots of focal person.
- More reading
- Give PD program on SSp
- NBIP on teaching letter sound and words
- let me teach peacefully
- let me teach peacefully
- More SBIPs
- I need more support in blending and segmenting
- I feel if the SSP resource is made into hard copy and also clubbed with the manual into unit wise so that we could keep in track.
- More guidance on ssp learning n teaching
- Video lessons
- Letter sound and reading with sound
- Materials in hardcopy.
- Refresher course focusing solely on ways to teach phonetic step by step
- Need enough and durable materials

- Need more training and workshops.
- More PD on sounds as we were given just a week for the whole package
- Encouragement
- Need a guidance and training on phonemics to make a competent English teacher.
- We would be grateful if we get SSP packages in hard copies.
- More professional development trainings and orientation programmes.
- debook and guidelines for teaching sounds
- More resources related to SSP
- Television in a class for effective teaching.
- More video lessons and worksheets for the children .
- Guide book for teachers and teaching materials
- We have very small classroom with more students up to 34
- Need more training on phonics
- We need more human resources at school and do away with multigrade.
- Assessment
- Internet facilities
- Orientation on teaching phonetics.
- Need more trainings and workshops on sounds
- Trainings and workshops
- Learning materials
- I need to focus more skills and methods
- More of teaching how to blend sound as we go higher.
- Need more tutorial videos in our context.
- Sound patterns and well organized set of teaching sound package with clear text to be used after types of sounds taught.
- Need to have all the ssp package printed and provide to school based on different class levels. Need to clarify to teach alphabet sounds only or naming of alphabet too
- since I am teaching pre primary I didn't encounter difficult task to teach SSP.

"Phonetic reading materials"

- As i am beginner teacher to teach SSP i need training . Though i get resources from internet i find difficult to select as there are many different ways to teach particular topic
- I need more resources related to the topic.
- Needed more workshops
- Needed the materials and training.
- Training package on the issue
- I wish to get more training on various strategies to teach sound.
- Sound teaching
- Less number of students. in the class so that you get enough time to guide them

> ## *"Motivation and encouragement"*

- Would be grateful if we can have all the sound package in video.
- Coaching on sounds
- Resources (especially the hard copies)
- Exchange programs
- availability of teaching learning materials in the classroom
- Resources like a flash card and smart TV
- PD on sound
- A class with 24 students for CFA and effective teaching and learning where we can give attention to my learners. Maximum of 2 subjects so that we can focus on teaching that subject,class and students.

- Activity book.
- more training is needed
- More practice on letter sound and blend
- Enough materials
- Resources related to teaching
- A good Network facility
- More training on phonetics
- We need refresher course
- More workshop with the other Teachers
- In order to teach students in this electronic World we need access to big screens as our mobile is too small for a large class.
- TLM and phonetic sets for students
- _ infrastructure in schools
  _more teaching and learning materials
  _ internet facility
  - Televisions in classroom or even in library and so on
  Most importantly if teachers were provided with right tools for teaching
- Need training to teach sound
- PD programme to further enhance our teaching based on current scenario
- -need more training as a few days doesn't make a teacher competent.
  -material like ssp package as located at remote area, no facility.
- Need clear ideas on the phonic sounds. Sounds are very confusing for both teachers and students as some letters and diagraphs have the same sounds.
- Need adequate resources
- Resources
- Orientation on 44 sound knowledge
- Could be helpful if we get materials yearly

- TL materials and strong net connections.

- would like to know more on use of ssp package.

- Time constraints

- Resources like printer and projector in the class.

- feel that we need enough time in teaching and learning SSP

- Training

- More professional Development

- ICT

- More workshop conducted by the confident facilitator. Who has the indepth knowledge of what they present.

- Content familiarisation workshop

- SSP print outs

- Actually i didn't attend this course but i am teaching so, it would really help me if i am given the opportunity to attend such program

- Text related to the sounds.

- Need training and support in terms of availability of resources. Need to have concrete and clear cut manual or so

- Need enough resources

- Need more training in ssp.

- It's time our education must walk the talk, and ensure all facilities put in place for our teachers and children to enable realistic, efficient teaching learning as outlined in the policies. The real 21st century schools are yet to happen

- Different teaching metholodogies in delivering English Lesson

- More material for SSP

- Materials

- Need more reading and writing materials related to ssp pack.

- It would be better if the classroom is equipped with internet facilities.

- Need ssp pack with colour.

"Need support to create awareness and make compulsion to use sound as a whole school approach."

- s of now I don't think I need support because I learn from ssp pack course and videos.
- Refresher courses for CFA and SSP to update the changes
- I need professional supports in teaching learning materials and resources
- Training in phonic
- To improve my teaching I think there is need of lot of SSP resources with the videos with the class grade level
- Follow up in teaching sounds
- Resources
- More facilities to print and timely intervention such as refreshers course to advance.
- At least PD on ssp n usage of tools in assessment twice a year by the concern agency
- I think teachers need more awareness on SSP since there are many more just like me who didn't get any trainings on it
- As I am teaching in a school which is located at remote area, the problem that I face is of the teaching and learning resources at times .
- Timely professional course
- More training on different content and pedagogy
- I want all my other colleagues to put the same effort that I put. There are colleagues who don't put effort as I do through they are teaching SSP. I'm not boasting here but we can make REAL difference only if we work together. Let's say, if my present class 2 is taught by those teachers in class 3, then they won't be able to understand the clear concept of SSP
- We need availability of ICT facilities in schools so that we can teach more on sounds through social medias.
- We need more resources on English language, the conventions, grammar, background and the history
- e materials like flash card and more relevant videos.
- I need to learn more about sounds to improve my teaching.
- Blending and Segmenting of words with
- Adequate teaching and learning materials
- More knowledge on phonics
- me and reduce number of subjects
- There should be some exchange programs within the country or with ex countries to explore and improve our teachings.
- Give us training on SSP.
- Enough resources for every grade like cards and charts
- Materials
- Training and more resources on SSP.
- Teachers should be given letter sound training or something to enhance letter sound

- Strategies and their implementation.
- Thorough sounds knowledge
- Training required
- Would be grateful if there are more Resource for higher classes
- ICT tools in the class as children enjoy learning through songs and videos.
- Availability of resources
- More resources of SSP Pack
- Learning more of phonetic
- Adequate TL materials
- Specific subjects not multiple. I got opportunity to teach ssp only few yrs and now I am given different class level
- More knowledge on phonics
- Teachers need more time for assessment and intervention.
- More instructional time, less class strength, for the recording and managing bulky assessment is taxing, video lesson that can be used offline.
- TIme
- Teachers should be given through workshop on Sound and use of SSp pack
- Need frequent orientation on updated teaching skills to improve my teaching
- Need to have training for SSP Level wise
- enough materials to teach SSP
- I would like to ask more trainings on SSP
- Reduce class size -Refreshers course
- Reduce class size. Give refresher course.
- Blending and accent.
- Training

"If there is a forum where we could ask for help when ever we face challenges in class."

- Workshop or PD on SSP
- I think more PD programs by the experts on sounds and its usage.
- some exercises or practice worksheets for students
- More workshop to be given on teaching phonics to the teachers.
- ore trainings (since I did not attend English CFA training).
- Need class 2 and 3 SSP in hard copy.
- Give more training on phonics
- More practice of teaching sounds and differentiating letter names from sounds.

> *"We need refresher course"*

- SSP materials available in the schools
- Reduced number of periods
- Materials are the most needed.
- Need few more trainings
- School should be provided with enough teaching learning materials based on SSP
- Need more workshop in ssp
- If you can provide us with training on phonemic awareness to improve our pedagogy.
- We need short training on SSP
- More training in SSP course.
- It will be more effective teaching SSP if the SSP materials are enough for students too.

- Implementation of ssp packages
- SSP in package
- Less number of students so that I could give one to one coaching to all the students.
- Update with the changes, Facilities, consistent curriculum
- Resources and rules for some letters
- More audio-visual and packages in ssp
- Need more training on SSP teaching to the students and need enough resources for teacher to teach effectively.
- To be frank, I didn't get any workshops on SSP, so I would like to request you to give me training or send a whole SSP package to individual teachers to improve my teaching.
- Need materials for kids to explore
- To get more workshops, SBIP and guidance to keep updating the teaching learning.
- Time
- Make the teachers competent enough to teach SSP by providing workshops
- Need additional PD for English teachers on latest letter sound system and pedagogies
- Sounding out sounds - double letters
- All teachers teaching lower classes need to be trained.
- Need guidance in ssp
- Need little more guidance in teaching sounds parallel to the recommended topics(which actually little remote from the sounds) in the curriculum
- Concrete Resources or materials
- Available resources
- Motivation and encouragement
- Need more training, workshop and seminars
- Interaction with students
- Provide laminated copies of text related to sound taught for grade pp to III. Very easy to practice reading for students. The current readers can be used as supplementary readers.

- too need more support in teaching SSP.

- I would be grateful if curriculum developers can reflected the ssp in the teachers manual squentially.

- We need plenty of materials in hard

- I need an effective PD program on how to teach phonic concepts to children. My teaching would be better if I have a television in my class so that teaching phonics would be easier

- Teachers teaching in pre primary should given trainning for phonics

- More training in sounds (SSP)

- How to teach words that cannot be taught with sounds.eg shoe, the, same etc.

- Relevant resources and support from academic head is crucial to success learning and teaching

- Start from the base and enthusiastic mindset

- we didn't receive SSP for grade 3 children. we are confused with what to teach? Therefore, we are in urgent need of SSP for grade III children

- below PD for teaching SSP for grade 4 and 5s. these children are deprived of learning SSP.

- Need more PDs on phonetics

- Needs more Pds on phonetic

- More training in phonology

- need enough trainings

- More of blending rules.
  How the sounds change in certain word. Eg..Ride..the sound takes the form of I (the letter name)

- Training on content knowledge and also needed more information on how to assess our children daily.

"Teaching through sounding out the letters are always better for their correct pronunciation and also to be an effective reader in future"

| **h** | **a** | **t** |

Photographs: demonstration of the segmentation of the CVC word 'hat'.

Q38 (310) Please add any comments about your teaching of SSP and your students' literacy learning

- It was difficult to teach them for the first time with lack of training on sounds but then we got some help from other teacher and finally we could overcome with the problems.

- 3 years gone and those kids were affected by covid, yet they excel in reading using sounds compared to upper primary. They are great readers. I recommend reading for lower primary for the half of the year.

- Ssp approach in lower primary was too useful and I am proud of my students. I can take pride in them

- t's not easy as both students and teachers are not used to sounding, however, going by the research, sounding is beneficial. Thereby, hope it will be beneficial for our students too.

- In English, students were taught with focus on sounds, its blending and segmenting but other subject teacher teach them letters name. So students gets little confused...i think teachers other than teaching pp-2 should also have some knowledge about SSP

- Taking more time in teaching the sounds than the time allotted in English guide

- Teaching through sounding out the letters are always better for their correct pronunciation and also to be an effective reader in future

- Teaching of SSP really helps students to read and spell the words easily. It's really important teach SSP

- Not only English but other subject teachers also must be wee versed in sounds.

- I encourage and support teaching of ssp because students can easily pronounce the new words using the concepts of sounding and decoding.

- English teachers need more skilling program on phonetics

"It is going smoothly"

- As our experience in the fields some students are helped with sounds and some students are helped with spelling to remember while writing.

- It is helpful for literacy learning

> *"We are very thankful to SSP team for providing such a wonderful package. Parents also have noticed the magnificent outcome. We have around 40%students in class two now who are reading class three level books so easily. Thank you."*

- SSP has truly helped my learners to read and spell faster. I was fortunate to have gotten first hand training from experts and so I have little trouble teaching SSP to my students. However, I notice my other friends struggle with accurate pronunciation of sounds. And because not all the sounds taught that particular year make it possible for learners to decode many common words , it's a struggle for teachers to convince learners to enjoy reading by sounding out. However, with strong team spirit, collaboration among the teachers teaching PP-III, it is a fun, challenging and learning enriched experience

- By learning SSP in early stage it brought drastic improvement in children's literacy

- Students learn better with more resources, and the class does not become monotonous.

- It's hard to teach phonics when the students recognizes alphabet name.
  Unable to explain different sounds of words and it's pronunciation, double letters. Segmentation is still the most difficult to teach and learn.

- it is very interesting but need to orient parents too as they tend to teach names at home,which makes kids more confuse.

- 1.get puzzle with Bhutanese accent with native english accent
  2.student learns more through action
  3.some sound are not matching while telling in word
  4.stds can easily read using sound.

- SSP helps students' literary learning in better ways.

- It is useful as children use to learn more while comparing to past one.

- Many teachers are still in the confused state while teaching SSP. Therefore all the teachers would need more training and refresher course on SSP teaching.

- Need more pd on phonemic awareness and sounding and blending rules.(if there is rules like british and american english)

- SSP eases students reading skills at fast pace.

- Need a clear guidelines with the guide book or curriculum guide

- Teaching of SSP to students who are already taught letter names by parents and in ECCD is challenging to teachers and confusing to students

- My overall comment would be, my students find it difficult to learn SSP and I also face challenges to teach because my students refuse to participate. Once they refuse to participate, teaching them in various ways feel meaningless

- Because of the covid, the students lag in phonics. It's difficult to teach all the sounds. If they had been introduced with digraphs and dipthongs it would be easier to teach in the next level.

- Teaching of SSP is interesting and convenient for teachers but there are no hard copies of stories for grade 2. When we align the teaching of SSP along with the prescribed Curriculum, it often becomes hectic for the teachers.
  I suggest the stakeholders to keep SSP teaching as the main subject & minimize other texts.

- Teaching of sound has helped students comparatively better than teaching of letter name. They can read the difficult words by sounding out the letters

- It's only half way through the year. More of my PP students will know cvc words in the coming months.

- It really helped students to read new words

- Students enjoy learning with sounds which later helps them to blend and segment quite easily

- I just love teaching SSP and the resources like flash cards and all as in our country we do not have colourful resources like SSP. Children enjoy learning SSP and me too teaching SSP.
  I just love it.

- I take remedial classes for the weaker ones.

- Me and my co-partners started teaching SSP in the year 2020. Due to covid we couldn't have the face to face teaching PP students, yet we did our best to learn and teach the alphabet sounds and CVC words by making short videos and sending it to our students. In class I, we had tough time covering the cl I part along with the revision of PP package. Now we are in Class II and our students are familiar with sound, are comfortable reading by sounding out although we haven't covers all. The children apply the sound knowledge in their reading and writing. Overall I am happy with what we are doing now.

- Children enjoy learning through phonic sounds. Spells and reads words using phonic sound. Resources related to phonic sounds are available only in soft copy. However, it is helpful for the teachers to refer and teach phonic sound.

- Teaching SSP made it easier for my students to ready better.

- Learners have shown improvement in their reading and spelling skills.

- some children find it difficult to sound out the words.

- Teaching and learning SSP made significant change on learning English. Besides speaking, there is improvement in reading, listening and writing strands.

- I found teaching of SSP or phonics to students is very important that it really helps students to read words and sentences.

"It is inspiring and meaningful."

- It's really helpful
  Improves their reading abilities

- It's helpful for the learners to improve their reading and word recognizing

- I had a great experience while teaching SSP and my students also enjoyed learning with enthusiasm. Though at the beginning it was a challenging for both of us due to shift in teaching and learning style but slowly everything came in track.

- t's more interesting and enthusiastic

- As per my experience and through the observation, the teaching of SSP has enhanced my learners pronunciation of different vocabularies. Most of my students are able to read a story /text by themselves as they use the sounds to pronounce the words.

> *"Teaching and learning SSP made significant change on learning English. Besides speaking, there is improvement in reading, listening and writing strands."*

- Give sound workshops and encouragement to other subject teachers as well. If you focus the ssp to only English teachers and they teach letter sounds with only sounds and if another subject teaches with the old technique like o-n-e one so English teachers' efforts are in vain

- My group and I are also doing action research on this matter. So, we can share our understandings and insights after the completion at the end of the year.

- Need lots of papers and printers.

- Teaching reading and spelling skill is more organized now and it makes sense unlike the old method. Students learn better and faster.

- The teaching with SSP is interesting and most of the students can pronounce the words correctly. On the other hand when it comes to writing most of the students fail to get correct spelling. These are seen during dictation and while writing simple sentences.

- SSP is useful in learning English. With SSP learners could read fluently.

- I enjoy teaching as we learn too

- Though time taking but students learn better with letter sound than names. Can write correct spellings listening to the letter sound.

- Teachers needed to be given more familiarization of the SSP and made confident in using it them self

- Teaching of SSP is very convenient and useful to the students but it takes lots of time because of large number of students.

- SSP has benefited students in pronouncing words, helped in spellings.
  Since it is just started, the way they learn in the school and the way they are guided at home are different. Parents are not aware of SSP. Not only parents, most of the teachers are also not competent to teach SSP. Only few.

- Teaching sounds need more time and practice

- Teaching sounds is challenging but fun too. Children improved their reading through sounds a lot.

- Ssp is very helpful in learning how to read a word.

- Children enjoy learning through letter sounds

- The large class size effects the teaching of SSP although children enjoy learning it.

- Actually I am not a trained teacher during CFA workshop and I just got SBIP from my callouge so my suggestion is that if ministry could give face to face workshop for all teachers than it would be grate help.

- Introduction of teaching SSP in lower classes has benefited lots of young learners however lack of resources such as SSP cards n reading materials has become great hindrance in learning for the remote school students

- I as a teacher found SSP package very useful in teaching and as well in learning

- Need SSP card and training on use of it.

- I am teaching class 3 english and i observed that students learn more and show more interest while teaching them using SSP. They learn more effectively.

- SSP encourage students to read and enhance spelling

- Teaching would be more lively if the resources are easily available

- My students love sounding out words and I try to take extra class for the students who have difficulty in sounds and sounding out words.

- I enjoy teaching using SSP and they too enjoy learning with SSP. They enjoy reading words with letters sounds, digraphs

- They enjoy the lesson but face difficulties in blending and segmenting part.

- Students can read better, when they are acquainted with letter sounds.

- Need to have audios

- SSP is very interesting and useful but we face the shortages of the materials and story cards.

- It really help students pronounce the word but sometimes it also confuses the learner's Example pencil here the sound /c/ is not ka or kha but c /see/ itself. We need to teach about letter taking different sound as per the name of an object s

- if the ministry could print out each story for each sound would benefit our students to have more reading practice during their recess hour.

"I just love teaching SSP and the resources like flash cards and all as in our country we do not have colourful resources like SSP. Children enjoy learning SSP and me too teaching SSP. I just love it."

- Children enjoy and learn quickly when taught with videos and pictures

- Very helpful tool to teach but would be far better if all the teachers start teaching from class pp so that when they reach class one we don't have to teach those again.

- It's challenging at first but it's gets easier with time.

- Need to give lots of practice.

- It would work better with less stds and one subjects instead the realities different at the ground .. min 30 plus kids and multi subjects for a tr

- Students learn better through sounds but they get confused with the alphabets and sounds while having to learn in a different way following the SSP.

- In general we enjoy teaching and learning. Moreover, students are also giving their best in learning.

- The SSP package has been playing role but I feel it would further our teaching and learning if work books also cover more of it.

- It is interesting

- I had to browse net a lot to get the correct sound and its is difficult when you don't have friends who are confident in SSP around.

- If HHfB stories could printed it in chart and circulate to schools, it will be greatful to us, otherwise its time consuming when writing on board.

- Since most of the teachers didn't get SSP workshop still we're stuck what and how to go about teaching. Therefore, we need training once again.

- Teaching is fine but students have tough time cooping up due to the less instructional hours in past two years and literacy status of parents plays a major role in students learning.

- Needs focus

> *"I had a great experience while teaching SSP and my students also enjoyed learning with enthusiasm. Though at the beginning it was a challenging for both of us due to shift in teaching and learning style but slowly everything came in track."*

- My students can learn very well with sound for class pp and one but when they reached in class two and three they are not ble to do well. So if u could suggest ways and strategies to make students learning more enjoyable especially in class two and three.

- It's comfortable to teach with spelling than SSP

- The period that is allocated at present is too less for English

- Both students and I enjoy Teaching and learning English lesson with SSP

- Children enjoy learning using their sound and it helps them to remember

- SSP pack should be made available in all the schools. It's available online but quality is compromised while printing. We need more training on phonics and how to teach young minds about phonics

- Need SSP pack adequately and in time before starting academic year.

- SSP should be taught at the beginning from ECCD and pp teaching in the middle of class 2 or 3 not working well.

- Need more exploration

- We would be really grateful if we get further orientations on SSP literacy skills either through virtual and face to face orientation.

- With large number of children in the class it is very challenging to focus on individual attention

- It had helped the students to pronounce the words correctly, in blending and segmenting.

- SSP is the interesting ideas n fast learning for children

- It's good for the lower class to learn the sound

- Help both teachers and students to be a fluent reader

- They learn the sounds faster.

- Teaching SSP is more helpful as the students are able to read even some new words not taught to them

- need more time to practice

- I feel teaching of SSP make both the teacher and students confident in pronouncing the words, reading and spelling too.

- SSP is useful. It helps students to pronounce new words

- Teaching ssp in lower classes at times it is enriching and at the same time without proper content feeling inconvenient to teach young mind.

- It was an enriching learning experience for students.

- Need to learn more on SSP teaching

- Teaching of SSP is really helpful for both teachers and the learners as it helps us to pronounce the words correctly. Students also enjoy learning sounds and this helps them in blending and segmenting.

- Blending help learners in decoding and there is vast development in children reading skills

- Blending takes more time as its bit challenging to students

- Need sufficient materials to teach sounds effectively

- SSP being structured is very useful. The children enjoys learning.

- Sometime children get puzzle with some of the sounds. Especially with "w" ,n Y

- Teaching of SSP has improved my students participation in the classroom activities and they enjoy sounds.

- Teaching SSP had provided a strong foundation to sounds to my children. I could see them read well and write the spellings fast.

- Both I and my students really enjoy teaching SSP. I learn a lot along with the children.

- It has become convenient to teaching using flashcards and with learning of sound students are able to pronounce the words more correctly unlike in the past.

- Teachers who couldn't attend workshop on CFA find it difficult to be confident in teaching the concept compared to the ones who attended the workshop

- Teaching with sounds is very effective for children. Their reading level is enhanced much more faster than usual

- SSP helped students ability of reading more fluently and pronounce the words correctly

- SSP teaching is very helpful to teach the pronunciation of new words for the first time but it doesn't fit for all the words. That makes students more confusing. For example we cannot apply letter sounds to pronounce the word "one".

- It's very interesting and helpful

- Really helps students' learning

- Teaching of SSP is helping significantly in students' literacy learning.

- Children enjoy learning sounds through videos

- Children have difficulty in blending and segmenting

- The learning process has been fun and fruitful all along

- Teaching of SSP is fun learning

- Facing lots of difficulties

"It is the best way to teach and learn. It helps students to read fluently with the correct pronunciation."

- Focusing more on sounds

- We are yet to receive SSP pack for class ll and no enough SSP for other levels too

- Need more tutorial videos

- SSP it is the ways and means to learn to develop the literacy skills

- Teaching SSP is fun and easy, and by teaching students the letter sounds, it really helps student to read words.

- Students' literacy learning will improve.

> *"The students can now use the knowledge of sounds to read new words, which was rare prior to this."*

- For class pp and I, students are doing Excellent in the sound as they really enjoying to learn sound from links shared in the instructional guide.
  But, coming to blending they face difficulties in the initial stage.....
  In class, I, BLENDING CVC, STUDENTS are doing great but they face little difficulties in blending CCVC IN the initial stage.

- Children are able to read themselves once they the sounds

- Finds difficulty to teach the ssp in field since we do not have sound knowledge of it...we need orientation on SSP to cover up the expectations ..we use the little knowledge that got from youtube

- From our school, only two teachers were trained on letter soundS (English) and they have taught classes PP and I. Therefore, when these students reach classes II and III, lack of continuity is seen. Most of the teachers are not at all competent with sounds themselves.

- Children enjoy learning sounds. Most can spell the words but can't read.

- It's challenging to sound out the words but they try their best

- Interesting

- The teaching of SSP though engaging and interesting, takes a lot of time and energy.
  A 100% in-take of SSP knowledge by the students, will result in improved literacy

- Sounds help students in reading

- learners enjoy sounding out the letters, blending and segmenting the words, thus the development of reading skill is really promising through teaching ssp.

- One must be equipped with the sounds so to teach in the class. Teaching sound is fun learning. It's a new approach to learning pronunciation n sounds. Students enjoy learning.

- Learning can be effective if taught through youtube

- Really In need of PD on sound

- Teaching sound is fun with the resources from Internet. And I have observed that children can say the word correctly and easily when they sound out.

- SSP helps in teaching sound

- with the help of SSP teaching beaching becomes little easy. I look forward to more trainings.

- Helpful in reading new words.

- It helps students to read unfamiliar words

- SSP learning is the most important thing for basic learners

- Unlike the past, with the infusion of ssp in English curriculum, I could see positive improvement in children's reading and writing vocabulary

"Children are able to read better using the letter sounds"

- The workbook and readers of PP should have the letters/ words written in "comic san MS" as the students face a lot of problems recognizing the letter "a".
  The page of the workbook where the CVC words need to be written and the sentences to be copied needs to be looked at as the children need to copy the given sentences on four line but the copy is not written in four line. whereby the students waste a lot of time unnecessarily copying the sentence. The workbooks seriously needs to relooked as there are more problems.

- Teaching SSP has been a game changer for both me and students.

- It's been an enriching and engrossing experience for me to teach SSP, where students learns better and faster through letter sounds rather than letter name, and I learnt a lot in the processing of teaching SSP.

- SSP has been very interactive session always.and I can proudly say that my students can blend and segment and sound the letters of the alphabets

- Helps in reading efficiently

- It's challenging to teach ssp especially class PP as they are raw to it. They are still new to ssp.

- Most of the sounds are the same and it's confusing even for teachers. Every single letter has a different sound, confused which I used...

- Teaching phonic sounds is very helpful in reading. Students attempt to pronounce new vocabulary using sounds. Sometimes students 1face confusion while segmenting the words due to same sounds

- Learning and teaching through sounds had greater impact and positive growth in the students literacy learning.

- It is a great help for those cannot read

- Add exceptions

- Teaching students with SSP is much more helpful than the old method

- SSP have really improved students' literacy learning in terms of pronunciation and spelling of the worlds.

- Teaching of ssp is confusing at times especially while teaching alphabets and disgraphs. Sometimes some diagraphs and alphabet sounds same and this confuses children while writing a spelling or the sentences . For example : child writes were in place of where since /w/ and /wh/ sounds same ./a/ and /e/ Sounds almost same and some times We cannot apply the phonic rules when we read the number names. (One)(, eight) etc.

> *"Teaching reading and writing through sounds has made a major impact in my students' learning. It is important for every primary teacher to have such basics to teach children the fundamentals of language right from the young age"*

- It's helpful and enjoyable but needs more time which is challenging since we have syllabus coverage that needs to be considered and have to teach accordingly.
- Students learn better with SSP
- Teaching of SSP has helped my students learn to read.
- In PP For some students using sounds confused them and they need a lot of time to get familiarize with..I also found out that they need a lot of practices to master sounds.some students in class 2 they are still confuse using sounds while reading
- Before teaching students teachers need to be well versed with the SSP
- It is quite difficult to perfect them in the SSP as the guidance provided at home are not acquainted with SSP.
- Its interesting for the children
- Students enjoy this approach and its good for the foundation for building english language.
- It has improved and helped the learners a lot in their reading.
- It is really helpful for the children
- Teaching ssp is useful as students can read better but teachers need more training on this
- Our kids really enjoy, it brings huge changes in the way our kids speak English
- The student that we are in the class II this year faces lots of problems as the didn't have a proper foundation...some children are still not able to write the letters properly
- Learning towards early literacy had changed to both the learners and me as a Language teacher, as learners were able to read far better comparing to those prior learner who all were not introduced with the alphabet sounds and other related to SSP such as blending & segmenting and diagraphs etc.
- It's interesting as well challenging
- Blending sounds and teaching sometimes the words don't match with the blending of sounds
- Since we are provided a TV each in our primary classes it had made us comfortable to teach and learn SSP. What I am not able to teach I can always browse and show videos to the students which are liked by students very much
- Teaching of SSP takes time and needs constant reminder. It is also quite challenging especially with little kids who are adapted to our own mother tongue and at the same time it is enjoyable.
- SSP has a immensely helped in student's literacy learning

- It's very difficult to bring changes in slow learners and who come from under-privileged students

- Teaching of SSP is very interesting and learners too learn with much keen interest

- Need phonic training and SSP for class 3

- Teaching of SSP is fun and interesting to teach and learn together with students. The students enjoy learning from teaching of SSP. They learn better than those of teaching style in the past years

- Students learn best if they know the sounds

- To me the promotion if SSP has immensely provided positive impact, fluency, efficiency and accuracy to both teaching and learning to teachers and students

- Teaching of SSP in correct way is definitely going to enhance student's literacy learning, however I feel teachers should be equipped with SSP package and its methodologies

"I love learning and teaching SSP. I found out the big difference between students learning SSP and students who didn't get it. I want to learn more about SSP and be well-versed in SSP."

- SSP have really helped me to make my children aware of the alphabet sounds and have also helped the students to pronounce new words.

- In PP cannot blend and segment till mid-term and after midterm we will focus on blending and segmenting. I am lone teacher in Extended Classroom and we don't get support from others

- Children are learning better through sounding the letters and enjoying.

- A very effective learning but it would be most effective if it is followed in Mathematics subject as well so that it can improve children's learning

- Presently I'm just working on reading, as this is important before they start writing but they can do a lot better when they know the sound of all letters and combined letters

- Some teachers were not aware on SSP package due to unavailability of SSP package in school in hard copy.

- It's very useful and imperative. Had we been taught the same during our school times, our growth would have been excellent

- They forget the sounds easily and they are confused with the sounds of digraph which has similar sounds like w and wh, q and qu and th + th.

- Teaching of SSP is interesting and worthwhile and students also learn better.

- Learning to read with sounds are much faster than the letter name. Children can read at the fastest rate. Many children can read the words more easily as per my experiences in the past.

- Children are having more difficulty in blending and Segmenting part. Some students even face alot of difficulty in sounding out the alphabets

- Overall, I love teaching and learning SSP.

- Students can read and write well if they have the sound knowledge of phonetic

- Students and teachers need more reading

- There should be enough reading material and SSP cards in the school because one each that we received in the workshop needs to shared by all and every year we lose some

> *"Students are adapting by now but still some struggles to read with sounds."*

- I am not teaching any of the classes mentioned above

- It helps in identifying weaknesses of individual child and improves their pronunciation, reading and writing skills. If we had less number of children in the class, SSP would definitely be effective. Wish CFA along with these packs had come from before itself. As we experience the changes I'm confident that we the PP- 3 teachers will be able to deliver our lessons effectively with confidence.

- Unable to give more time to slow learners

- We mend more resources (workbooks, teaching materials), training on letter sounds.

- Teachers should be given letter sound training or something to enhance letter sound

- Children learn better through sounds. It aids to reading. But time constraints

- It is fun and students really enjoy learning SSP. The students' competency to read and write is much better because of SSP.

- SSP HELPED NOT ONLY STUDENTS BUT ALSO ME TO PRONOUNCED THE WORDS CORRECTLY

- Children enjoy learning phonics and they can imitate us exactly

- Students usually get perplexed when the blending of the word does not go accordingly to the one they have learned in SSP however the SSP is far more better to learn pronunciation than the old style of teaching.

- After implementing CFA I found out most of the students were able to do well in reading.

- Students enjoy learning letter sounds

- Students do better verbally than in writing

- Students could read and write well with good knowledge on letter sounds. My knowledge on phonics also improve through ssp package and teaching

- From my experience, teachers in class 1 and 2 need to focus on alphabet sounds as much as possible before sending the students to the next grade. Students in class 2 and 3 face difficulty reading multi-syllabic words if they are not perfect with alphabet sounds.

- Since I didn't attend the workshop on CFA, I do face challenges but I try my best to put the learning as per the guidelines. I didn't get the set of SSP learning material since I didn't attend the workshop.

> *"The introduction of SSP was a blessing to the teachers as well as to the students. The learning of letters of alphabets was faster, the students could read words and even say the spelling through sounds."*

- Children can pronounce and read even big words beyond their level but they fail in meaning of the particular word. Reading no problem for most of the children,

- Most activities from workbook are not aligned with the lesson of ssp pace

- Is it necessary to read all ccvc stories after teaching the sound and words

- It will be very helpful to learn and pronounce words correctly

- Teaching of SSP enhances in-depth learning of words and pronunciation

- I enjoy teaching SSP to my kids. It is interesting and challenging

- Teaching SSP is very important for our student's literacy learning

- Teaching SSP is important for our students' literacy learning.

- Most of the students are taught letter names before they come to the school, but we are advised to start with letter sounds in the beginning.
It is bit confusing for students, parents and also for the teachers.
Need to do comprehensive research on this - whether to teach letter sound or letter name first. I feel many feel comfortable to start with letter names first.

- They need more practice and learning in phonemic sounds and blending

- I enjoy teaching SSP and when students try to read new words by blending even four letter words I could see the success. It helps students to read easily and encourages them to read more books

- Workshops and PD programs are important to make the teacher resourceful and confident in using/teaching SSP because teachers are not taught about it in the colleges. We can't simply teach, what you don't know.

- I am still learning from the repository (REC), google and YouTube to clear my doubts.
As per my children, they enjoy learning sounds a lot and I can see progress in their reading skills.

- SSP has helped students in reading not only the listed words but even new words from the readers as well.

- Need more teaching materials n training on teaching phonics

- There is drastic improvement in reading but a few students still struggle while writing. They can spell the word (using letter sound) but cannot write the word.
For example: Some children can say the spelling of 'milk' 'kick' but while writing they do not know which "k" sound to write, so they write 'c' 'k' 'ck' everywhere they like.

- It is very challenging to teach how to read words using the idea of phonemes. And there is confusion reading using letter names and sounds.

- SSP must be made available in the schools

- Need clear constant guidance and follow up from authority

- children were able to read and write.

- SSP is very effective and students learn more

- School needs more teachers trained on SSP and schools should be supplied with TLM on SSP

- I really liked teaching ssp because I saw lots of reading improvements in the students learning.

- It's good but we need training

- I taught class PP English and for the first term I focussed on letter sounds. I introduced sound before the letter names. Children learn letter sounds easily with picture and real images. They learn more through videos. They are able to read few high frequency words through sounds. They are able to blend sounds for few letters. They are able to speak with good pronunciation if they know letter sounds.

- Teaching SSP really help children reading the new words but it really consumes time at the same time.

- Need constant attention while teaching sounds

- Teaching and learning of English have become qualitative as well as productive after the introduction of SSP. It helps the learner (anyone) to read or spell that particular word using phonemic awareness

- Needs in printed form for ready references

- With the integration of SSP with the subject I think time allotment for the subject need to be extended

- To teach SSP for single letters and digraph is easy but there are certain rules which make students more confused, eg, Who

- We need more ssp materials in printed form.

- SSP program is useful one and with all SSP activities students learn to isolate phonemes, segment, blend and decode the meaning of words. This would definitely help children to become fluent reader.

- It is very helpful, especially in reading

- Students really enjoy learning the sounds.

- The teacher as well as students enjoy learning and practicing

- They find it difficult to articulate.

- Enriching learning for the students as while as to the teachers

- Need additional PD on letter sound system

- SSP is helpful for spelling the word correctly.

- Teaching of ssp has improved the reading ability of children but at the same time confusing them with the spellings.

"It is the best way to teach and learn. It helps students to read fluently with the correct pronunciation."

- Teaching of SSP is interesting and students learning is also fast. However, as they progress to the higher levels we come across many words that do not pronounce or read as per the sounds . So , exceptions and the rules in reading those words finds bit confusing for the students

- Teaching sounds were very useful for children who were not able to reach advanced words. Though children couldn't say words instantly however, they could say the words by sounding out, which I found it was really helpful in identifying advanced words.

- Quite challenging as most students come from rural areas

> *"After acquiring the basic literacy learning on sounds, I could see my children trying to read using the sound knowledge and it is such a great feeling seeing them trying to read and spell."*

- I have seen my students using their knowledge of letter sounds to read new words. Their reading fluency is much better than what used to be before the implementation of SSP. They can use the sound to write the spelling. Teaching and learning of reading and writing now seem systematic and well structured

- The lesson becomes interesting and students enjoy a lot. Like I mentioned above I need more support in this area. Sometimes I carry out team teaching in my class when I am not sure of the right sounds.

- Students can read better if we teach the letter sounds and the phonic cues to decode the new words.

- SSP have made my students see and practise the sound of each letter which they know by letter name. They now have the knowledge and makes an attempt to pronounce new words by applying sounds happily. However, the limited resource and with community lacking the knowledge of sound has made it difficult for kids to practice it well. It was indeed a learning for me as well.

- I am teaching PP for the first time this year. I found that teaching phonic concepts is not easy. However, I enjoy teaching sounds to students and I too found my students enjoy learning sounds, blending, and segmenting. I get satisfaction when I see my students reading by blending. Therefore, SSP has a huge advantage in helping children to read.

- It benefits a lot for those students who are the kids of illiterate parents.

- It has become much easier using ssp but since children are of under-age, they are not able to read sentences though they know the sounds of all the alphabet letters.

- SSP fosters reading skills

- The SSP pack is very useful but giving timely interventions is difficult because we don't get time to do other task

- The option selected are based on past two-year experiences. Presently I teach grade 4.
  SSP teaching is found effective. if a child can complete all unit till grade 3, the child is found a fluent reader.

- Ssp learning helps students to pronounce the words correctly Helps in reading new text/words

- Helps them to pronounce the words correctly.

- Need more awareness and training

- IT is important for children to learn letter-sound relationships because English uses letters in the alphabet to represent sounds. Phonics teaches this information to help children learn how to read. But lack of all the ssp resources are limited in schools.

- It is fun way to teach alphabet through sound with its action. Our children learn faster and it also helps them to identify letters easily.

Notes

HEAR HEAR FOR BHUTAN

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Helen Wildy, Diana Rigg and Sangay Tshering