



MEASURING THE EFFECTS OF JOLLY PHONICS INSTRUCTIONS ON READING SKILLS: A PILOT STUDY ACROSS 12 SELECTED SCHOOLS

Alisha Ijaz

Minhaj University Lahore, alishaijaz@775gmail.com

Dr. Fatima Tuz Zahra

Assistant Professor, Minhaj University Lahore, Pakistan

fatematuzzehra@gmail.com

ABSTRACT

Reading comprehension is a major issue for second language learners as it affects their academic success. The pilot study aims to measure the effects of Jolly Phonics on reading comprehension of students among 12 selected schools in Gujranwala. This study follows a quasi-experimental research design and it involves participants from six experimental schools and six control schools. Students of English language learners in Pakistan, often face difficulties in reading comprehension due to poor vocabulary, lack of decoding skills, and no phonemic awareness. Experimental school children were taught with synthetic phonics instructions while the control group was taught through traditional reading methods. Reading skills is yet a challenging issue especially for school going children. The findings of the study revealed that the students who receive the synthetic phonics method show fluency and improvement in their reading skills than those school children who are taught in the traditional way. The result of the study suggests that implementation of synthetic phonic methods in classroom context and teaching strategies can actually enhance the reading comprehension of learners. It informs researchers to design reading assessment tools and the education policy makers to design curriculum considering students' poor reading comprehension.

Keywords: Synthetic Phonics, Reading Assessment, Experimental Study, Phonemic Awareness, English language learners

Introduction

Reading comprehension is yet a challenging skill especially for school learning children. English language learners often face difficulties in reading comprehension due to poor vocabulary, low critical thinking, and unfamiliar words. In schools, it is a first stage where their critical thinking skills develop and they learn a language. English is no doubt a demanding language and it is spoken all around the world. Rahman (2002) emphasizes the importance of teaching English language in Pakistan as it is a symbol of prestige and social status (Rahman, 2002). It is necessary to focus on children's reading skills as they can perform better in future. This study aims to measure the effects of synthetic phonics approach on their reading skills. Reading is one of the four primary language skills that play an important role in language acquisition. Reading skill is different from other language skills, but it is most efficient skill as good reading skills can enhance the other skills of listening, writing, and speaking. English is taught as a second language in Pakistan. The conducted studies have addressed the reading comprehension difficulties of ESL learners. Traditional assessment methods fail to enhance the reading performance of students at primary level due to no phonemic awareness.

Synthetic phonics is an effective approach in teaching language, but in Pakistan it does not have much recognition. In Pakistani schools teaching strategies especially in

government schools still rely on conventional reading methods. Even curriculum in schools does not cover effective teaching approaches and content that hinders the reading comprehension of ESL learners. Poor vocabulary knowledge and difficulty in word recognition has negative effects on the reading fluency of students. Students who grow up with poor reading skills face tough competition in academics, career, and fluent communication (Gedik & Akyol, 2022).

Synthetic phonics is an approach of teaching children by blending the sounds. Teaching students with phonic-based approach allow them to effectively decode words. English language has 26 letters and 44 unique sounds (Phonics Hero, n.d.). It enables students to identify the sounds of letters and blend the sounds to make a word and read. For example, children are taught to pronounce each letter separately in “bat” /b,æ, t/ and then synthesize all the phonemes together to pronounce the word ‘bat’. It helps children to learn the patterns of phonemic sounds in words and makes them fluent in reading. Students often mispronounce the beginning phoneme sound in English words ‘chaos’ /keɪ.ɒs/ and ‘church’ /tʃɜːtʃ/ due to lack of phonemic awareness.

According to Abeeleh et al. (2021) complexity of the texts and lack of decoding skills are the independent variables that affect the reading comprehension. Synthetic phonics allows learners to understand words not only visually but by recognizing them phonologically. This method has strong implications in UK (House of Commons, 2005) and USA, yet this still has less recognition in second language learning context. It has fewer trends in Pakistan in government schools (Malik et al., 2021). This study seeks to measure the role of synthetic phonics instructions on reading skills of students. Tarique et al. (2021) emphasized that a pilot study doesn’t certifies the success of the tasks but it enhances the chances of required objectives in specific area of research. By comparing pre and posttests of controlled and experimental schools, this study illustrates the effectiveness of phonics-based approach in teaching English.

Research Questions

1. What are the effects of selected interventions on students’ reading performance?
2. What changes occur in teachers instructional strategies after implementing phonics approach in experimental schools?
3. How does the teacher-mediated learning within the Zone of Proximal Development (ZDP) influence students’ phonemic awareness and reading readiness through Synthetic Phonics instructions?

Review of the Literature

Madiha, Fareed and Aisha Khan (2022) studied the reading skills of Pakistani HSC level students and presented a comparison between reading skills of two educational boards in Pakistan. Theoretical findings and discussions of their study reveal that students are limited to their textbooks. Vocabulary is a challenging factor for students reading skills. While the teachers’ perspectives show that the poor educational planning is a reason for

children failure in developing their reading skills (Rehman et al., 2022). The study gives the recommendations of the encouragement of students in improving their reading skills. It suggests that the material of the textbooks should be according to the students' preferences so that they may develop interest in reading activities. *Teaching and Researching Reading* (2011) by William Grabe and Stoller provides an insight into a reading theory in second language learning environment. They provide reading components, strategies and practices that can be applied in teaching and learning contexts. A teacher can become an action researcher by evaluating his own classroom environment. A teacher can determine what the needs of the students are, and can adjust the teaching materials, and design the lesson plans by using an effective tool. This type of research can help teachers to improve their teaching practices (Grabe & Stoller, 2011). Additionally, Jolly Phonics has been piloted in Pakistan through collaborative initiatives involving Phonics Club and partner organisations, with Pilot Study 1 implementing the programme across six schools and providing teacher training to support phonics instruction (Phonics Club Pakistan, 2016). These pilot implementations, together with formal evaluations such as the Punjab Education Foundation study, contribute to localized evidence supporting phonics instruction as a driver of early reading improvements. The Punjab Education Foundation pilot study, which used a control–experimental design and Burt Reading Test, found that students taught with the Jolly Phonics programme achieved significantly greater gains in reading age and reading complexity than peers taught through traditional methods, demonstrating clear positive effects of phonics instruction on reading development in early grades in Pakistan. Jolly phonics method has a positive role in improving students' reading and writing skills. Nafgerin and Bakar (2023) employed “Burt Reading” test to check effectiveness of this jolly phonic method to make preschool students fluent in English reading. They have used jolly phonic as a research instrument (Nafgerin and Bakar, 2023). Alotaibi (2022) conducted a study on reading difficulties of EFL learners in Saudi Arabia. He showed that Saudi students have limited access to vocabulary face difficulty while reading a text written in an English language. Phonemic awareness does not develop after formal reading but it is a casual precursor. Children who have phonological knowledge become good readers (Goswami & Bryant, 2016). Goswami and Bryant (2016) have provided evidence from previous studies that phonological awareness occurs before starting reading. Studies on English as foreign language learning in Pakistan have highlighted the learners' reading difficulties and emphasized the need for improvements in the teaching system (Ali & Gul, 2022; Shah, Abbasi, & Ali, 2022). Phonemic awareness of English sounds can enhance learners' ability to learn to read.

Reading assessment tells about the reading abilities and needs of the learner students. It is a complex process to identify all the patterns of ELL reading skills. A valid designed assessment test captures the learner's level in understanding reading comprehension. It reveals what a learner need and how his or her reading skills can be improved using a reading assessment tool. Arshad and Noureen (2020) have used 500 participants, both male and female to assess the level of understanding of the written text (Arshad & Noureen, 2020). Assessing reading is a critical process. There are some variables that affect the reader's reading skills. Alderson (2000) in his book discusses the role of

adverse impacts of schemata and background knowledge in assessing reading. Reader's pre-existing knowledge and schemata will affect the readers' understanding of the text (Alderson, 2000). A formal schema is a necessary variable as the readers of foreign language who struggle to read the text do not have command on that target language. They face difficulties because of unfamiliar words. Alderson in *Assessing Reading* discussed that Meta-cognition is indispensable. Poor readers are not good in using effective reading strategies therefore; they fail in reading and understanding a foreign language.

Conducting a pilot study allows researchers to refine their study. It ensures that the research is valid and aligns with objectives of the study (In, 2017). Biber et al. (1998) argues that language research should be evidence-based rather than relying on intuition processes and rules. This study seeks to ensure that reading assessment should reflect real language problems in SLA scenario. Hussain (2022) in his study titled "*Slumping Reading Culture in Pakistan*" has talked about low education standards as one of the factor of poor reading skills. Mustapha and Bostanci (2019) concluded learning difficulties in Nigeria affect literacy skills and educational society. They evaluated the effectiveness of pilot training for jolly phonics instructions to target poor reading skills in Nigeria. They had followed an experimental study by conducting pre-test and post-test to collect trainers' reviews. The findings of their study depict that a pilot training program can be beneficial in improving instructor's knowledge. Further, jolly phonics instructions can actually show improvement in reading and need adaptation to increase its effectiveness.

Rasinski (2004) a professor of Ken State University defines assessing reading fluency and argues that readers should decode words with cognitive knowledge rather than just decoding words accurately. He provides instructions of assessing fluency through word correct per minute and error count. Rasinski says "the assessments must be efficient in administration, scoring, and interpretation" (Rasinski, 2004, p. 5). He has provided guidelines for a valid and classroom-friendly reading assessment tool. Rasinski (2004) emphasizes the use of strategies for designing assessments that can help researcher to develop a reading assessment tool. Reading is an important aspect in language acquisition. National Reading Panel (2000) with an aim of "Teaching Children to Read" highlighted the importance of systematic phonics for students. It is useful for Kindergarten students and for those who face difficulties in reading. Paris (2018) emphasized that students should learn the words alphabetically to develop their reading skills. Paris (2018) conducted a pre-experimental study on the experimental group in SMP Negeri I Aikmel to determine the effectiveness of phonics instructions. The population in his study was 7th grade students. He concluded that the mean score of pre-test was higher than post-test scoring. It became evident that phonics approach enhances the reading comprehension of students (Paris, 2018). Clarke et al., (2015) discussed reading model by Gough and Tunmer (1986) in their book *Developing Reading Comprehension*. Reading Comprehension develops through processing of two skills of listening comprehension and decoding (Clarke et al., 2015). Cain (2010) has emphasized that children with poor reading skills face difficulty while listening. She mentioned an

intervention design can assess the development of any particular language skill and it can be used to evaluate the effectiveness of teaching approach.

Synthetic phonics requires teacher scaffolding and guidance to support learners, aligning with Vygotsky's framework of the Zone of Proximal Development (ZDP). This framework of Zone of Proximal Development was pioneered by Lev Semenovitch Vygotsky during 1920s. Zone of Proximal Development holds a key concept in Vygotsky's theory of learning and development. ZDP highlights what a learner can do independently and what a learner can do with assistance of professional peers (McLeod, 2025). Shabani et al., (2010) has emphasized that Vygotsky's ZDP theory is crucial for students as collaborative learning with teacher's instructions and adult peers support develop skills in children. Shah and Pathan (2015) studied the influence of ZDP in improving reading skills of engineering students in large ESL classroom. They chose participants of first year engineering students of Mehran University of Engineering & Technology. The findings of their study revealed studying in groups and with peer guidance can assist students to learn independently later. Priyadarsini (2016) has explored the use of Zone of Proximal Development in enhancing oral reading skills of first-years students of The American College, Madurai. He has criticized the traditional reading approaches and talks about the advantage of ZDP in learning.

Research Objectives

1. To measure the effects of Jolly Phonics instructions on students' reading skills
2. To evaluate the impacts of teacher's pedagogical strategies of using Jolly Phonics approach on reading performance
3. To examine the influence of teacher-mediated learning on students' phonemic awareness within the zone of proximal development

Research Design and Methodology

This study follows a quasi-experimental research design. A quasi-experimental study examines the casual relationships between independent and dependent variables (Rogers & Revesz, 2020). It employs a mixed-method research methodology. Quantitative method is used to statistically measure the pre-test and post-test performance of English second language learners. Qualitative insight critically evaluates the learner's responses, their patterns of pronunciation and teachers' pedagogical implications of phonics approach to teach reading. Guided by Lev Vygotsky's framework of the Zone of Proximal Development, this study explores how teacher scaffolding and guided instruction in learning phonemic sounds and blending those sounds to make words can enhance learners' decoding skills and overall reading performance.

Participants

The focus of the study is pre-primary level students of public sectors from 12 selected schools in Gujranwala. The total population for this experimental study consisted of 120 students. These schools were divided into two groups of experimental and control groups

to measure the effectiveness of phonics-based approach in learning language. For sampling, 10 students from each school have been chosen, including male and female students. Pre-primary students were selected because this stage marks the beginning of their reading skill development.

Research Instruments

The research used pre test, post test, monthly Jolly Phonics progress report and surveys. To collect data on students' reading abilities a Reading Assessment worksheet and audio-video recordings served as the primary instrument for this study. Assessment worksheet was designed with English letters, words and combination of sounds adapted from Jolly Phonics guide books. A monthly progress report was also used as the teacher survey in experimental schools. This report captured the students' familiarization with sounds, and their blending and segmenting skills.

Theoretical Framework

The framework of Zone of Proximal Development (Vygotsky, 1978) focused on language development. Zone of Proximal Development holds a key concept in Vygotsky's theory of learning and development. It highlights what a learner can do independently and what a learner can do with assistance of professional peers (McLeod, 2025). He defined ZPD as "the gap between learner's actual development level in independent setting and his potential development level as determined through adult assistance or more capable peer (Shabani, Khatib & Ebadi, 2010). It has emphasized that Vygotsky's ZPD theory (1978) is crucial for students as collaborative learning with teacher's instructions and adult peers support develop skills in children.

Figure 1: Illustrating the ZPD Concept of Vygotsky (1978)
Vygotsky's zone of proximal development (ZPD)

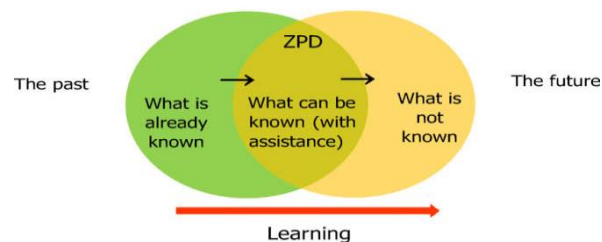


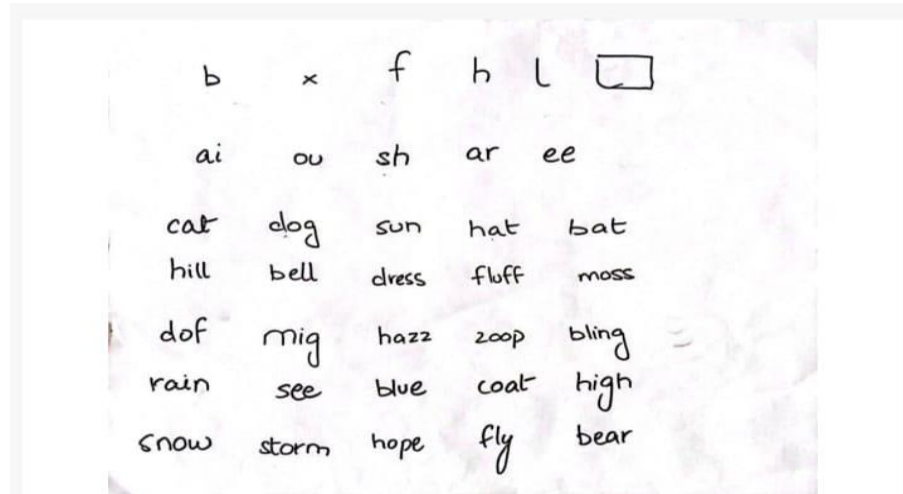
Figure 1 shows the stages of development, with and without assistance.

Data Collection

The data of this study was collected by conducting a pre and post test. Students were asked to read letters and words from designed reading assessment worksheet. This reading activity was recorded using audio and video recordings to assess their reading performance before and after the pre-test and post-test. The collected data were then

organized by school name, student ID and student name for further analysis. The intervention then implemented in experimental schools for 9 weeks after pre-test.

Figure 2: Designed Reading Worksheet



Instructional Intervention

Students in the experimental school received synthetic phonics instructions for a time period of almost 9 weeks. Students were taught by following a systematic approach, beginning with letter sounds, blending and segmenting of words. Prior to the intervention, training on the phonics approach was also provided to the teachers. In contrast, control schools continued with traditional teaching methods without explicit phonemic knowledge.

Data Analysis

The researcher analyzed the initial test and posttest collected data by doing word correct per-minute and error count. Comparison of pre-test and post-test data from the two school groups was performed to assess the effectiveness of Synthetic Phonics instructions on students' reading comprehension in English language learning. Data was analyzed using descriptive findings. Mean scoring was calculated for each school to describe reading accuracy. Teacher observation surveys were analyzed to identify trends in pedagogical change.

Findings

In response to the first research question, the findings indicate that Jolly Phonics instruction significantly improves students' reading skills, particularly phonemic awareness, decoding accuracy, and early reading fluency. These results are consistent

with international research demonstrating the effectiveness of systematic synthetic phonics (Ehri et al., 2001; Johnston & Watson, 2005). Crucially, the present findings also corroborate Pakistani pilot studies conducted by the Punjab Education Foundation (PEF), AFAQ, and Idara-e-Taleem-o-Aagahi (ITA), which reported measurable improvements in early grade reading outcomes following short-term phonics-based interventions in both public and low-cost private schools. These pilots collectively demonstrate that phonics instruction is pedagogically viable within local classroom realities.

With reference to the second research question, the study highlights that teachers' pedagogical strategies significantly mediate the effectiveness of the Jolly Phonics approach. Classrooms where teachers consistently employed multisensory actions, structured blending, repetition, and guided practice exhibited stronger reading gains. This aligns with international scholarship emphasizing that phonics programmes are only as effective as the pedagogical competence with which they are implemented (Pressley, 2006; Wyse & Goswami, 2008). Similar conclusions were drawn from PEF-supported and AFAQ-led pilot programmes, where targeted teacher training resulted in improved instructional delivery and higher learner engagement (PEF, 2015). These findings reinforce the argument that teacher preparation is central to the success of phonics-based literacy instruction.

Results of current investigation revealed considerable improvement in reading among students in experimental schools. At Pre-test, both groups were sufficiently similar at reading proficiency.

Table 1: Average WCPM Score of Experimental Schools

School Code	Pre-Test Score	Post-Test Score
E1	2.1	5.0
E2	2.3	5.2
E3	1.9	4.9
E4	1.8	4.8
E5	2.2	5.1
E6	2.0	3.7

Table 2: Average WCPM Score of Control Schools

School Code	Pre-Test Score	Post-Test Score
C1	2.0	3.0
C2	1.8	2.8
C3	1.9	3.1
C4	1.7	3.8
C5	2.4	3.0
C6	2.2	3.9

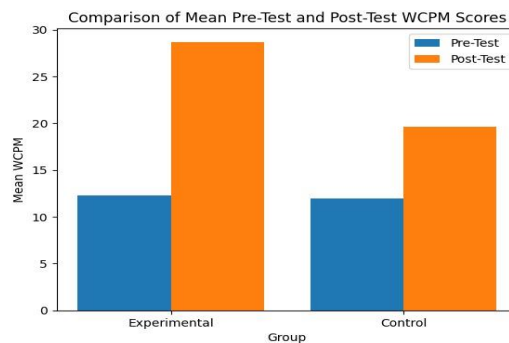
The findings of post-test indicated that synthetic phonics instructions had strong positive impact on reading skills of pre-primary students.

Table: 3 Sum of Mean scores of Control and Experimental Schools

Group	Mean Pre-Test	Mean Post-Test
Experimental (n=60)	12.3	28.7
Control (n=60)	12.0	19.6

Mean score of experimental schools is 28.7 which is greater than control schools (28.7 \geq 19.6). Results justify the effectiveness of phonics-based approach in improving reading. Monthly Jolly Phonics progress report also represented the enhancement in reading performance of pre-primary students.

Figure 3. Comparison of Mean Pre-Test and Post-Test WCPM Scores of Experimental and Control Groups



This figure illustrates that both groups showed improvement but the experimental group showed high reading proficiency by following synthetic phonics instructions.

The implemented course plan had these 5 out of 7 sound groups.

1. s, a, t, i, p, n
2. ck, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo

Students became able to recognize first 3 groups after three months of the project initiative, and started blending these sound letters in words. Almansoori et al. (2024) has reported the positive role of jolly phonics in growing phonemic awareness, letter recognition, blending and segmenting. Progress report revealed that students face difficulty in blending but they are acquiring these sounds. However, at the end of the term students can be able to recognize all sound groups.

Discussion

The study was conducted to check the effectiveness of synthetic phonics in improving the reading skills of students. The study shows parallel findings with Mekawy et al. (2021) and Paris (2018) that showed the positive impacts of phonics instructions on reading proficiency of ESL students. Quantitative data revealed that students showed poor reading performance. Students showcased reading errors by pronouncing words wrong. Familiarization with letter sounds can enhance their tendency to recognize words. In EFL context, students face difficulties in developing their reading skills. Learning English language through letter sounds and their blending with teachers' scaffolding learning can allow children to learn reading efficiently within a ZDP framework. Synthetic phonics instructions require scaffolding practice to support learners. Shah and Pathan (2015) studied the influence of ZDP in improving reading skills of engineering students in large ESL classroom. They chose participants of first year engineering students of Mehran University of Engineering & Technology. The findings of their study revealed studying in groups and with peer guidance can assist students to learn independently later.

The findings of this study align with existing literature that has emphasized the use of phonics approach and systematic improvement in teaching strategies. Existing studies on English as foreign language learning in Pakistan discussed the learners' reading difficulties and suggested the need for changes in the teaching system (Ali & Gul, 2022; Shah, Abbasi & Ali, 2022). Synthetic phonics utilizes a systematic approach and it can support students within their development zone. Conducted surveys showed shift in pedagogical strategies by using synthetic phonics. Bradbury and Wyse (2025) have discussed about the dominance of synthetic phonics in reading policy in England. The synthetic phonics approach still remains unknown in countries where English is taught both as a second and foreign language, there is an insufficient number of research studies on the subject (Agüero & Francioni, 2023). Survey demonstrated that students are able to recognize first three groups. This progress reflects adherence to a structured and cumulative phonics sequence. Teachers reported that they are using multisensory strategies including visual cues and actions to teach students. Qualitative findings highlighted growing motivation of learners in sound recognition whilst some students faced difficulties in blending sounds. Overall, the findings shows shift in pedagogical practices and improvement in phonemic awareness.

Conclusion

This study concludes that Jolly Phonics instruction has a significant positive impact on students' early reading development, particularly in enhancing phonemic awareness, decoding skills, and reading fluency. The findings further establish that the effectiveness of the approach is strongly shaped by teachers' pedagogical strategies, underscoring the importance of systematic training and instructional fidelity. Moreover, the study confirms that teacher-mediated learning within the zone of proximal development is central to the successful acquisition of phonics-based reading skills. By aligning with pilot studies conducted by Punjab Education Foundation, AFAQ, and Idara-e-Taleem-o-Aagahi, this research provides robust local validation for the adoption of systematic synthetic phonics in Pakistani ESL contexts. The study therefore contributes empirical support for scaling phonics-based literacy initiatives within national and provincial education frameworks. This pilot study shows positive implications of synthetic phonics in teaching and learning English language. The progress attained in short period of time depicts the effectiveness of phonics based method in improving reading. Phonemic awareness is necessary to understand language. ESL learners face difficulties in mastering reading. Synthetic Phonics is not a complete solution but can be beneficial from pre-primary level to amplify poor reading performance. In Pakistan, Phonics approaches are not a common practice especially in public schools. Quality education is only possible by accepting effective teaching strategies in schools. Synthetic Phonics is an enjoyable and fun learning strategy where students use their multisensory organs. A reading assessment tool is useful in assessing reading skills of students. Developing a reading assessment tool according to learners' needs can be a milestone in language mastery. In future this study can be extended on large sample to check its effectiveness.

References

- Abu Abeeleh, T. W., Al-Ghazo, A., & Al-Sobh, M. (2021). Reading Comprehension Problems Encountered by EFL Students at Ajloun National University. *International Journal of Language and Linguistics*, 8(1), 6–15.
- Agüero, M. F. D. V., & Francioni, A. (2023). Synthetic Phonics: A Glimpse on its Effectiveness in Teaching Young Learners to Read in English as a Foreign Language. *International Journal of Second and Foreign Language Education*, 2, 20–42.
- Ali, A., Gul, N., & Sabih-Ul-Hassan, S. (2022). An Investigation into the Reading Comprehension Problems Faced by Pakistani Students at the University Level. *City University Research Journal of Literature and Linguistics*, 5(1), 134–148. <https://cusitjournals.com/index.php/CURJLL/article/view/751>
- Alderson, J. C. (2000). *Assessing Reading*. Cambridge University Press.
- Almansoori, N., Ogdol, R., & Alteneiji, A. (2024). The Impact of Integrating Jolly Phonics Lessons Application into English Literacy Lessons on UAE Preschoolers' Phonics Skills. *Journal of Childhood, Education & Society*, 5(1), 41–60. <https://doi.org/10.37291/2717638X.202451299>
- Alotaibi, K. M. (2022). *Reading Skills Difficulties Among EFL Learners in Saudi*

- Arabia (Master's thesis). King Saud University.
- Arshad, T., & Noureen, G. (2020). Development of Reading Comprehension Assessment Tool: Applying the RasCh model. *Pakistan Social Sciences Review*, 4(2), 772–792. [https://doi.org/10.35484/pssr.2020\(4-II\)63](https://doi.org/10.35484/pssr.2020(4-II)63)
- Bradbury, A., Wyse, D., Bradbury, A., & Wyse, D. (2025). The Dominance of Synthetic Phonics in Reading Policy in England. *Education Policy Analysis Archives*, 33. <https://doi.org/10.14507/epaa.33.8942s>
- Biber, D., Reppen, R., & Conrad, S. (1998). *Corpus Linguistics :Investigating Language Structure and Use*. Cambridge University Press.
- Cain, K. (2010). *Reading Development and Difficulties*. Oxford Bps Blackwell
- Clarke, P. J., Chesher, D., & Al, E. (2015). *Developing Reading Comprehension*. Wiley-Blackwell.
- Gale, G., & Nafgerin, K. A. (2023). The Use of The Jolly Phonics Method in Improving English Reading and Writing Skills Among Preschool Students. *International Journal of Academic Research in Business and Social Science*, 13(12), 45-56.
- Gedik, O., & Akyol, H. (2022). Reading Difficulty and Development of Fluent Reading Skills: An action research. *International Journal of Progressive Education*, 18(1), 22–41. <https://doi.org/10.29329/ijpe.2022.426.2>
- Goswami, U. C., & Bryant, P. (2016). *Phonological Skills and Learning to Read*. Routledge, Taylor & Francis Group.
- Grabe, W., & Stoller, F. L. (2011). *Teaching and Researching Reading*. Routledge.
- House of Commons - Education and Skills - Written Evidence. (2005). Parliament.Uk. <https://publications.parliament.uk/pa/cm200405/cmselect/cmeduski/121/121.htm>
- Hussain, A. (2022, August 5). *Slumping Reading Culture in Pakistan: Remedial Measures*. Research Gate. <https://www.researchgate.net/publication/362491087>
- Malik, S., Sadiq, U., & Javaria Ahmad Khan. (2021). Belief, Practices, And Challenges Of Pakistani Primary Grade Government School Teachers: Variable Analysis Affecting Pronunciation And Phonics Teaching. *Humanities & Social Sciences Reviews*, 9(1), 206–217. <https://doi.org/10.18510/hssr.2021.9122>
- McLeod, S. (2025, March 26). *The Zone of Proximal Development and scaffolding*. Simply Psychology. <https://www.simplypsychology.org/Zone-of-Proximal-Development.html>
- Mekawy, Taghreed & Abu-Rahmah, Mohamed & Albaaly, Emad. (2021). Effectiveness of 'Jolly Phonics' Strategy in Developing the Pronunciation Skills of Primary Schoolers. *مجلة ك لية ال تربية ال ا سماء ي لية* 50. 149-156. [10.21608/jfes.2021.173693](https://doi.org/10.21608/jfes.2021.173693).
- National Curriculum Council. (n.d.). *NCP ECE Progression Grid*. Ministry of Federal Education and Professional Training, Government of Pakistan. <https://share.google/pnrZgolKmpmuxem5t>
- National Reading Panel. (2000). *Teaching Children to Read: An Evidence-based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction*. National Institute of Child Health and Human

- Development. <https://www.nichd.nih.gov/publications/pubs/nrp>
- Punjab Education Foundation. (2016). Pilot study report for early English teaching using Jolly Phonics in schools under Punjab Education Foundation [Pilot evaluation report]. Punjab Education Foundation.
<https://jolly2.s3.amazonaws.com/Research/PEFPilotstudytotal%20-1-.pdf>
- Phonics Club Pakistan. (n.d.). Pilot study 1: Jolly Phonics trial in Pakistan.
<https://www.phonicsclub.com/pilot-study-1/>
- Paris, A. S. (2018). The Effectiveness of Phonics Approach in Teaching Reading. *International Journal of Education and Curriculum Application*, 1(1), 11-15.
<https://doi.org/10.31764/ijeca.v0i0.1981>
- Pathan, H., & Shah, A. (2015). *Using ZPD & Scaffolding as Strategies in Improving Reading Skills of Engineering Students in Large ESL Class: A paradigm of Action Research*.
- Priyadarsini, K. (2016). Enhancing oral reading skills through Zone of Proximal Development. *VEDA's Journal of English Language and Literature*.
<https://joell.in/wp-content/uploads/2016/03/ENHANCING-ORAL-READING-SKILLS.pdf>
- Rahman, T. (2002). *Language, Ideology and Power: Language Learning Among the Muslims of Pakistan and North India*. Oxford University Press.
- Rasinski, T. V. (2004). *Assessing Reading Fluency*. Pacific Resources for Education and Learning. <https://files.eric.ed.gov/fulltext/ED483166.pdf>
- Rehman, M., Fareed, M., & Khan, A. (2022). *English Language Reading Comprehension of Pakistani HSSC/HSC level Students: Perceptions and Performance*. *Pakistan Languages and Humanities Review*, 6(II). [https://doi.org/10.47205/plhr.2022\(6-ii\)99](https://doi.org/10.47205/plhr.2022(6-ii)99)
- Rogers, J., & Revesz, A. (2020). *The Routledge Handbook of Research Methods in Applied Linguistics*. Routledge.
- Shabani, K., Khatib, M., & Ebadi, S. (2010). Vygotsky's zone of proximal development: Instructional implications and teachers' professional development. *English Language Teaching*, 3(4), 238. <https://files.eric.ed.gov/fulltext/EJ1081990.pdf>
- Shah, S. H. R., Abbasi, I. A., & Ali, A. (2022). Difficulties in Learning English Vocabulary Faced by College Students of Pakistan. *Pakistan Languages and Humanities Review*, 6(II).
- Tarique, T., Anthony, Dr. E. M., & Fatima, S. (2021). Pilot Study on Reading Difficulties Encountered by University Students in Pakistan. *International Research Journal of Education and Innovation*, 2(2), 170–175.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.