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Theory and practice of the Jolly Phonics method, its use and effectiveness with pupils in primary school

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vedoucí práce: Mgr. Jany Kořínkové, Ph. D.

Prohlášení:

Prohlašuji, že jsem diplomovou práci s názvem „*Teorie a praxe metody Jolly Phonics, její využití a efektivita u žáků 1.stupně ZŠ*“ vypracovala samostatně, pod odborným dohledem paní Mgr. Jany Kořínkové, Ph. D.. Veškeré literární prameny a informace, které jsem v práci využila, jsou uvedeny v seznamu použité literatury.

V Olomouci, 21. dubna 2025

Hana Morrisová

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Annotation

The present thesis deals with the Jolly Phonics method as a modern phonetic approach to teaching English at the first level of primary schools. The theoretical part provides a comprehensive overview of the principles of the method, its origin, advantages and possible pitfalls, with a special focus on its use with pupils with special educational needs (SEN). The practical part of the thesis takes the form of a project plan for the implementation of the Jolly Phonics method in English language teaching at Svatoplukova Primary School in Šternberk from the school year 2026/2027. The project is focused on the systematic introduction of teaching, which supports the development of phonemic awareness, reading and listening skills of all pupils and reflects the need for material, personnel and organizational support, including evaluation of the whole process.

Keywords

Jolly Phonics, inclusive education, English language teaching methods, phonemic awareness.

Introduction

"Education of the mind without education of the heart is no education."

Aristotle

Foreign language teaching in the Czech Republic has a long tradition, although historically it has been influenced by various political and social changes. While Russian used to dominate the teaching of foreign languages, today English is the most widely spoken foreign language, followed by German, French and Spanish. Czech students are exposed to foreign language learning from an early age, and school curricula usually include compulsory instruction in at least one language from primary school onwards. Despite the relatively wide availability of language education, Czech students face several challenges. One of the main challenges is the lack of a real language environment, which means that students have limited opportunities to actively use the language in everyday life. Traditional foreign language teaching in primary schools has for many decades been based primarily on drill of grammatical rules, spelling phenomena and memorisation of individual phrases. While this approach has provided some structure and enabled pupils to acquire a basic knowledge of the language, it is proving to be highly ineffective in terms of practical application in real life. Mechanical repetition of grammatical rules without context often leads only to short-term memorisation of information that children cannot apply in everyday communication. This kind of teaching can cause frustration, disinterest and, in extreme cases, resistance to learning a foreign language in many pupils.

Children learn best when they enjoy the learning process and see it as a natural part of their lives. Teaching a foreign language should therefore not just be about learning the rules, but should allow pupils to actually experience the language - through games, songs, physical activities or stories. In this way, children unconsciously strengthen their vocabulary, learn correct pronunciation and acquire a feel for the language, which will enable them to communicate more fluently in the future.

Teaching a foreign language effectively at the first level of primary school is a great challenge in the current educational system. With the increasing emphasis on communicative skills and a clear, effective approach to foreign language acquisition, methods that emphasise multisensory learning, systematicity and active involvement of pupils are becoming increasingly popular. One of these progressive methods is the Jolly Phonics method, which is based on a phonetic approach and has proven itself particularly well in Anglo-Saxon

educational settings. Language education based on fun and multisensory activities also promotes deeper retention of the material. Children who learn new words through movement games or rhythmic songs tend to remember them much better than children who learn them only by reading and writing. Rhythm, rhymes and melodies activate different parts of the brain than ordinary mechanical memory, which contributes to more effective retention of information. In addition, methods using these elements also help children with special educational needs who may not be suited to traditional teaching.

This thesis deals with the Jolly Phonics method and its use with primary school pupils, including those with special educational needs (SEN), for whom conventional foreign language teaching can be very difficult. The topic was chosen both with the intention of expanding the general awareness of an alternative and effective method that is increasingly penetrating the curricula of schools in the Czech Republic, so that they are more closely aligned with language standards across the European Union, and with the vision that it is possible to implement this method in primary education in a public primary school operating in a small town in the Olomouc region. At the same time, the author of the thesis wanted to present the issue in a different way than what she had encountered so far - different from a simple questionnaire survey focused on the satisfaction of pupils, parents and teachers with the education system at the first level of the selected primary school. That is why she decided in her practical part to go the way of creating a project plan for the implementation of the innovative Jolly Phonics method in the teaching of English language at the first level of the primary school, whose founder is the City of Šternberk.

The thesis is divided into a theoretical and a practical part, in total into six chapters. The first chapter presents the general framework of foreign language teaching in the Czech environment. It focuses on the objectives of teaching (not only) in the diction of Bloom's taxonomy of educational objectives, and on the current framework curriculum for primary education in the Czech Republic as the basic curriculum document regulating the general requirements for education. The second and third chapters of the thesis focus on the person of the pupil; the second chapter characterises the ordinary pupil at younger school age, especially in terms of his/her ability to learn and be taught. Understanding the developmental specificities of this group of pupils is a key starting point for educators, placing emphasis on the pupil's motivation, his willingness to learn and his ability to be taught effectively. In the second part of this chapter, the methods and approaches that can be encountered in the Czech education system in teaching foreign language to pupils at the first level of primary education are

presented. For the sake of clarity, these are divided into traditional and alternative methods and approaches, always with the aim of comparing their strengths and weaknesses, which are decisive for the teacher's choice. The third chapter, as already mentioned, is also devoted to the characteristics of pupils in primary schools, but here exclusively to pupils with special educational needs. In its content, it seeks not only to capture the differences and specific problems that these pupils may face in the context of foreign language teaching, but also to find ways of saturating them that are satisfactory for both sides of the educational process. The fourth chapter of the thesis, which is also the last theoretical chapter, is fully devoted to the Jolly Phonics method. It describes its origins, the main principles underlying the method and especially its strengths, which distinguish it from existing methods of foreign language teaching and predict its long-term effectiveness and stable place in the education of Czech pupils of younger school age. An integral part of this chapter is the arguments, based on research and studies, which confirm the effectiveness of the method for the target group. In summary, the theoretical part of the thesis aims to fully support the author's opinion that the Jolly Phonics method is the key to a promising future for children in English language education.

The practical part of the thesis - as mentioned above - focuses on the practical implementation of the Jolly Phonics method in the teaching of pupils at the first stage of primary school, in the form of a project plan *"With Jolly Phonics for language development and inclusion at the first stage of the Svatoplukova Primary School"*. The project plan *"With Jolly Phonics for Language Development and Inclusion at the 1st Grade of Svatoplukova Primary School"* is not just an academic concept created on a few pages of a diploma thesis, but it has the ambition to become a real plan for the implementation of an innovative teaching method in a specific primary school. From the beginning, the project is structured with clearly defined objectives, timetable, financial plan and concrete steps towards its implementation. It is therefore not just an abstract proposal, but a systematically prepared project that responds to the current needs of the educational process. It is based on a realistic analysis of the current state of English language teaching at Svatoplukova Primary School and reflects the need to make language teaching more effective at the primary school. The implementation of the Jolly Phonics method is designed to support not only pupils without difficulties, but also children with special educational needs, which corresponds to the requirements of inclusive education.

1 Teaching a foreign language in the Czech environment

The introductory chapter of the thesis focuses on foreign language teaching in the Czech environment and its anchoring within the framework of the Czech Framework Curriculum for Primary Education. The aim of this chapter is to highlight the benefits of teaching a foreign language from an early school age, and at the same time to find out how the Framework Curriculum is set up for this teaching in the Czech Republic.

1.1 Objectives of Foreign Language Teaching

Knowledge of a foreign language is important to everyone for different reasons. Some people will need it in adulthood to find a good and stable job, while for others it will open up the possibility of travelling to other countries without fear or starting a new phase of their lives. Whichever way a foreign language is used in adulthood, its knowledge is always highly beneficial when it belongs to one's current lifestyle. It is a means of developing critical thinking and, as Křížková (2010) argues, it is crucial in today's multilingual Europe for Europeans to be able to communicate with each other. Multilingualism not only provides the necessary conditions for mobility within Europe for work and leisure, but above all is crucial for the social and political inclusion of all Europeans (regardless of their linguistic competence) and for building a sense of European identity. *"The aim is not to learn a language for language's sake, but for the possibility of acquiring further knowledge, skills, attitudes and values in a wide range of disciplines, where the foreign language comes into play as a mediator"* (Ondráková 2014, p. 63).

According to Vališová (2009, p. 17), the goal is the most important element of every act of education, every act of intentional learning, every specific process or sequence of processes aimed at (especially aimed at) developing the personality of the pupil. In Chodera's (2006, p. 74) conception, the goals of foreign language teaching include three components - communicative, educational and educative components. These components interact with each other and thus explicitly influence each other - communicative language acquisition is an important means of achieving educational and instructional goals and, conversely, educational and instructional goals predict the acquisition of communicative skills. The communicative goal, which - as the name implies - concerns communicative skills, aims at the communicative competence to put this skill into practice. In practice, then, the communicative objective represents the learner's competence to deal with the practical situations to which he or she is exposed. The educational objective does not view the foreign language as a mere means of

communication, but rather as an expression of part of another nation's culture. The learning objective therefore includes knowledge of the extra-linguistic facts of the language, including a comparison of the differences with the mother tongue. We understand the educational goal as an influence on personality development, as well as a method by which the individual can be influenced to be able to compare and evaluate the differences between his own - home and foreign reality. Its main principle is cultural - humanizing content, or building positive attachments to the language and people who speak it (Choděra 2006, p. 76-77)

Neuner (In Podrápská 2008, p. 27) offers a different perspective on the current goals of foreign language teaching. He speaks of a pragmatic goal, the content of which is the requirement to create optimal conditions at the beginning of foreign language teaching for the acquisition of primarily oral communication in the younger school age period, then a cognitive goal, the emphasis of which is put in the context of the learner's learning strategy and technique, so that the learner is motivated to learn and enjoys learning, and last but not least an affective goal, focusing on the development of tolerance and readiness to coexist with another culture. These three dimensions of educational goals refer to the work with the traditional "three powers" - i.e. reason, emotion and will; these were the main focus of Bloom's 1956 taxonomy, based on the premise that to achieve a higher goal category, thorough mastery of content at a lower level of acquisition is required (Valisova 2009, p. 24). The original Bloom's taxonomy arose from the need and necessity of valuing test items and classifying precisely what each test item addresses. Later (the literature reports in the early 1990s, under the leadership of D. R. Krathwohl) it came to be seen as a way of making it easier to find answers to questions:

- *"Teach what?"* - i.e. the selection of the curriculum, which is carried out with regard to the chosen educational goal,
- *"How to achieve the goal?"* - or the question of educational activities and the instructions that teachers issue for their evocation,
- *"How to evaluate?"* - what to focus evaluation activities on in order to assess the degree of achievement of a specific objective,
- *"Is there coherence between objectives, instruction and assessment?"* to determine if students are being guided or assessed in accordance with the stated objective,

and for this purpose it was revised and transformed into its new form, into a new taxonomy of educational objectives with two dimensions - knowledge and cognitive processes. This revised taxonomy of educational objectives is divided into six levels - knowledge, understanding,

application, analysis, evaluation, creativity - in the spirit of the cognitive dimension. Practically, in determining the content of each goal in the diction of this taxonomy, one proceeds step by step, from the simpler to the more complex - i.e. from knowledge, without which it is impossible to understand a foreign language, without knowledge and understanding it is impossible to apply it properly, without its application to analyze it, etc. This cognitive progression is clearly illustrated in Table 1.

Process/categories	Alternative naming	Definition of
1. REMEMBER	Recall relevant knowledge from long-term memory	
1.1 Recognize	Identify	Locate knowledge from long-term memory that is consistent with the material presented
1.2 Equipping yourself	Recall from long-term memory	Equip yourself with relevant knowledge from long-term memory
2. UNDERSTAND	Construct meaning from instructional messages including oral, written and graphic communications	
2.1 Interpret	Simplify, paraphrase, represent, explain	Convert from one form of presentation, e.g. numerical, to another, e.g. verbal
2.2 Giving examples	Illustrate, give examples	Find a specific example or demonstration of a concept or principle
2.3 Classify	Categorize, classify	Determine where something belongs
2.4 Summarize	Abstracting, generalising	Abstracting the general theme or main ideas
2.5 Derive	Draw conclusions, extrapolate, interpolate, predict	Draw logical conclusions from the information presented
2.6 Compare	Distinguish, map, assign	Determine correspondences between two ideas, objects, etc.
2.7 Explain	Create models	Develop a model of the cause and effect system
3. APPLY	Perform or apply a procedure in a given situation	
3.1 Perform	Enact	Apply the procedure in a known problem
3.2 Implement	Use	Apply the procedure in an unknown task
4. ANALYZE	Break the whole down into its basic components and determine which parts belong together, what the overall structure is and what their purpose is	
4.1 Distinguish	Make distinctions, distinguish, choose	Distinguish between relevant and irrelevant parts or between important and unimportant parts of the whole being shown
4.2 Arrange	Find coherence, integrate, structure	Determine how elements fit or function within the structure
4.3 Attribute	Perform deconstruction	Identify the opinion, prejudice, values or intended substance of the material presented
5. HODNOTIT	Create assessments based on criteria and standards	
5.1 Control	Detect, monitor, test	Identify inconsistencies or errors in the process or outcome; determine whether the process or outcome is internally consistent/coherent;

		determine the effectiveness of the chosen process
5.2 Criticize	Rate	Identify inconsistencies between the outcome and external criteria; determine whether the outcome has external consistency/consistency; determine the appropriateness of the procedure for the problem
6. SHOP	Put elements together to form a coherent or functional whole; reorganize elements into a new arrangement/pattern or structure	
6.1 Generate	Establish hypotheses	Come up with alternative hypotheses that are based on criteria
6.2 Plan	Suggest	Create a procedure that leads to the successful solution of a task
6.3 Build	Retrieved from	Come up with a new result

Table 1- The six categories of the cognitive process dimension and the corresponding nineteen cognitive processes (a revision of Bloom's Taxonomy of Educational Objectives) - own elaboration according to Anderson, Krathwohl, Airasian (2001, p. 102)

The use of a taxonomy of educational objectives has several meanings in the practice of the educator. Firstly, they are a means of creating and classifying educational objectives, while also serving as an aid in their evaluation. They are a framework for creating and designing curricula aimed at developing students' independent thinking, and they also contribute to the adequate design of standards that are easily interpreted by students, learners and possibly their parents (Vávra 2011). Halbach (2022, p. 51) adds to this in the diction of foreign language teaching that taxonomies help to plan teaching systematically, assess students' progress and ensure the comprehensive development of language skills. It also allows to gradually guide students from basic understanding of vocabulary and grammar to the application of language in real situations, helping teachers to focus not only on knowledge (e.g. memorizing vocabulary) but also on understanding, analyzing and creatively using it in conversation, writing and listening. Last but not least, it allows the teaching to be adapted to the individual needs of the pupils according to their level of language skills. The use of taxonomy in foreign language teaching therefore contributes to more effective learning and the development of real language competence

On the other hand, it should be mentioned that even in the revised version of the taxonomy, the classification framework is adapted to technical and natural science subjects; it is thus more difficult to apply it to humanities subjects. However, the limitations may often be on the side of teachers rather than on the side of the taxonomy itself, who often rely mainly on the argument of the complexity of foreign language teaching, which requires the use of all elements of the taxonomy and the fulfilment of all potentially achievable educational goals (Mareš 2013, p. 297). An objective barrier to implementation in the Czech school system in foreign language teaching is the significant disproportion between the large amount of

theoretical knowledge on the one hand and the virtually absent pedagogical empirical experience on the other. As Sitná (2013, p. 10) adds, although Bloom's taxonomy for teaching is included in the framework educational programmes (and often explicitly in school curriculum documents), it is still only a theoretical basis for its implementation. However, having only a theoretical idea of the possibilities of incorporating the taxonomy into foreign language teaching is not enough. A proactive approach on the part of the teacher is needed, as well as a positive attitude on the part of the learner, which it is the teacher who has to evoke. At the same time, if we aim for complexity in foreign language teaching, we need to keep in mind that the elements of application, evaluation or creation are at the same level of importance here as the elements of memorization and comprehension; we do not insist on a cumulative hierarchy of acquiring lower-level skills and progressing from them to more complex skills at higher levels (Feketova 2018, p. 46).

1.2 The Framework Curriculum for Primary Education in the Context of Teaching English as a Foreign Language

The Framework Education Programme (FEP) is the basic curriculum document that sets out the general requirements for education in the Czech Republic. It defines the main objectives, the content of education, the expected learning outcomes and the skills that pupils and children should acquire at each level of education. At the same time, it emphasises key competences, their interconnection with the educational content and the application of acquired knowledge and skills in practical life (RVP ZV 2017, p. 5).

Teaching a foreign language falls within the educational area of *Language and Language Communication*, specifically in the field of *Foreign Language*. The aim of language teaching is primarily the development of communicative competences, not only in the mother tongue but also in the foreign language. The success of language education as a whole depends not only on the results of education in the mother tongue and in foreign languages, but also on the extent to which the language culture of pupils becomes an object of interest for all other areas of basic education (RVP ZV, 2017, p. 16-17). The foundation of the foreign language curriculum at 1. The basis of the foreign language curriculum at primary school is the mastery of basic grammatical structures and sentence types, the sound and graphic form of the language and basic vocabulary in communicative situations of the topics discussed (home, family, school, leisure, occupation, human body, food, dressing, shopping, home, means of transport, calendar

year (holidays, seasons, months, days of the week, hours), animals, nature, weather) (RVP ZV, 2017, p. 25 - 29).

The revision of the RVP ZV, presented in January this year, is based on the Strategy for Education Policy of the Czech Republic until 2030+, which focuses on the future needs of pupils and emphasizes its focus on the acquisition of competences needed for active civic, professional and personal life and on reducing inequalities in access to quality education with the possibility of maximum development of pupils' potential. It focuses on developing and linking key competences and basic literacy to the expected learning outcomes for each learning area. In the case of key competences, this includes the development of critical thinking, collaboration, problem solving, learning or creativity. The aim of the Strategy is also to modernise the Czech education system in the field of regional education, non-formal and informal education and lifelong learning, to prepare it for new challenges and at the same time to address the problems that persist in the Czech education system (RVP ZV 2025, p. 9). Within the revised RVP ZV, English language teaching also falls under the area of *Language and Language Communication*, but it already has its own educational field - *English language* RVP ZV 2025, p. 11). The requirements for English language education are based on the Common European Framework of Reference for Languages and its updated version. Teaching at primary school level 1 requires pupils to reach level A1, i.e. a level at which pupils understand and use basic expressions and phrases in spoken and written form. He/she is able to introduce his/her own person and others, and is able to find out information about other people. At the same time, he/she communicates about everyday situations and topics typical for his/her age (RVP ZV 2025, s. 57). The revised RVP ZV describes the required communicative competences in four language activities (RVP ZV 2025, pp. 58-60):

- Reception - focuses on developing pupils' ability to understand texts or speech in English, with recognition of basic grammatical structures and vocabulary being an essential part of this. Reception combines listening and reading comprehension
- Production - with a focus on developing pupils' ability to use the English language actively (in spoken or written form),
- Interaction - focusing on the development of learners' ability to engage effectively in foreign language communication, where the emphasis is on the ability to lead and sustain communication, and on the ability to express one's own opinions and feelings,

- Mediation - aimed at improving learners' skills in interpreting and transferring basic information from one language to another, with an emphasis on the ability to express oneself clearly in both languages.(for lower secondary school)

A significant change to the new RVP, the implementation of which will be gradual (see Picture 1), is the introduction of compulsory teaching of the first foreign language (English) from the first year of primary school¹, as well as an increase in the exit level of English from the original A2 to B1.



Picture 1 - Timetable for the implementation of the revision of the RVP ZV - revision of the RVP (2025)

The argument for introducing English language teaching from the Grade 1 of primary school is certainly to use the early years for effective learning. Children at a younger school age have an increased ability to acquire a new language naturally and without much difficulty, as their cognitive abilities, phonological sequential perception and semantic analysis skills develop during this period, and metalinguistic awareness is formed (Thorová 2015, p. 61). The thinking of younger school-age children is fundamentally transformed, their memory and attention improve, and their imagination also undergoes changes, as the imaginative spontaneous representations typical of preschool age are replaced by more analytical perception (Čačka 2000, p. 57). The Ministry of Education also argues that some current primary schools already offer English lessons from Grade 1, while others start later, and this discrepancy may lead to differences in language skills among pupils (Czech Television 2025). Moreover, the introduction of uniform compulsory English lessons from Grade 1 may contribute to a higher level of language skills, which may increase pupils' competitiveness when they enter the labour market later. On the other hand, however, there have also been many criticisms, particularly about the readiness of primary schools for such a radical change. The Standing Conference of Associations in Education (SCAV) points out that there is a general lack of properly educated language teachers in primary schools, and that the teachers who teach foreign languages do not have the obligatory didactic training in English. Teachers who teach languages at primary level

¹ The current RVP ZV dates this obligation from the 3rd year of primary school at the latest.

are most often either teachers with a foreign language teaching qualification for lower secondary or secondary schools, or primary teachers, who may not have a compulsory didactic qualification for language teaching. According to the SKAV, the problem with the quality of language teaching will be exacerbated by the shift of foreign language teaching from Grade 1 (Standing Conference of Associations in Education 2024). The intended increase in the level of language output is also criticised. SKAV argues that if the language level is not currently monitored consistently according to the current RVP, increasing it by one whole level according to the SERRJ is an ill-considered solution that will not be able to improve the language competences of primary school pupils (Standing Conference of Associations in Education 2024).

2 Pupil at 1st level of primary school and English language

The teaching of English in primary school plays a key role in the development of a child's language skills. During this period, the child's brain is very adaptable and able to absorb new information quickly, which allows for more effective acquisition of a foreign language. Children naturally imitate the sounds, melody and intonation of speech, thereby acquiring correct pronunciation and grammatical structures without the need for explicit explanation. When taught in a playful way, for example through songs, games and interactive activities, it promotes the child's natural motivation to learn.

The teacher plays an important role in teaching English at Key Stage 1. A qualified teacher who uses modern methods and is able to motivate the children contributes significantly to the success of teaching. Learning English should be fun and non-violent so that children develop a positive attitude towards the language and are not afraid to use it in practice. Despite the many benefits of early learning English, it is important that teaching is adapted to the age and ability of the children. Information overload or an overly academic approach can lead to a loss of motivation. It is therefore crucial to combine language learning with children's natural curiosity and playfulness. If taught in the right way, English language at primary 1 can lay a solid foundation for future language skills and support lifelong learning.

Therefore, the second chapter of the present thesis is devoted in its introduction to the characteristics of the primary school pupil in order to understand his/her uniqueness in the learning process, and then fully to the methods and approaches in teaching foreign languages in primary education in contemporary Czech schools.

2.1 Characteristics of a pupil of the 1st grade of primary school

A pupil in the first stage of primary school is in the period of junior school age in terms of ontogeny, which corresponds approximately to the age from 6 to 11 years. This developmental period is characterised by significant changes in the child's cognitive, emotional and social development. Children gradually acquire new skills, develop the ability to think logically and learn to work with the rules and structure of the school environment. In general, the school environment represents a significant change in children's psychological and social development. They have to learn to cope with relatively long periods of separation from their families, to accept the authority of the teacher, to concentrate on their studies and, last but not least, to integrate into their peer group. At this stage, there is a shift from largely intuitive knowledge of the world to more systematic and purposeful learning (Vágnerová 2005, s. 20).

According to Heluse (In Doleži 2014, p. 11), it is learning that is the main type of activity of the younger school-age child. It is very closely linked to the teaching activity of the teacher. It is only later that it becomes an autonomous, self-actualizing and self-learning endeavour. The child is more than ever dependent on the interpersonal emotional relationship with the teacher during the younger school age period, and needs his/her greater personal response, motivation, emotional support and interest in his/her inner childhood world. At the same time, he/she has a strong need for cognition and if the teaching is conducted with appropriate methods, he/she can develop a positive relationship with education that will accompany him/her in the years to come.

The child's perception in this period is based on observation, it becomes more persistent. Not only the capacity of his memory increases, but also the speed of remembering the phenomena to which the child is exposed. At the beginning of schooling - as opposed to the transition to lower secondary level - children of younger school age make the most use of repetition strategies, for which they use mainly mechanical memory (Vágnerová 2005, p. 258). As far as attentional concentration is concerned, the ability to maintain the child's attention is aided by the appropriately chosen length and difficulty of the tasks given, as well as activities that are designed for relaxation, which are included among the individual tasks that require the child's full attention and cooperation (Špaňhelová (2008, p. 120). Although the attention span of a child of younger school age is still relatively short, it can be appropriately stimulated by varied teaching methods that combine visual, auditory and motor activities.

According to Piaget's developmental theory (In Piaget, Inhelderová 2014, p. 36), an individual's cognitive development can be traced through the stages of the level of cognition, which describe how human thinking develops from birth to adulthood. The period of the younger school age falls into the stage of concrete operations, which is characterized by the beginning of children's understanding of logical operations concerning concrete objects and situations. This means that they are able to perform sorting, ordering and classification of objects according to various characteristics. An important feature of this stage is also the child's understanding of the principle of conservation, where the child understands that the amount of a substance remains the same even if its form or appearance changes. The child begins to think like a young 'logical positivist' who understands the functional relationships between objects in the external world. Decentration, where children learn to take into account several aspects of a situation at the same time, enabling them to overcome the egocentric thinking typical of the previous stage, and reversibility, the ability to understand that certain operations can be reverted

back to their original state, are also characteristic features of thinking at this stage. Fantasy and reality, however, are strictly separated at younger school ages. *"The child is very realistic and factual, so that it is quite difficult for him to separate general hypotheses from concrete facts. He exercises logical thinking especially when he can reason about concrete, illustrative objects. He is not yet successful in performing abstract thought operations"* (Kohoutek 2008, p. 6).

A combination of internal and external factors play a role in the acquisition of a foreign language by young school-age children. Support for this claim can be found in the research of Paradis (2011, p. 214), who considers internal factors to be language ability as a type of intelligence, consisting of several components, primarily memory skills, analytical reasoning and pattern recognition, as well as the ability to transfer constructions from the native to the foreign language, and also age-related cognitive maturity. External factors are those related to the quality and quantity of the foreign language input, i.e. the length of exposure to the foreign language and the quality of its expression (richness of the language, the person of the language intermediary, etc.)

In the teaching of foreign language to younger school-age children, the theoretical basis of Piaget can be used and this can be freely transferred into practical use. Children at this age understand language better when they have the opportunity to relate it to concrete objects and situations. Therefore, it is important to use pictures, cards, real objects (e.g. fruit when learning vocabulary) or movement activities that help to link language to concrete experiences - e.g. Instead of explaining the difference between *"big"* and *"small"* in the abstract, it is more effective to show two toys of different sizes and have children connect the meaning of words to visual sensation (Bybee, Sund 2020, p. 108). During the younger school-age years, children acquire the ability to sort and categorize objects, which can be used in vocabulary acquisition. For example, in teaching, children can be asked to group new words (e.g., animals, food, clothes) or to sort words according to certain characteristics (e.g., from largest to smallest). This process corresponds to their natural developmental stage and helps them to better remember new vocabulary. At the stage of concrete operations, children are able to understand regularity and logic in language. Therefore, it is useful to explain grammatical rules using examples and patterns that they can analyse and apply - this is well illustrated, for example, in the context of learning the rules of past tense formation in English, where children can be allowed to observe patterns (*"play"* → *"played"*, *"walk"* → *"walked"*) and let them arrive at the regularity of the rule by their own efforts instead of just memorising. Reversibility of thinking, which is again a mainstay of Piaget's theory, is practically applicable in English language teaching with activities

in which children change sentences into their opposite sentences or at the moment of forming questions from announcement sentences ("*I like her* → "*I don't like her*"/"*She is young*" → "*Is she young?*") (Bybee, Sund 2020, p. 109)

2.2 Methods and Approaches in Teaching Foreign Languages to Pupils at Primary School

As stated by the National Institute of Education (2020, p. 10), foreign language teaching is always underpinned by different approaches, methods and techniques aimed at effectively achieving the set language goals. Each individual approach is derived from a theoretical conception of the nature of language and the way of learning, and these theories are derivatives of other disciplines such as linguistics, sociolinguistics, etc. From the point of view of the teacher, a method can be a recommendation, a guide on how to implement foreign language teaching and with the help of what materials and activities; from the point of view of the learner, we can talk about a model of what approach and what role to take in teaching.

A closer look at the differences between the terminological concepts of method and approach is provided by Choděra et al. (2000, p. 55), who argue that the concept of approach answers the question of "what to teach", while the concept of method aims at the question of "how to teach". Harmer (2015, p. 46) emphasises the close and inseparable link between these concepts, stating that well-grounded practices in methods are always based on a clearly articulated approach. According to Skalková (2007, p. 31), a method is a particular sequence of actions and activities on the part of both the educator and the learner that direct them towards the achievement of stated goals; an approach is then a theoretical language that serves as a source of principles and practices in teaching.

The first, universally accepted method of teaching foreign languages can now be described as the grammar-translation method, which was used mainly in the 19th and early 20th centuries and was based on a thorough study of grammatical rules and their application in the translation of sentences and texts between the mother tongue and the foreign language. Typical features were the frequent use of the mother tongue in teaching (especially in the form of translations, which served as the main method of practising and testing) and the so-called drill method of teaching (National Institute of Education of the Czech Republic 2020, p. 10). The advantage of this method was certainly the ease of comparison with the mother tongue, which appeared to be useful in the acquisition of new words and phrases and also in the context of facilitating the understanding of the grammatical structure and rules of the foreign language.

However, a significant deficit was (and is) seen in the limitation of the fluency of communication and the spontaneity of foreign language use, as well as the risk of acquiring a rather passive form of the language before its active use in real situations (Howatt 2004, p. 361). Even though the grammar-translation method is nowadays considered obsolete, it is still widely used, for example, in the teaching of classical languages (Latin, Ancient Greek, i.e. where foreign language teaching is focused only on the understanding of literary texts) or in combination with other modern teaching methods. And it is other teaching approaches and methods that are more likely to be used in teaching English as a foreign language to primary pupils that will be presented in the following subchapters.

However, what the author of the thesis considers necessary to convey here is the fact that the search for a single universal or most effective method for teaching a foreign language is a form of utopia. More important than the officially prescribed or recommended teaching method is the motivational approach of the teacher as an eclectic who, in accordance with his/her own beliefs about the essence of good learning, builds his/her own way of conceptualizing teaching, rather using the theoretical basis of the methods and approaches specified below.

2.2.1 The Direct Method

The direct method (sometimes referred to in its alternative as the Berlitz method) is a critical response to the grammar-translation method described above, and is influenced by psychological pragmatism, the essence of which is the view that school should primarily impart practical skills and competences important for future life. The method focuses on the natural acquisition of a foreign language through instruction conducted exclusively in the language. Pupils are not exposed to translation into their mother tongue, but learn the foreign language directly, through listening, speaking and context; pronunciation is taught systematically on a phonetic basis, grammar recedes into the background - when it is taught, it is more of an inductive teaching, where pupils come to grammatical rules and patterns through contact with the language (Harmer 2015, p. 108). As the author further states, listening and dialogue always take precedence over reading and writing in the direct method. The different stages of the application of the direct method in students' learning could be summarised as the 3Ps - *presentation* (the teacher introduces new concepts), *practise* (e.g. true/false exercises, crossword puzzles, make-up exercises, etc.) and *production* (the learner uses the concepts in practice, for example in dialogues or by writing a short text). The example below can be used as an illustration of one hour of English language teaching for primary school pupils in the diction of this method.

TOPIC: COLOURS AND OBJECTS IN THE CLASSROOM		
Hour length	45 minutes.	
Aids	Pictures of objects, color cards, real objects in the classroom	
INTRODUCTION	Max 5 min.	Goal: activation of pupils
<p>The teacher comes into the classroom and starts a conversation in English: "<i>Good morning, children! How are you today?</i>"</p> <p>Students respond according to the pattern, e.g. "<i>I'm fine, thank you.</i>"</p> <p>This is followed by a short activity to review the familiar words taught in the earlier lesson:</p> <p>The teacher picks up a red card and asks, "<i>What color is this?</i>"</p> <p>The students answer, "<i>Red!</i>"</p> <p>The teacher praises "<i>Well done</i>", takes another coloured card in his hand, the procedure is repeated. He does not forget the praise.</p>		
THE CORE PART OF THE TEACHING	About 25 minutes.	Goal: Expand vocabulary, teach new phrases and link existing ones to the topic (classroom subjects)
<p>a) Presentation of new vocabulary (10 minutes)</p> <p>The teacher shows different objects in the classroom (e.g., a book, a pen) while saying their names: "<i>This is a book</i>" (as he holds the book), "<i>This is a pen.</i>" (as he shows the pen).</p> <p>Pupils repeat the words after the teacher, then add movement (e.g. picking up their pen for the word <i>pen</i>).</p> <p>b) Q&A (5 minutes)</p> <p>The teacher asks each student, "<i>What is this?</i>" (The pupil answers: "<i>This is a book.</i>"</p> <p>Teacher connects existing knowledge (color knowledge) with newly acquired knowledge: "<i>What color is the book?</i>" Students answer, "<i>It is blue.</i>"</p> <p>c) The game "Simon Says" (10 minutes)</p> <p>The teacher gives instructions by means of commands that the pupils must follow. The aim is to link movement with learning and to practise pupils' understanding of "<i>Simon says, touch something red!</i>". Pupils touch a red object. "<i>Simon says, pick up a book!</i>" Pupils pick up a book.</p>		
CONSOLIDATION OF KNOWLEDGE	About 10 minutes.	Aim: To practise and consolidate newly acquired knowledge collectively/in paired activities
<p>a) Pair activity</p> <p>Pupils work in pairs, one showing the object and the other saying its name and colour: "<i>What is this?</i>" - "<i>This is a pencil.</i>" "<i>What color is the pencil?</i>" - "<i>It is yellow.</i>"</p> <p>b) Feedback and repetition</p> <p>The teacher asks questions based on previous activities and involves the whole class: '<i>Who has a blue pen?</i>' Students look at their belongings, who has a blue pen on them answers, "<i>I do!</i>"</p>		

A common song or short poem about colours (e.g. <i>"Rainbow Colors everywhere - Red, orange, yellow, green. Rainbow Colors everywhere - Blue, purple, pink! Red, orange, yellow, green, blue, purple, pink. Red, orange, yellow, green, blue, purple, pink."</i>)		
END OF HOUR	About 5 minutes.	Goal: Summarize newly learned lessons, strengthen motivation
The teacher prompts the students to summarize: <i>"What did we learn today?" "Colors and things in the classroom!"</i>		
The teacher praises their work and activity - <i>"Great job, everyone!"</i> and says goodbye to the students - <i>"See you next time!"</i>		

Table 2 - Example of an example of a lesson plan for teaching English to primary 1 pupils in The Direct Method - own elaboration

The benefit of the direct method of teaching a foreign language is certainly the effectiveness in developing fluency. With constant exposure to a foreign language, children learn to communicate fairly quickly without translation. At the same time, it is a natural way of learning when the method imitates the process of learning the mother tongue, thus leading to better fixation of language skills. Last but not least, it increases confidence in communication as children overcome their fear of speaking and get used to using language in real situations. However, even the direct method of teaching a foreign language has had and continues to have its critics - as Richards and Rodgers (2001, p. 69), for example, point out, teaching can often be counterproductive for children, as the teacher is a native speaker or a person who speaks fluently, with native-like pronunciation, and as such completely avoids the mother tongue. The child may thus feel frustrated when he or she does not understand the educator. According to Choděra et al. (2000, p. 60), it is partly contradictory just to claim that the method likens teaching a foreign language to teaching the mother tongue. The authors argue that while *"the child learns the mother tongue incidentally, spontaneously, the foreign language is learned in a controlled, intentional process, which corresponds to Krashen's distinction between language acquisition and language learning"*.² It is therefore not possible simply to equate or even synonymise the teaching of mother tongue and foreign language, English not excluded.

² Note: Linguist Stephen Krashen defines language acquisition as a natural, intuitive and unconscious process. A person who acquires a language is therefore unaware that he or she is developing language skills. In contrast, learning is a conscious process that typically involves the correction of errors. According to Krashen, the process of acquisition is then more efficient and therefore more appropriate for the purpose of developing language competence. In his theory of second language acquisition, Krashen emphasises the importance of providing sufficient comprehensible input, which means speaking to the child in the target language as much as possible and providing a sufficient language model, and respecting the silent period, during which the child is not yet ready to produce language himself, but only to receive it (Johnson 2008, p. 63)

2.2.2 Audiolingual Method

In the 1920s and 1930s, linguists laid the foundations of the audiolingual method, inspired by behaviorist learning theory. The latter foregrounds observable behaviour that occurs as a result of experience. Behaviorists do not concern themselves with the learner's ability, intelligence, motivation, or interest (they refer to his or her internals as a *black box*); they look at observable behavior, which is the only factor for their evaluation (Mowrer 2023, p. 83). They also advocate the theory that learning is the result of the interaction of conditioning and environment. It is the principle of conditioning that is an essential feature of the audiolingual method, so the author of this thesis takes the liberty of digressing here briefly to present the aforementioned principle of conditioning as a way of acquiring new responses that are tied to certain conditions (Mowrer 2023, p. 83).

The essence of conditioning is making connections based on temporal congruence or sequence. In terms of learning by conditioning, a distinction is made between classical and operant conditioning. Classical conditioning is associated with recurrent situations that usually accompany a particular experience. This experience is then transferred to other circumstances of the situation. Operant conditioning is characterized as the association of a particular response with its consequences (Mowrer 2023, p. 84).

Plhánková (2004, p. 174) refers to it as a type of learning in which the positive or negative consequences of a particular behaviour lead to a change in the probability of its further occurrence. Grades or various praise/reminders are based on its principle. Non-verbal cues from the teacher or classmates that may reinforce or mitigate a particular student's expression also operate in this way. The central concept in operant conditioning is reinforcement (sometimes the more general synonym reward is used). Reinforcement can be primary (which saturates basic human needs such as water, safety, or warmth), secondary, which gains its value only when combined with primary rewards, positive (a good grade, praise), and negative (a reprimand, a bad grade). In pedagogical activities, positive and negative reinforcement have informational and motivational functions - the informational function provides feedback to learners, while the motivational function results in the reward motivating the desired behaviour and thus increasing the likelihood of its occurrence in the future, and conversely, the punishment eliminates the behaviour in the future (Mowrer 2023, p. 86). The difference between classical and operant conditioning is the level of activity that the individual must expend to learn. In the case of classical conditioning, it is a more passive form of learning, merely accepting a piece of information and fixing it. In the case of operant conditioning,

learning is preceded by an active search for an effective option. It is learning by trial and error. The effective response is usually discovered by chance, after several futile and ineffective attempts, and remembered precisely because it led to the desired result. If it did not have such an effect, it would not be remembered (Vágnerová 2007, p. 85)

Larsen-Freeman (2000, p. 50) describes the audiolingual method as a way of teaching that emphasises listening, speaking and drills in which learners acquire language through repetition and imitation of correct language patterns. Language can be likened here - precisely in the diction of the principle of conditioning - to a certain behaviour, a complex set of habits which it is imperative to learn to handle and direct. The basic principles of the method include:

- Primary emphasis on listening and speaking - students learn language through listening and speaking first, reading and writing come later,
- Mechanical repetition and drills - learners acquire language through intensive drills of sample sentences, which they repeat constantly until they are automated,
- Use of dialogues and model sentences - teaching is done through learned dialogues that simulate common situations and are gradually expanded.
- Absence of mother tongue - teaching takes place exclusively in the target language, no translation is used,
- Implicit acquisition of grammar - grammatical rules are not taught directly, but students learn them through language patterns,
- Repetition and reinforcement of correct responses - Each correct language performance is reinforced with praise or other positive feedback, which promotes good language habits (Larsen-Freeman 2000, p. 52).

The example below illustrates the teaching of a foreign language lesson to pupils at primary school level 1 using the audiolingual method.

TOPIC: COLOURS AND OBJECTS IN THE CLASSROOM		
Hour length	45 minutes.	
INTRODUCTION	Max 5 min.	Aim: to activate pupils, prepare them for listening and correct pronunciation
<p>The teacher holds coloured objects (red book, blue pencil, green eraser, etc.) and shows them to the pupils. He pronounces the colours and objects slowly and clearly, while the pupils just listen: "<i>This is red book.</i>" "<i>This is blue pencil.</i>" "<i>This is green eraser.</i>"</p> <p>The pupils only watch and listen to the correct pronunciation.</p>		
REPETITIVE DRILL	About 10 minutes.	Goal: Fixation of correct pronunciation and basic phrases by repeating after the teacher
<p>The teacher shows the object (red book) and says its name, the pupils repeat in unison. Teacher: "<i>Red book.</i>" Pupils: "<i>Red book.</i>"</p> <p>The teacher gradually increases the pace and involves different subjects.</p> <p>The teacher then says only the colour, the pupils complete the corresponding word themselves: Teacher: "<i>Red...</i>" Students: "<i>...book!</i>"</p>		
ROW DRILL	About 10 minutes.	Goal: Interaction between pupils, active involvement of pupils
<p>The teacher says, "<i>This is a blue pencil</i>", and points to the pupil next to him. The pupil next to him repeats the sentence and adds a new object: "<i>This is a blue pencil. This is a yellow ruler.</i>" He chooses another pupil. The next pupil continues, still repeating the previous sentences and adding a new object.</p>		
SUBSTITUTION DRILL	About 10 minutes.	Aim: To teach students to be flexible when exchanging words in sentences.
<p>The teacher says a sample sentence, "<i>This is a red book.</i>"</p> <p>Then the teacher changes one word and the students match the answer: teacher: "<i>blue</i>" → Students: "<i>This is a blue book.</i>"</p> <p>Teacher: "<i>pencil</i>" → Students: "<i>This is a blue pencil.</i>"</p>		
TRANSFORMATION DRILL	About 5 minutes.	Goal: Convert sentences, consolidate questions and answers
<p>The teacher changes the sentences from announcing to questioning and back again and the pupils answer. Teacher: "<i>This is a green chair.</i>" Teacher: "<i>Is this a green chair?</i>"</p> <p>The students answer, "<i>Yes, this is a green chair.</i>" Or "<i>No, this is a yellow chair.</i>"</p>		
FINAL ACTIVITY	About 5 minutes.	Goal: Application of learned words and phrases in movement game

Students actively search for objects in the classroom based on the teacher's instruction. The teacher says the sentence, <i>"Find something red."</i>		
Pupils look around the classroom and point to a red object/pick up a red object (e.g. a book). The teacher selects a pupil, the selected pupil says: <i>"This is a red book."</i>		
SUMMARY , REXLEXE	About 5 minutes.	Goal: Vocabulary repetition
The teacher shows the objects and the pupils name them. The teacher asks simple questions, <i>"What color is this book?"</i>		
<i>"Is this a blue chair?"</i>		
Pupils answer according to the formulas they have learned.		

Table 3- Example of an example of an AJ lesson plan for pupils at primary school level 1 in the audio-lingual method - own elaboration

The audiolingual method can be characterized as an intersection of the methods mentioned above (grammar-translation and direct methods). If we look for specific commonalities and differences in comparison with these methods, the Audiolingual Method shares with the Grammar-Translation Method an emphasis on accuracy and systematic acquisition of language structures. Both methods place a strong emphasis on checking the accuracy of students' output and eliminating errors at an early stage of learning. In the audiolingual method this is done through drill exercises, while in the grammar-translation method it is done through translation and explicit study of grammatical rules. The audiolingual method shares with the direct method an emphasis on the spoken language and an attempt to acquire it without using the mother tongue. Both methods prefer to teach exclusively in the target language and minimize the role of translation. The main difference lies in the approach to learning - while the audiolingual method is based on mechanical repetition and reinforcement of correct responses, the direct method encourages natural language acquisition through context, visual stimuli and conversation. The direct method focuses more on active communication and the development of spontaneous expression, while the audiolingual method emphasises accuracy and imitation of patterns.

A common feature of all three methods is a certain rigidity in the approach to teaching. The grammar-translation method is based on strict adherence to grammatical rules and an analytical approach to language learning. The audiolingual method is highly structured and focused on drill learning without a deeper understanding of meaning. While the direct method allows for greater spontaneity, it also works with fixed situations and topics, which can lead to limited language acquisition. All three methods have their strengths and weaknesses and are now often combined in modern approaches to language learning.

2.2.3 Communicative Approach - (Communicative Language Teaching)

The Communicative Language Teaching (CLT) approach to foreign language teaching focuses on the development of real communication skills in the target language. Thus, its main idea is to acquire and improve communicative competence through learning, i.e. the ability to use language appropriately in a given social context outside the classroom (Lindsay, Knight 2006, p. 32). In contrast to traditional methods that emphasize grammar and accuracy, the main goal of this approach is fluency and effective communication. Students learn language in authentic situations, often through interactive activities such as dialogues, group discussions, simulations or problem solving. The emphasis is on meaningful use of language, not just mechanical repetition of patterns (Larsen-Freeman 2000, p. 61).

In the communicative approach, grammatical rules and language structures are not taught in isolation but are naturally integrated into communication. Students learn new words and phrases in context and their understanding is supported by visual cues, gestures and real-life situations. Errors are not seen as failures but as a natural part of the learning process. Teachers act as facilitators of communication rather than strict correctors, which promotes greater learner confidence in using language (Lindsay, Knight 2006, p. 38-39). Pair and group work is also an important part of the communicative approach, where students acquire language naturally and learn to respond to different linguistic stimuli. Activities such as role-playing, project-based learning or situational dialogues help students develop not only language skills but also the ability to respond flexibly in different contexts (Larsen-Freeman 2000, p. 63). Moreover, games, skits and interactive activities make foreign language lessons interesting and keep students' attention. This approach thus makes children have a positive attitude towards language learning and motivated to develop further.

Although the strength of this approach is the emphasis on activity on the part of the learners, as conversation helps children overcome their fear of speaking and teaches them to use the language practically in everyday situations, there can be a risk of increasing passivity in less confident learners who will not take the initiative in conversations and will remain in the background. Without sufficient support from the teacher, introverted or weaker learners could have much less opportunity to develop their language skills. Not only this threat, but the whole communication approach in general, places high demands on the teacher's person. He or she must be flexible, creative, able to adapt activities to different types of learners, and at the same

time, as a facilitator, be able to effectively manage interactions in the classroom. Clearly - given the potential difficulties in assessing pupils' progress - the teacher's skills then also need to focus on observing pupils and on an individual approach to them. It is then the teacher's person that will be the crucial determinant of the effectiveness of using this approach in teaching foreign language (not only) to pupils in primary education (Lindsay, Knight 2006, p. 42).

The example below illustrates a possible way of conducting a foreign language lesson for pupils at primary school level 1 in a Communicative Language Teaching (CLT) diction.

TOPIC: COLOURS AND OBJECTS IN THE CLASSROOM		
Hour length	45 minutes.	
INTRODUCTION	Max 5 min.	Objective: to activate pupils
<p>The teacher starts with natural communication: <i>"Look around the classroom. What do you see?"</i> (<i>"Do you know any colors in English?"</i>) (Pupils answer spontaneously, teacher praises them)</p> <p>The teacher shows several coloured objects and asks: <i>"What color is this pencil?"</i> <i>"Is this book red or blue?"</i></p> <p>Pupils answer in simple sentences/single words (<i>"It's blue."</i> <i>"Red."</i>).</p>		
PRESENTATION PART	About 10 minutes.	Goal: Expanding vocabulary, new words in context
<p>The teacher shows the objects and names them, <i>This is a yellow pencil.</i> <i>"This is a green chair."</i></p> <p>He then models a short dialogue with the pupil:</p> <p>Teacher: <i>"What is this?"</i> <i>"It's a blue book."</i></p> <p>Teacher: <i>"Great! What color is this?"</i> <i>"It's red."</i></p>		
PRACTICAL PART	About 15 minutes.	Aim: To practice language in authentic communication using games and group work
<p>A) Find and Say game (5 minutes)</p> <p>The teacher says, <i>"Find something green."</i></p> <p>Students look around the classroom and point to the appropriate object. The selected pupil says the whole sentence, <i>"This is a green chair."</i></p> <p>B) Pair work (5 minutes) - Questions and answers</p> <p>Each student takes one object and asks a classmate: student A: <i>"What is this?"</i> Student B: <i>"It's a red pencil."</i></p> <p>C) Role-playing situation (5 minutes)</p> <p>The teacher sets up a skit: <i>"Imagine you are in a shop. One of you is a customer, the other is a shop assistant."</i></p> <p>Pupils make short conversations: pupil A: <i>"Hello! I want a blue book, please."</i> Pupil B: <i>"Here you are! It's five pounds."</i> Pupil A: <i>"Thank you and goodbye!"</i></p>		
FINAL PART	About 10 minutes.	Aim: Repetition and consolidation of the curriculum
<p>The teacher shows the objects and asks, <i>"What color is this book?"</i> The pupils answer in a complete sentence, <i>"It's a blue book."</i></p>		

The teacher also selects pupils who create their own questions for their classmates.

At the very end, the teacher makes an evaluation, praising the students for their effort and active participation. He gives space for pupils to give feedback, asking them what they liked in the lesson. Pupils freely evaluate: "I liked the game." / "I can say colors now!"

Table 4 - Example of an example of a lesson plan for teaching AJ to pupils in primary 1 in the Communicative Language Teaching (CLT) approach - own elaboration

2.2.4 Total Physical Response (TPR) method

The Total Physical Response (TPR) method is an alternative approach to foreign language teaching that combines verbal stimuli with physical activity. It was developed by American psychologist James Asher in the 1960s based on his knowledge of how children acquire their mother tongue. The Dictionary of Foreign Words (2025) refers to the TPR method as *"the total physical response method, an alternative method (style) of foreign language learning according to psychologist James Asher, combining foreign expression and a nonverbal, motor or activity response."* Maňák and Švec (2003, p. 105) categorize it as a method of conducting teaching in such a way that educational goals are achieved on the basis of the students' own learning work, with an emphasis on thinking and problem solving through creativity, independence and high activity of the students.

The key principle of this method is that children learn language by listening and understanding first, before actively speaking themselves, while combining verbal instruction with active movement. This process mimics the way young children naturally respond to their parents' instructions when prompted with prompts such as "Come here!" or "Sit down!" they respond with movement before they are able to respond with words. This approach not only increases the efficiency of learning, but also eliminates the stress of having to speak right away. This is because they first focus on understanding and responding physically, and only later do they naturally engage verbally. The Total Physical Response method is therefore particularly suitable for young children in primary school, who often need a multi-sensory approach and learning through play (Richards and Rodgers 2001, p. 71).

Another advantage of the TPR method is that it promotes motor and memory involvement, which helps to better retain information. With physical engagement, different areas of the brain are activated, leading to better retention of vocabulary and phrases. This approach is particularly effective for children who learn better through movement (called kinesthetic learners). The method's own founder focused his research mainly on the activity of the brain hemispheres and the ways in which the child acquires the mother tongue. He found that the left hemisphere is associated with a person's oral expression, controls logic, analytical

thought processes. It is described as rejecting and uncompromising, especially when it comes to cooperation and new ideas; the right hemisphere, on the other hand, controls motor communication, promoting cooperation and understanding. Thus, Asher built on the fact that through physical movements, the left cerebral hemisphere can be prevented from interfering with the activities of the individual and foreign language teaching can be dispensed with lengthy explanations of principles, making it more accessible and less stressful for students (Terpitková 2012, p. 10). The fact that the absence of stress is a very important condition for successful language learning is also pointed out by Richards and Rodgers (2001, p. 75). They demonstrate this by the fact that while a child learns his/her native language in a stress-free environment, a foreign language is often learned in a stressful environment full of anxieties. Focusing foreign language interpretation towards concrete movement activities (in the form of ritualisation and rituals, songs and poems, stories, games and art activities) rather than the study of its abstract form should help to create a fun, non-stressful and dynamic environment for children in which they do not perceive learning a foreign language as a demanding obligation but as a natural and playful activity.

Although the TPR method is very effective, especially for beginners and young children, it also has several disadvantages and limitations that need to be taken into account when using it in foreign language teaching. The TPR method is primarily based on giving instructions and physical response, which means that it is best suited for teaching vocabulary related to movement, actions and concrete objects. It can effectively teach basic verbs (*'jump', 'sit down', 'turn around'*), prepositions (*'on', 'under', 'next to'*) or simple instructions (*'close the book', 'raise your hand'*). However, it is not well suited for teaching abstract concepts, more complex grammar or conversational skills, as these are difficult to link to movement (Richards and Rodgers 2001, p. 77). At the same time, its exclusive use risks a gradual loss of effectiveness in the context of passive learning, where students learn to understand language well but do not develop the ability to actively speak and form sentences themselves. The method is also challenging for the teacher and the organisation of his/her teaching. It therefore requires a great deal of energy, creativity and preparedness on the part of the teacher, who must constantly invent new movement activities, keep the children's attention and ensure that learning is always fun and dynamic. Larger groups of pupils can be problematic as controlling their reactions and ensuring that everyone responds correctly to instructions can be difficult. In addition, TPR cannot be used for the whole lesson because children can quickly lose attention or become tired (Maňák, Švec 2003, p. 107).

Table 5 shows what a foreign language lesson for primary level students might look like in the diction of the TPR method.

TOPIC: COLOURS AND OBJECTS IN THE CLASSROOM		
Hour length	45 minutes.	
INTRODUCTION	Max 5 min.	Objective: to activate pupils
<p>Use of aids: colour cards, school supplies (pencil case, book, pencil, eraser, notebook)</p> <p>The teacher starts the lesson without translating into the mother tongue. He holds up coloured cards and slowly shows them with the words: "<i>This is red.</i>" "<i>This is blue.</i>" "<i>This is yellow.</i>" He then shows different objects in the classroom and says their color ("<i>The book is green.</i>" "<i>The pencil is yellow.</i>").</p> <p>Students listen and follow the teacher, yet no active response is required from them.</p>		
MAIN PART - TPR ACTIVITIES	About 25 minutes.	Goal: Use TPR activities to acquire new vocabulary
<p>A) Movement activity "Touch the color!" (10 minutes)</p> <p>Materials: coloured cards spread around the classroom</p> <p>The teacher says, "<i>Touch something red!</i>" and touches the red card himself. The pupils repeat the movement - they touch anything red in the classroom. The exercise is repeated with all colours, gradually increasing the pace. After a few rounds, the teacher chooses one pupil to instruct the others ("<i>Touch something blue!</i>").</p> <p>B) Activity with school items - "Pick up and show!" (10 minutes)</p> <p>School supplies (pencils, pencil cases, books, etc.)</p> <p>The teacher gives instructions, for example, "Pick up a blue pencil!" - and demonstrates the motion of picking up a pencil.</p> <p>Pupils follow the command and pick up the correct objects.</p> <p>Combinations are gradually added: "<i>Show me a red book!</i>" "<i>Put a yellow eraser on your desk!</i>"</p> <p>Finally, the teacher selects a few students to give instructions to the others.</p> <p>C) "Simon says" game (5 minutes)</p> <p>The teacher plays the classic "Simon says" game, but using colors and school supplies - for example, "<i>Simon says, touch something green!</i>" "<i>Simon says, hold a red pen!</i>" If the teacher does not say "Simon says" at the beginning of the sentence and the pupils still carry out the instruction, they drop out of the game.</p>		
CONCLUSIO	About 10 minutes.	Aim: Reflection, repetition and consolidation of the
<p>The teacher lays out various school supplies in front of the pupils and they are asked to name them ("<i>What color is this?</i>" "<i>What is this?</i>"). Pupils point to the objects in pairs and ask each other, "<i>What colour is this pencil?</i>" - The other pupil answers.</p> <p>The teacher praises the children and summarizes what they have learned.</p>		

Table 5 - Example of an example of a lesson plan for teaching AJ to pupils at primary school in the diction of the TPR method - own elaboration

2.2.5 Multisensory learning (Multisensory approach)

J. A. Komenský already spoke about the multisensory approach to learning in his *Great Didactics* (1948, p. 156) - *"Let it be a golden rule for teachers that everything should be presented to all the senses as much as possible. That is to say, things visible to sight, audible to hearing, tangible to touch; and if something can be perceived by several senses at once, let it be presented to several senses."* Howard Gardner is considered to be the pioneer of multisensory education in the world, who in 1983 formulated the theory of multiple intelligences based on the question of whether generally accepted assessment methods of intelligence are capable of capturing its undeniable complexity. Gardner was convinced that every person possesses at least nine types of intelligence (abilities) that he applies to deal with situations of everyday life, although intelligence tests are exclusively focused on the mathematical-logical plane (Daněk 2021). A schematic representation of Gardner's theory is presented within Figure 2. According to Gardner, each person possesses at least logical-mathematical intelligence, verbal-language intelligence, physical-motor intelligence, visual-spatial intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence, and existential intelligence, each of which is an autonomous intelligence, but they are interrelated and complementary. As Armstrong (2011, p. 63) further states, this is not a rigid theory, thus it is constantly evolving and expanding to include other areas such as pedagogical intelligence. Important, however, is the realization that each person is capable of achieving great results in many areas with the help of their unique intelligences. When working with pupils in primary 1, then, knowledge of their dominant types of intelligence is a prerequisite for individualised effective teaching for each of them. Multisensory teaching inspired by Gardner's theory can thus reduce the frustration of pupils who would find it more difficult to learn using traditional methods.



Picture 2 - Gardner's theory of multiple intelligences - Aluska (2019)

Zelinková (2005, p. 78) considers the central motif of the multisensory approach to be a slogan-like chain of activities:

listen→ watch→ say→ write→ show

is a chain in which a high emphasis is placed on the activity of the pupil, who combines speech, the perception of images and objects, the experience of concrete situations and physical activity. Multisensory learning is therefore an approach that combines different sensory modalities - visual, auditory, tactile and motor - to promote more effective retention and understanding of the learning. This approach is based on knowledge of how the human brain works and uses the principle that the more senses involved in the learning process, the deeper and more lasting the acquisition of knowledge will be. The multisensory method, which is based on the approach that learning experienced through all the senses makes learning more complete and also helps to strengthen memory, is often used in work with younger pupils because it fits their natural learning style - children learn through play, movement, manipulation of objects and active engagement in learning. As Zelinková (2005, p. 79) further states, the multisensory approach to learning is also widely applied in teaching pupils with specific learning disabilities, as it allows them to use stronger sensory channels to compensate for weaker ones.

A large number of aids are used in multisensory learning. In particular, visual aids such as picture cards to visually support vocabulary, interactive whiteboards, allowing the use of animations, videos and interactive exercises, and posters and picture books to help link

language to visual stimuli. Essential auditory aids for teaching in multisensory diction include songs, rhymes or rhyming words to facilitate pronunciation and understanding of the rhythm of language, as well as listening recordings and audiobooks to encourage and imitate correct pronunciation. Tactile and manipulative aids consist of memory games or board games that combine the visual and tactile components of learning, letters or words made of plasticine, cut out of paper, with different textures. Finally, in terms of movement aids, learning includes coloured cones or hoops, puppets and props to help with dramatisation and conversational activities, as well as jumping games in which children jump on pictures or words they hear (Armstrong 2011, p. 66).

Although multisensory learning has great undeniable benefits in the teaching of foreign language to children in primary education, it is important to mention the pitfalls that may be encountered in its implementation. First of all, preparing multisensory activities can be time-consuming and require more creativity, materials and planning on the part of the teacher than other, traditional teaching methods. Multisensory methods often require interactive aids, music, physical activities, or tactile materials, which may not be available in some schools. It can also be difficult to find enough space for movement activities in the classroom. In addition, if multisensory teaching is too dynamic or poorly managed, it can lead to chaos in the classroom. Too many stimuli at once can distract some children and reduce the effectiveness of learning.

Table 6 illustrates a guiding concept of lesson for primary school pupils using a multisensory approach to learning, again using the theme of Colours and Objects in the Classroom for ease of comparison.

TOPIC: COLOURS AND OBJECTS IN THE CLASSROOM		
Hour length	45 minutes.	
INTRODUCTION	Max 5 min.	Goal: to engage hearing and sight
The teacher greets the children and repeats the basic greetings with them. Using flashcards with pictures of colours and objects in the classroom, he shows the concepts and says them out loud: <i>"This is blue colour"</i> <i>"This is a chair."</i> The children repeat the words and the teacher helps them with pronunciation.		
MAIN PART - ACTIVE MULTISENSORY LEARNING	About 30 minutes.	Goal: To use multisensory learning methods (movement, touch, creativity)
A) Movement activity with TPR (10 min) - Engaging movement		

The teacher gives instructions and the children have to respond by moving, *"Touch something red!"* - The children touch the red object. *"Pick up a green pencil!"* - They pick up a green pencil. *"Sit on a blue chair!"* - They sit on a blue chair.

B) Tactile activity - Learning through haptics (10 min)

Children are given tactile cards with different textures on which the names of colours and objects are written. They must correctly match them to real objects in the classroom (e.g. smooth card = whiteboard, soft card = sponge on the board).

C) Creative activity - Art activity (10 min) - Involving touch and sight

The children are given papers and paints, the teacher gives them instructions in English: *"Draw a yellow sun."* *"Color the chair blue."*

When the children have finished, they say what they have drawn, *"This is my red book."*

CONCLUSION	About 10 minutes.	Aim: To use the methods of multisensory learning (musical activity),
Singing a song about colours together (e.g. <i>"I See Something Blue"</i> <i>"Rainbow colour song"</i>).		
Teacher asks questions, children answer, <i>"What color is your pencil?"</i> - <i>"It is green."</i> <i>"What do you see in the classroom?"</i> - <i>"I see a blue chair."</i>		
Lesson summary, praise for activity and participation.		

Table 6 - Example of an example of an AJ lesson plan for pupils at primary school in a multisensory learning diction - own elaboration

2.2.6 Content and Language Integrated Learning (CLIL)

A relatively young alternative method of teaching a foreign language is the method of bilingual education, which has been used in various types of schools in many countries since the 1990s and is defined as content and language integrated learning (CLIL). CLIL is content and language integrated teaching in which the content of a non-language subject is developed using a foreign language and at the same time the foreign language is used to convey the educational content (National Institute of Education 2020, p. 11). The goal is not only the development of knowledge and skills in the subject matter, but also the natural acquisition of the foreign language through practical use.

One of the main principles of CLIL is the dual focus on content and language. Students learn vocabulary and language structures related to the topic in a natural way - through tasks, discussions, projects and authentic materials. In doing so, the teacher emphasises not only the correctness of language expression but also the understanding of the content. Visual support (diagrams, pictures, graphs) and interactive teaching methods play an important role (Divljan 2012, p. 40). Therefore, in order for the implementation of the method in students' learning to be effective, it is necessary to follow several principles. These principles form an imaginary

framework "which determines how knowledge, skills and understanding of the content will be conveyed, how language will be used, what cognitive processes will take place and what aspects of cultural awareness pupils will be introduced to" (Šmídová, Tejkalová, Vojtková 2012, p. 15). The subject principles are absorbed in four areas, referred to in the literature as the 4C model - *content, communication, cognition and culture*. *Content* focuses on the professional content of the subject taught in the foreign language. This can be mathematics, science, history or any other subject. The aim is not only to develop students' language skills but also their knowledge of the subject area. Teachers must adapt the content to the language level of the pupils and ensure that it is comprehensible by using visual support (diagrams, pictures, graphs) and appropriate methodology - for example, if the topic 'water cycle' is taught in a science class, the teacher uses pictures and diagrams to help pupils understand technical terms such as evaporation or condensation (Divljan 2012, p. 44). The second area of the 4C model is *Communication*. In CLIL, language is a means for learning, not just an end. Learners are motivated to use the foreign language actively in communication, thereby acquiring not only technical terms but also grammatical structures and pronunciation. Emphasis is placed on interactive methods such as discussions, group work, presentations and written assignments (Divljan 2012, p. 45). CLIL aims to support another area - *Cognition*, i.e. the development of learners' cognitive skills such as analysis, synthesis, evaluation or problem solving. It is not just about passively taking in information, but actively thinking and understanding connections. It refers to Bloom's taxonomy, which distinguishes different levels of thinking - from basic memorisation of concepts to critical thinking, and is discussed in more detail within Chapter 1.1 of this thesis. The final area is *Culture*, where CLIL links language learning with learning about the cultures of different countries. Pupils not only acquire a new language but also understand its role in a global context, learn to respect different cultures and develop an international mindset - for example, in an English language lesson focusing on the festive season, pupils learn how Christmas is celebrated in English-speaking countries and compare these customs with Czech traditions (Šmídová, Tejkalová, Vojtková 2012, p. 51).

The advantage of CLIL is that it leads to more effective language acquisition because students use it in real situations instead of just memorising vocabulary and grammar rules. This approach promotes cognitive development, improves critical thinking skills and strengthens the skills needed for further learning. CLIL also motivates students to learn a foreign language because they see its practical application in different areas of life. Based on the theory, CLIL is perceived as a very interesting and beneficial method of teaching English language, but again,

it places very high demands on teachers' competences and teaching skills. As Harmer (2015, p. 70) points out, a teacher who is able to teach CLIL must be someone who has the content as well as the linguistic competences to be able to teach the actual content. Thus, some schools spend a lot of money on teacher training and retraining; a more acceptable option may be a collaboration between teachers of profile subjects and foreign language teachers, where teaching is divided or shared between subject and language teachers. However, such an option requires perfect organisation and a willingness to cooperate.

Similarly to other methods and approaches in teaching foreign languages to pupils at primary school, which have been specified in this thesis, Table 7 shows an illustrative model of lesson teaching based on the CLIL method.

TOPIC: COLOURS AND OBJECTS IN THE CLASSROOM		
Hour length	45 minutes.	
INTRODUCTION	Max 5 min.	Objective: to explain the objectives of the lesson
<p>The teacher greets the children and repeats the basic greetings with them. He/she announces that today they will learn colours and names of objects in English. He will stress that they will use English as a tool for exploration and communication.</p> <p>The teacher asks the pupils in Czech: <i>"What colours do we know? What objects do we have in the classroom?"</i></p> <p>The pupils answer spontaneously and the teacher praises them. The teacher then points to the different objects in the classroom and says the English names and colours. <i>A red book. A blue chair. A yellow board.</i> The pupils repeat the words after the teacher.</p>		
MAIN PART - CONTENT	About 10 minutes.	
<p>The teacher shows pictures of objects in the classroom with different colours and says English terms (e.g. <i>"This is a red pencil."</i>). Pupils try to guess the meaning and match the English translation. Using real objects in the classroom (e.g. teacher shows a red book and says: <i>"Look! A red book."</i>).</p>		
MAIN PART - COMMUNICATION	About 15 minutes.	
<p>Activity 1 - "Find and Say"</p> <p>The teacher says sentences like <i>"Touch something yellow!"</i> and the pupils have to find the object in the classroom and say its name: <i>"It's a yellow chair."</i></p> <p>Activity 2 - "Guess the Object"</p> <p>One student chooses an object and describes it in simple sentences (e.g. <i>"It's small, it's blue, we can write with it."</i>). The others guess: <i>"Is it a blue pencil?"</i></p> <p>Activity 3 - "Pair and Describe"</p>		

Pupils work in pairs, one pointing to an object in the classroom and the other naming it and saying its colour ("It's a green board.").		
MAIN PART - COGNITION	About 10 minutes.	
Art activity "My Colourful Classroom"		
Each student is given a worksheet with a picture of a classroom with different objects. The pupils have to colour them correctly according to the teacher's instructions in English (e.g. "Colour the table brown."). Then the teacher asks, "What color is your chair?" and the pupils answer with a complete sentence ("My chair is blue.").		
MAIN PART - CULTURE	About 10 minutes.	
A short discussion about colours and classroom aids in different countries. The teacher shows pictures of classrooms from other countries and asks, "What do you see? What colors are in this classroom?" Students compare and say what is similar or different.		
CONCLUSION	About 10 minutes.	Goal: Summarizing new knowledge
Summary of new words and expressions		
The teacher reviews the main vocabulary with the pupils by pointing to different objects in the classroom and saying their names and colours together ("This is a red book." "What colour is the chair?" "It's blue."). Pupils can name the different objects around them individually or in pairs and the teacher encourages them to make short sentences.		
Practical repetition - the game "Simon Says"		
The activity combines movement with vocabulary repetition: the teacher gives instructions in the form "Simon says..." (e.g. "Simon says, touch something yellow!"). Pupils must respond correctly and touch an object of the corresponding colour. If the teacher gives an instruction without "Simon says" (e.g. "Touch something green!"), the pupils are not supposed to react - the one who moves drops out.		
Lesson summary, praise for activity and participation.		

Table 7- Example of an example of a lesson plan for teaching English to pupils at primary school level I in CLIL diction - own elaboration

3 Pupils with special educational needs at the 1st level of primary school and English language

Educating pupils with special educational needs (SEN) is a challenge that requires an individual approach and adapted teaching methods. At primary school, these pupils may face various difficulties that affect their ability to learn new skills, including foreign languages. Pupils with SEN include children with learning difficulties, ADHD, autism spectrum disorders or other specific difficulties that may affect their cognitive and language development. Teaching English, which differs from English both phonetically and grammatically, can present increased challenges for these pupils and requires adequate support from the teacher.

The aim of this chapter is to focus on the person of the pupil with special educational needs and to identify the key issues that may arise when teaching English language at Primary

level. It will also outline options for pedagogical support and appropriate teaching strategies that can help overcome barriers to learning and ensure that pupils with SEN also have equal opportunities to develop their language skills.

3.1 Characteristics of a pupil with special educational needs, their adaptation in the school environment

In accordance with the Education Act, the term children and pupils with special educational needs refers to individuals who need support measures to fulfil their educational potential or to exercise and enjoy their rights on an equal basis with others. These are the necessary adjustments in education and school services that are appropriate to the pupil's health, cultural background or other living conditions, and which are provided free of charge to these pupils by the school and school facilities (National Institute for Education 2025, p. 1).

According to the Ministry of Education, a pupil with special educational needs can be (National Institute for Education 2025, p. 3):

- a pupil with a learning support need due to a medical condition (i.e. a pupil with a physical, visual or hearing impairment, a pupil with experience of mental illness leading to a learning disability,
- a pupil with a speech impediment (understood as a disorder in the processing of linguistic information, both in reception and production. These are not disorders of spoken word that do not affect the actual understanding of language (e.g. stuttering or rattling), but include disorders such as aphasia, dysphasia, dysarthria, dyslalia, mutism or ataxic speech in cerebellar disorders,
- a pupil with a specific learning, attention and behavioural disorder (learning disorders can be defined as disorders causing learning difficulties in the educational process as a result of underdeveloped abilities of pupils such as dyslexia, dysgraphia, dysortography, etc.; attention deficit disorders are mainly ADD and ADHD; behavioural disorders are negative behavioural deviations from the norm, where the pupil does not respect the behavioural norms at a level appropriate to his age and intellectual ability, although he understands them, but does not accept them or cannot them because he is not able to control his behaviour at the time or permanently
- pupils from different cultural and living conditions
- a pupil whose mother tongue is not Czech

- a pupil who is gifted or exceptionally gifted if they have associated special educational needs, typically a pupil with a 'double exceptionality'. Section 27 of Decree No. 27/2016 Coll. 27 defines a gifted pupil as a pupil who, with adequate support, "*shows a high level in one or more areas of intellectual ability, motor, manual, artistic or social skills in comparison with his/her peers*"; paragraph 2 defines an exceptionally gifted pupil as one "*whose distribution of abilities reaches an extraordinary level with high creativity in the whole range of activities or in individual areas of intellectual ability, motor, manual, artistic or social skills.*"

Even for a healthy child, adaptation to the school environment represents a relatively significant burden; for children with disabilities who find it more difficult to adapt to their environment, the adaptation process takes significantly longer, especially if the intellectual side of their personality is not affected. It is essential to bear in mind that even pupils with SEN have all the prerequisites to complete the full educational programme, they just need a special approach in the educational process. Therefore, the Ministry of Education, in cooperation with the majority of primary schools, has long aimed to support pupils with SEN by creating an educational environment that will provide all pupils with the same conditions for achieving the appropriate level of education and ensure the right to optimal development of their individual abilities. The implementation of the inclusive concept of education in the Czech Republic is historically based on two significant milestones - firstly, in relation to the education of pupils with disabilities - the ratification of the Convention on the Rights of Persons with Disabilities in 2009. In the context of the education of pupils with social disadvantages, the judgment of the European Court of Human Rights in *D. H. and others v. Czech Republic* in 2007. In response to the obligations arising from the implementation of the Convention and the judgment, the MoEYS prepared the National Action Plan for Inclusive Education (NAPIV), which became the first Czech framework document focused on the topic of inclusive education (National Institute for Education 2025, p. 7).

Inclusion, as an identifier of a paradigm shift in special education, is sometimes incorrectly synonymized with the term integration. As Potměšil (2018, p. 28) points out, the main aim of integration is to place the pupil back into the mainstream of education from which he or she was at some point excluded. With inclusion, however, the pupil is allowed to be part of the community from the beginning and throughout. The difference between the two concepts can thus be found in the difference in the concept of the pupil, since inclusive pedagogy views the pupil as a member of a group in which he or she has certain individual needs like everyone

else. According to Eredics (2018, p. 61), however, inclusion cannot be seen as something "extra", a certain value added, to traditional schooling, but should be seen as a value or philosophical direction of good practice in the basic activities of schooling. Full inclusion must therefore, according to the author, be firmly embedded in the very foundations of the school, its mission, its credo and its daily activities. Inclusion is thus viewed in the current literature as education that includes all children in mainstream schools in a way where conditions are created and created for them by school staff in collaboration with the community in question that maximise their development in all areas of the pupil's quality of life (somatic health, psychological health, social health, spiritual development and self-development) (Eredics 2018, p. 70)

What Misařová (2010, p. 25) emphasises, however, is that an essential part of this concept is the education of pupils with special educational needs in mainstream education (i.e. in mainstream classes in schools in their place of residence), together with the provision of guidance and support that ensures their participation in mainstream education while meeting and respecting their individual needs and developing their strengths. The education of pupils with special educational needs should not only benefit them but all participants in the educational process. The encounter with difference provides each child with important equipment for future life. They gain respect for themselves and others, the ability to empathise, tolerance, consideration and responsibility, as well as learning to communicate, cooperate and help each other. They also learn to ask for help, to be aware of and name their needs. Thus, pupils categorised as having special educational needs in mainstream education are stimulated by a richer learning environment to develop their own self-concept.

3.2 Principles of work with pupils with special educational needs

Work with pupils with special educational needs (SEN) should be based on an individual approach and respect for their specific needs. Creating an inclusive and supportive environment in which every pupil feels safe and has the opportunity to develop according to their abilities is essential. It is also important to work with professionals such as special educators, school psychologists or teaching assistants to help ensure adequate support and effective learning strategies. Effective work with pupils with special educational needs (SEN) in primary school

requires the application of the principles of differentiation and individualisation of teaching (Eredics 2018,p. 71).

Differentiation consists in adapting the content, methods and pace of teaching to the diverse needs of the pupils in the classroom. Teachers should offer different levels of tasks, use varied teaching strategies and allow pupils to choose how to process the learning. Individualisation then means directly adapting teaching to individual pupils based on their specific needs. The teacher can modify assignments, provide individual support or adjust the pace of work to suit the child's capabilities. For example, a pupil with an attention deficit disorder may be given shorter tasks with more frequent feedback, while a child with a specific learning disability may use support tools such as graphic organisers or dictaphones. A key aspect of individualisation is working closely with parents, teaching assistants and professionals to help find the most appropriate strategies for the child's development and successful integration into the community (Čadilová, Žampachová 2015,p. 147).

The emphasis on communication and partnership between the school, the pupil and his/her family is another integral principle of successful work with pupils with SEN. Openness and regularity in communication between teachers and parents helps to better understand the individual needs of the child, to align educational and training strategies and to ensure consistent support both at school and at home. Parents have a unique insight into their child's strengths and weaknesses, which can help educators adapt teaching and support methods. In turn, the school can provide the family with valuable information about the child's progress, recommendations from professionals and options for additional support. It is also important to involve the pupil himself in the process so that he has the opportunity to express his needs, concerns and preferences regarding education. Good cooperation between school and family is not limited to regular consultation, but also includes the active involvement of parents in school events, for example through thematic meetings, workshops or support groups. In some cases, it can also be beneficial to connect with other professionals such as special educators, school psychologists or social workers who can help set up an effective support system. Regular feedback and one-to-one consultations with parents allow for a better understanding of the child's needs and for tailoring an education plan (Eredics 2018, p.73).

In primary schools, it is essential to create a safe and motivating environment in which pupils with special educational needs (SEN) feel accepted and supported. Promoting social skills and building positive relationships between pupils then helps to integrate them into the

community and prevent possible isolation or bullying. Teachers should use multisensory teaching methods that engage different senses and facilitate understanding of the curriculum. The use of visual aids, structured worksheets or interactive technology helps children to better navigate the learning process. *"The use of didactic aids allows pupils to form concrete ideas about the material discussed, helps them to generalise the knowledge acquired and use it in practical situations"* (Čadilová, Žampachová 2015, p. 160). Clearly structuring lessons with regular routines is also important to help reduce anxiety and increase feelings of confidence, especially for pupils with autism spectrum disorders or ADHD. Another essential element is individual support and adapting the educational content to the needs of the pupil. This includes, for example, simplifying assignments, allowing more time for elaboration or providing frequent feedback. For pupils with attention deficit disorders or specific learning difficulties, it is effective to break tasks into smaller steps and to motivate them to work with short breaks. Teachers should encourage all children to be actively involved in the group and to develop their strengths, thereby boosting their self-esteem and sense of achievement (Čadilová, Žampachová 2015,p.162).

The principles of working with pupils with SEN at primary school include a specific approach to motivational assessment that takes into account the individual needs of the child and supports their intrinsic motivation to learn. Traditional assessment, which is based on comparative performance and an emphasis on the accuracy of results, may not be effective for these pupils and may lead to a loss of self-esteem or a rejection of school responsibilities. It is therefore advisable to favour immediate and constructive feedback that provides clear information about the pupil's progress and achievements. It is important to focus primarily on the positive aspects of the child's work, emphasising what he or she has achieved and motivating him or her to develop further. Sensitive handling of mistakes is part of this approach. Mistakes should not be seen as failures, but as a natural part of the learning process that provides opportunities for learning and growth. The teacher should encourage the child to identify the error and attempt to correct it, thereby strengthening the child's capacity for reflection and self-responsibility for learning. At the same time, however, it is not appropriate to draw excessive attention to errors or to discuss them unnecessarily in a way that may lead to frustration for the pupil. The key is a balance between drawing attention to an error and encouraging it to be corrected, and it is important that feedback remains motivating and constructive (Šafránková, Zachová 2020).

3.3 Specific Problems in English Language Acquisition of Pupils with Special Needs

English language acquisition can be significantly more challenging for pupils with special educational needs (SEN) than for their non-disabled peers. This is due to a wide range of cognitive, linguistic and social factors that can complicate the learning process. For example, dyslexic pupils may have difficulty reading and writing in English, mainly due to irregular pronunciation of words and a different relationship between phonetics and spelling compared to English. Children with attention deficit disorder (ADHD), on the other hand, may have difficulty concentrating during lessons, remembering grammatical rules or retaining the structure of longer sentences. Similarly, pupils with autism spectrum disorders may have difficulty understanding social aspects of language such as idioms, informal expressions or non-verbal communication. Feelings of frustration and low self-esteem can also lead to repeated failures, frequent correction of errors or a slower rate of acquisition of new grammatical structures (Knopová 2020,p. 4).

However, as Bartoňová and Vítková (2016, p. 18) point out, not all pupils with SEN necessarily experience difficulties in acquiring and using the English language. Each child is unique and his or her ability to learn a foreign language depends not only on the nature of his or her specific difficulties, but also on individual dispositions such as language sensitivity, memory or motivation to learn. Some pupils with SEN may struggle in other areas of learning but excel in English, for example because of their good auditory memory or their ability to pick up the language intuitively. For children with learning difficulties, it can also help that English is often taught in a more playful way than other subjects, which can increase their interest and motivation.

The main problems in English language acquisition by pupils with SEN can be distinguished according to the key areas of listening, speaking and pronunciation, reading, writing, vocabulary and grammar.

Listening is a receptive language skill and is closely related to speech as well as reading and writing and vocabulary development. If a pupil's auditory perception is impaired or if he/she has attention disorders, he/she cannot work in accordance with the teacher's instructions or explanations. As Bartoňová (2018, p. 77) states, *"they often fail to answer simple questions about the text, fail to recognize familiar words in the text, and fail to assign appropriate*

meaning to them." According to Knopová (2020, p. 5), impaired auditory perception leads to dyslalia, psellism, and confusion of words (e.g., "head" x "hat", etc.)

Listening is then closely linked to **speaking**, as Choděra (2013, p. 77) refers to it as a tool of self-control for oral expression. Another important obstacle may be the fluency and spontaneity of speech. Students with attention deficit disorders (e.g., ADHD) often have difficulty formulating ideas quickly and may stutter, search for appropriate words, or lose the thread of speech. Those with weaker working memory may have difficulty retaining and using the necessary grammatical structures in real time, leading to intermittent and incoherent speech. Pupils with autistic spectrum disorders may have difficulties in the pragmatic component of communication - for example, they may not understand non-verbal signals, have difficulty using polite phrases, or cannot enter conversations appropriately. All these factors can lead to speaking anxiety, which can reduce the willingness of learners with SEN to actively engage in communication in English (Haas 2021, p. 49).

The English language can be quite difficult to **pronounce** when it is phonetically very different from the Czech language, rich in vowels and consonants that do not exist in Czech, and challenging for other, suprasegmental factors of speech, so correct function of the vocal cords and their alignment is essential. For pupils with auditory perceptual impairments, speech disorders or developmental dysphasia, the recognition and reproduction of consonants in the English language is difficult, leading to misarticulation and reduced speech intelligibility. Another problem is impaired phonemic differentiation, i.e. the ability to distinguish between the different syllables that are meaningful in English (e.g. the difference between "ship" and "sheep"). For pupils with dyslexia or other specific learning disabilities, this skill is often impaired, making it difficult to acquire correct pronunciation and understanding of the spoken word. In addition, these pupils may struggle with impaired memory for the sequence of sounds and syllables, which affects their ability to imitate and remember new vocabulary, including correct intonation and accent (Haas 2021, p. 52). There is also a psychological aspect associated with speaking and pronunciation. As Sewell (2020, p. 103) states, speaking in a foreign language requires a certain amount of courage and bravery to experiment with sounds, which can be significantly more challenging for students with SEN. In the absence of a sufficiently supportive and safe environment, pupils may actively avoid learning, further exacerbating their language deficiencies.

Difficulties may also be evident in another area - **reading**, primarily through the specifics of English spelling. As mentioned earlier, English is not a phonetic language and, for example, dyslexic pupils who already have difficulties in their mother tongue with letter recognition, decoding words and reading comprehension find reading in a foreign language even more challenging. When reading, they often do not understand the content of the text because they are only concentrating on decoding the words themselves. For students with attention disorders (e.g., ADHD), the inability to maintain concentration for extended periods of time can add to this, significantly reducing the effectiveness of reading activities. If a text contains complex sentence structures or unfamiliar idioms, students with SVP quickly become lost in the content and lose track of the story or information being read. Finally, slower reading speeds and an increased need for support in interpreting the text also play a role (Sewell 2020, p. 105).

Written text in the English language has many differences from spoken speech, especially in the graphic form of the words. For pupils with SEN, the so-called graphic word form method can be used. This is a sequence of activities to help the pupil succeed, called *Look - Cover - Write - Check*. This promotes memorisation and independent learning, and is also suitable for pupils with special educational needs as it is clear, repeatable and works with multiple sensory involvement. The principle of the method is relatively simple (Haas 2021, p. 55):

- *Look*: the pupil looks carefully at the word. The student looks closely at the word and observes its length, the individual letters, the order of syllables, or he/she can say the word in his/her mind. He or she can also "visualize" the word by imagining it with closed eyes.
- *Cover*: the word is covered (e.g. by hand or card) so that the pupil cannot copy it. The idea at this stage is to try to recall the word from memory.
- *Write*: the pupil writes the word by heart. The important thing is that he/she writes slowly and concentrated, ideally so that he/she "imagines" each letter as he/she writes it.
- *Check*: the pupil uncovers the original word and compares whether they spelled it correctly. If he made a mistake, he can go back to the first step and repeat the process.

Pupils with SEN face a number of specific difficulties in learning English **grammar**. One particular problem is the memorisation and correct use of irregular verbs. These verbs cannot be easily derived according to rules, which requires stronger memory skills that pupils with SEN often struggle with. In addition, these pupils find it difficult to be aware of temporal contexts and so have problems using the past tense (e.g. the difference between '*went*' and '*has gone*'). Confusion can also arise when forming a negative or a question, as English requires the

use of auxiliary verbs (*do, does, did*), which is not common in English and often confuses students (Zelinková 2005, p. 105). Another common difficulty is mastering basic sentence structure. Pupils with attention deficit disorder or developmental dysphasia have difficulty with the sequence of words in a sentence, confuse the order of subject, verb and object or omit important parts of the sentence. This can lead to incomprehensible or grammatically incorrect sentences. These learners also often need more time to process and consolidate new rules, and need direct, clear instruction and plenty of space for supported practice. A basic rule of thumb for teaching grammar is to progress from example to rule. Students with SEN should always preferably have a visual example in front of them of what the explanation is about. Constant repetition and practice of the grammar learned is necessary and is best done through extension exercises or model mini-dialogues; it is not recommended to ask students to translate sentences. Recommended aids for mastering grammar are grammar summaries and colour-coded word types. Both are very effective for individuals who prefer a system, need an overview and prefer visual sensations. An overview provides confidence, visual control, and aids in memorization of the material. Therefore, the learner should have it until the knowledge is automated, until he or she subjectively feels that he or she needs the aid (Zelinková 2005, p. 108).

Learning the English language is a difficult task for pupils with SEN, which each of them deals with in a different way. Each of them also benefits from a different teaching method, a different pace, and different teaching aids. What they have in common, however, is the need for support from the environment and motivation from the teacher. The teacher determines the nature of the lesson, and his/her interest and the activities he/she incorporates into the lesson make it interesting and motivating for the pupils. Specific problems in English language acquisition have been described above. However, Table 8 shows how the teacher can facilitate the pupils with SEN in the areas raised in specific ways to help them on their way to mastering the learning process. The elaboration is based on the theoretical findings of the authors, accepting the recommendations of the Training and Development Agency for Schools (2009).






















Area of teaching	What helps?	Exercises and activities
Listening	Visual support, listening with task, slow listening	 "Listen and show" - teacher says apple in English, children show the correct picture.  "Sing with me" - children sing a song with gestures (e.g. Head, shoulders, knees and toes).
Speaking	Drills, role-play, non-verbal communication support	  "Simon says" - the teacher says: Simon says: Touch your nose! - The children do as they hear.  Conversation game - two children say hello and ask: <i>What's your name? - My name is...</i>
Pronunciation	<i>Look - Say - Repeat</i> , mirror work, rhythmic exercises (rhymes, songs)	 Repeat with me - the teacher says the word, the children repeat it.  Mirror sound - children try to pronounce "th" and watch their mouth in the mirror.  Rapping in English - rhythmic exercises with simple sentences.
Reading	<i>Look - Cover - Write - Check</i> , reading with audio, simple texts with pictures Examples of suitable textbooks: <i>WoW!, Bloggers, Happy House, Happy Street, Chit Chat, Let's Explore, Explore Together, Project</i>	 <i>Look - Cover - Write - Check</i> - method for memorizing words.   Read and listen - children read what they hear from the recording.   Comic book - we read bubbles in pictures.
Writing	Pattern writing, writing with pictures, working with cards	  Complete the word - the sentence " <i>This is a ___</i> " and the children complete the picture word.  Sentence from cards - children make a sentence from coloured cards.  Write to the picture - the child writes a simple sentence to the drawing.
Grammar	Colour coding, grammar games, clear tables	  Coloured sentence - the words in the sentence have different colours.  Word cubes - children roll and form sentences (e.g. subject + verb + object).  My table - children have their own list of rules where they stick their examples.

Table 8 - Possibilities of eliminating specific problems in the acquisition of English language by pupils with SEN at primary school - own elaboration

4 The Jolly Phonics Method

The following chapter introduces the Jolly Phonics method as a systematic and multisensory approach to English language teaching. At the same time, it points out the history of the origin of this method, the current implementation in the Czech school system and especially highlights its advantages in teaching pupils in primary education. An integral part of the book is also a summary of research conducted in the international environment, which focused on this method in the context of its effectiveness.

4.1 The origin of the Jolly Phonics method and its main principles

The Jolly Phonics method emerged in the early 1980s in the UK, specifically in the county of Suffolk, as a response to the fluctuating and highly variable effectiveness of the traditional way of teaching reading and writing in the English language. The main reason for this variability was that children were often unable to automatically link letters to their sound form (called phonemes), which led to their difficulties in reading and writing (Jolly Learning 2025)

Sue Lloyd, a teacher at Woods Loke Primary School in Lowestoft, is credited as the originator and main instigator of the Jolly Phonics method. She was keenly aware of her pupils' frequent inability to read at an age- and ability-appropriate level, and therefore became interested in the possibilities of making teaching more effective by experimenting with a phonetic approach to learning (Lloyd, Wernham 2005, p. 52). She saw the potential for learning the sounds of the letters as the mainstay of teaching, rather than learning the words as a whole, which would only later be combined into words. In this way, she gradually developed a coherent system that teaches children the sounds of the letters, but also links pronunciation, writing, reading, movement and fun activities. Her method, based on multisensory learning, aiding the process of understanding and memorization, was a method primarily designed for teaching native English speakers, specifically for 1st and 2nd grade elementary school students. Its aim was to ensure that children understood as early as possible how written language works - that is, that letters (graphemes) correspond to certain sounds (phonemes) - and learned to work with them effectively in both reading and writing (Lloyd, Wernham 2005, p. 56). In collaboration with the founder of the educational publishing company Jolly Learning Ltd, Chris Jolly, the teaching materials known as Jolly Phonics gradually began to emerge. Today, Jolly Phonics is part of the wider Jolly Learning system, which includes other follow-up methods for older children as well as teaching grammar. Due to its effectiveness and accessibility, the Jolly Phonics method has gained popularity with teachers and parents around the world. It has been

implemented in over 150 countries and translated into many languages. Its success has been confirmed in international benchmarking studies such as PIRLS 2021, where countries using the method have achieved high literacy scores. Over the years, the method has been continuously innovated and extended with new materials and resources. In addition to traditional printed materials, interactive apps, online resources and other modern tools are now available to support effective phonics and literacy education (Jolly Learning 2025).

Overall, the Jolly Phonics method represents a significant milestone in the teaching of reading and writing. Its inception and development reflect educators' efforts to find effective and accessible methods to help children overcome barriers to learning English as a foreign language. It is valued for its structure, fun and ability to support children with different learning needs (Zátopková 2021, p. 22).

The Jolly Phonics method, as mentioned above, is a synthetic-phonetic approach to teaching reading and writing that uses a multisensory learning style. It focuses on linking the sound (phoneme) to its graphic form (grapheme) and helps children acquire the skills needed for reading and spelling.

The basic element of the method is **learning individual syllables**. Jolly Phonics builds on the idea that instead of traditionally teaching the alphabet ("A" is for "*apple*"), it is much more effective for developing reading and spelling literacy to teach children the sounds (phonemes) that individual letters (or combinations of letters) represent. The English language is phonetically irregular and just knowing the names of the letters will not enable a child to understand how their pronunciation and spelling works. Although the English alphabet has a total of 26 letters, it works with more than twice as many vowels. The Jolly Phonics method teaches in a systematic order the 42 syllables, which are divided into seven groups of six; these are not exclusively single letters but also combinations of letters (diphthongs) such as *sh*, *th*, *ch*, *ee*, etc. - see Table 9. As can be seen from the table, thanks to this sequence, children can very quickly begin to form and read simple words (already when they have mastered the vowels of the first group, they can form single-syllable words such as "*sit*", "*tip*", etc.)

Group	Vowels in a group
Group 1	s a t i p n
Group 2	c/k e h r m d
Group 3	g o u l f b
Group 4	ai j oa ie ee or
Group 5	z w ng v oo OO
Group 6	y x ch sh th
Group 7	qu ou oi ue er ar

Table 9 - Vowel grouping by Jolly Phonics - Jolly Learning 2025

Each syllable is linked to visual and auditory support as part of the learning process - a song that includes the syllable, a story that anchors it in context, a gesture or movement that supports it visually and kinetically, and a picture aid. This engages multiple areas of the brain - the child doesn't just remember 'what the letter looks like', but understands how it sounds, how it is pronounced, when it is used and what they can create with it. It is very important, however, that pupils learn the syllables as they sound in the word, not as they sound within the alphabet - for example, the syllable 's' should be pronounced as 's' (snake), not 'es' - this, as Viktorová (2010, p. 67) argues, greatly assists in linking syllables into words. Phonemic learning also has the advantage of being inclusive in helping children with SEN who may otherwise have difficulty with traditional reading instruction. Again, the first group of vowels (specifically the "S" and "A" vowels) is used as an illustrative example and picture 3 and 4 below.

Group 1

cartoonito Sounds Like Fun

Jolly Phonics

Ss

1. This snake says, 'sssss'! Can you colour him in?

2. Can you say /s/?

3. Three of these pictures have an /s/ sound in them. Cross out the one that does not.

4. Can you practise writing /s/?

cartoonito.co.uk

Picture 3 - 3 The "S" vowel in the Jolly Phonics method of teaching - Jolly Learning 2025

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

Story: It is a sunny morning, and Sam is taking his dog, Samson, for a walk. They like to walk down to the pond. Sam looks around as they walk along. He sees a toadstool, a red and yellow caterpillar, and a blackbird on her nest. When they get to the pond, they spend some time watching the fish swim around. After a while, Samson goes off and snuffles around in the grass. He finds a stick, which he brings back to Sam. He barks at Sam, and Sam throws the stick for Samson to fetch. Samson runs around, looking for the stick in the grass.

Suddenly, Samson starts barking, "Woof, woof, woof!" Sam skips over to see what Samson has found. "Sssssss!" In front of Samson is a spotty snake. It is rearing up and is hissing loudly. Sam grabs hold of Samson, and the snake slithers quickly away.

Group 1

cartoonito Sounds Like Fun

Jolly Phonics

Aa

1. Can you colour in this ant?

2. Can you say /a/?

3. Three of these pictures have an /a/ sound in them. Cross out the one that does not.

4. Can you practise writing /a/?

cartoonito.co.uk

Picture 4 - 3 The "A" vowel in the Jolly Phonics method of teaching - Jolly Learning 2025

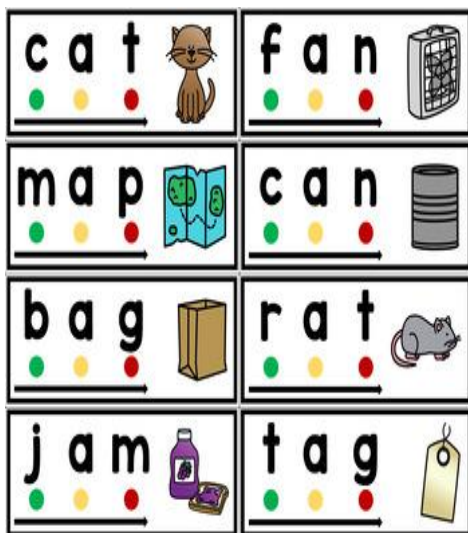
"Wiggle fingers above elbow as if ants crawling on you and say a, a, a."

Story: The Smith family is going on a picnic. The children help their mother pack the food. Adam packs the apples. Annie helps to make the jam sandwiches. At last, they are ready and set off for the picnic. When they arrive, they sit down, spread out a cloth and lay the food on it.

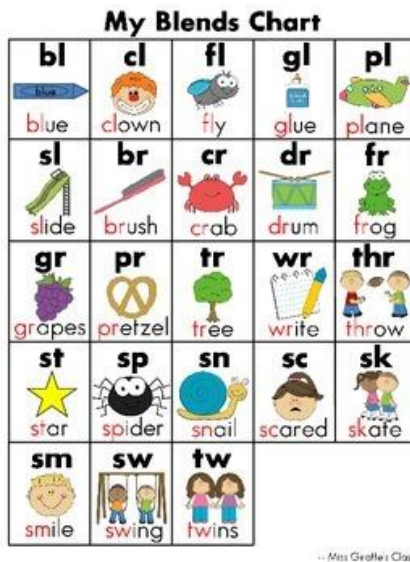
Annie rubs her arm. "Something is tickling me," she says. "Something is tickling me, too," says Adam, eating his apple. Annie shouts "a, a, a, a ants!" They all look at Annie and see some ants crawling up her arm. They all jump up. There are ants all over the picnic cloth! "Ohdear," says Dad. "We must have put our cloth over an ants' nest." They pack up their things and move to a nicer spot.

Blending is the process of combining individual phonemes (syllables) together to make a whole word - e.g. /k/ - /æ/ - /t/ = *cat*. This

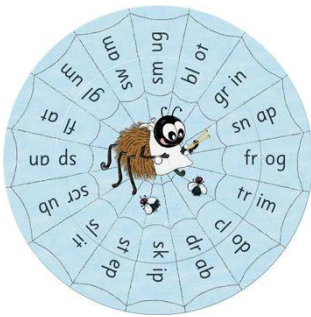
principle is an essential skill for developing reading skills - it enables the child to decode written words and understand them. It is important for the Jolly Phonics method that children learn this process as early as possible. Initially, the teacher spells and the children try to pronounce the correct word (as part of the synthesis). It is important that the syllables are pronounced in quick succession so that the word becomes audible to the pupils. At the same time, it is useful to pronounce the first syllable louder than the others (Viktorová 2010, p. 69). The syllables that are made up of two letters are pronounced as one syllable (group 4 and the syllable "ai" - the word "rain" should be spelled as /r/ - ei/ - /n/"). Over time, the loud spelling of words becomes an automatic process that takes place in the pupils' heads - the output is then only the target word pronounced. As Viktorová (2010, p. 70) points out, it is often helpful for children if the teacher demonstrates a movement for a particular syllable that the child can imitate and thus realise what word the teacher has in mind. A more advanced exercise then involves the teacher writing several letters (perhaps from one group) on the board and pointing to the letters in a particular order. This is not traditional spelling, the child has to imagine the letters in his head and say the word. These exercises are already the basis of reading. The Jolly Phonics method uses a variety of visual aids to join the letters into words - the most common are *blending cards* (letter cards that children use to practice putting words together), *blending charts* (visually demonstrating the process of putting letters into words), and *blending wheels* (Jolly Phonics 2025) - all of which are shown in Image.



Picture 5 -Visual aids for blending in the Jolly Phonics method - Jolly Learning 2025



Picture 6 - Visual aids for blending in the Jolly Phonics method - Jolly Learning 2025



Picture 7 - Visual aids for blending in the Jolly Phonics method - Jolly Learning 2025

For teaching word writing, the core element of the method is the **analysis of words into syllables**, and Jolly Phonics (2025) also uses the term "segmenting". This is the reverse of blending, which combines syllables into a word to assist pupils in reading. The identification of vowels in words is mostly done in the order first syllable - last syllable - middle syllable (which tends to be the most difficult). Rhythmic exercises or songs facilitate identification in the method - e.g. *Let's break words and hear each sound, Say them clear and say them loud. Like in sun, we hear /s/, /ʌ/, /n/, Sound by sound - it's so much fun! Clap your hands and say with me, Segment words so easily!* (Tune: *Twinkle, Twinkle, little star*). Rhythmic tapping of the number of syllables in words also helps children to analyse the sounds in words (e.g. when some words are difficult for them - they have more letters than syllables). Rhythmic tapping promotes sound awareness, especially in children with SVP (Viktorová 2010, p. 73). Other useful games include *spelling puzzles*, using magnetic letters, where the child matches the syllables on the individual cards together to form a word like a puzzle. To practice teamwork and attention, a great variation of the game is the so-called *sound balloon* game, where the

children sit in a circle and the teacher holds a "sound balloon" (e.g. a ball, but it can also be a small cuddly toy). The teacher says a word - "cat" - and throws the balloon to the first child - who says the first /k/ sound; the balloon travels on, the last child repeats the whole word (Jolly Phonics 2025).

An integral part of the Jolly Phonics method is the **mastery of tricky words**. Tricky words are words that cannot be easily decoded using basic phonetic rules, when they contain irregular pronunciations or syllables that are read differently than they are usually pronounced - e.g. "said" /sed/, "was" /wɒz/, etc. These expressions are very often used in everyday communication and texts. If the learner cannot recognise them as a whole, reading fluency can be severely impaired. Children therefore need a special approach to learning them (Viktorová 2010, p. 73). The Jolly Phonics method teaches these words in several ways - by visual memorization (the word is learned as a whole and the child memorizes it visually - appropriate color highlighting of the "tricky" part of the word (e.g. highlighting the letter *a* in "said" which sounds like /e/)), through word games where children look for the word, compose it or link it to a picture, through singing (where each word has its own song - e.g. "I can spell said, I can spell said, S-A-I-D - said!"), or by writing in Tricky Words notebooks – Picture 8.

Handy Tricky Word List

The Jolly Phonics Readers introduce the tricky words in groups, each level building on the words learned in the previous level. Children should be taught the tricky words for each level before they are asked to read the books.

Jolly Phonics Readers Red Level

- | | | | |
|----------------------------------|----------------------------------|---------------------------------|-----------------------------|
| <input type="checkbox"/> I (*) | <input type="checkbox"/> she (*) | <input type="checkbox"/> be (*) | <input type="checkbox"/> do |
| <input type="checkbox"/> the (*) | <input type="checkbox"/> me (*) | <input type="checkbox"/> was | <input type="checkbox"/> of |
| <input type="checkbox"/> he (*) | <input type="checkbox"/> we (*) | <input type="checkbox"/> to | |

Words marked with a (*) are also included within the final set of Orange Level Readers.

Jolly Phonics Readers Yellow Level

- | | | | |
|------------------------------|-------------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/> are | <input type="checkbox"/> your | <input type="checkbox"/> said | <input type="checkbox"/> there |
| <input type="checkbox"/> all | <input type="checkbox"/> come | <input type="checkbox"/> here | <input type="checkbox"/> they |
| <input type="checkbox"/> you | <input type="checkbox"/> some | | |

Jolly Phonics Readers Green Level

- | | | | |
|------------------------------|-------------------------------|---------------------------------|--------------------------------|
| <input type="checkbox"/> go | <input type="checkbox"/> by | <input type="checkbox"/> live | <input type="checkbox"/> when |
| <input type="checkbox"/> no | <input type="checkbox"/> only | <input type="checkbox"/> give | <input type="checkbox"/> why |
| <input type="checkbox"/> so | <input type="checkbox"/> old | <input type="checkbox"/> little | <input type="checkbox"/> where |
| <input type="checkbox"/> my | <input type="checkbox"/> like | <input type="checkbox"/> down | <input type="checkbox"/> who |
| <input type="checkbox"/> one | <input type="checkbox"/> have | <input type="checkbox"/> what | <input type="checkbox"/> which |

Jolly Phonics Readers Blue Level

- | | | | |
|---------------------------------|----------------------------------|---------------------------------|--------------------------------|
| <input type="checkbox"/> any | <input type="checkbox"/> were | <input type="checkbox"/> could | <input type="checkbox"/> four |
| <input type="checkbox"/> many | <input type="checkbox"/> because | <input type="checkbox"/> should | <input type="checkbox"/> goes |
| <input type="checkbox"/> more | <input type="checkbox"/> want | <input type="checkbox"/> would | <input type="checkbox"/> does |
| <input type="checkbox"/> before | <input type="checkbox"/> saw | <input type="checkbox"/> right | <input type="checkbox"/> made |
| <input type="checkbox"/> other | <input type="checkbox"/> put | <input type="checkbox"/> two | <input type="checkbox"/> their |

Jolly Phonics Readers Purple Level

- | | | | |
|---------------------------------|--------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> always | <input type="checkbox"/> cover | <input type="checkbox"/> once | <input type="checkbox"/> love |
| <input type="checkbox"/> father | <input type="checkbox"/> eight | <input type="checkbox"/> also | <input type="checkbox"/> mother |
| <input type="checkbox"/> upon | <input type="checkbox"/> every | <input type="checkbox"/> after | |

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Picture 8 - Tricky Word List - Jolly Phonics (2025)

4.2 Advantages of the Jolly Phonics method

Jolly Phonics is an approach based on constructivist learning theory with a child-centered focus. It is based on a thesis that stresses the need to use methods based on activation and cooperation of the learner, i.e. methods that stimulate the learner to acquire knowledge through active activity and communication, rather than passively receiving it. In this way, the pupil is able to construct his subjective images of the world, reflecting his individual experience, i.e. his own preconceptions. It thus explicitly and intentionally works with children's conceptions (Dalcour 2017). In the constructivist conception of teaching, the teacher and lecturer have the role of facilitator, instigator and supporter of the independent learning activities of the learners and co-creator of a brain-compatible environment in which to learn (Zormanová 2012, p. 40). Significant benefits of constructivism in foreign language learning are the application of learning objectives according to all levels of Bloom's taxonomy, the development of critical thinking, imagination, creativity, activity, independence, the development of cooperation, teamwork, communication, responsibility for one's own work and the work of the team, the

consolidation of self-confidence in learners, and naturally also the increase of motivation and interest on the part of learners in language learning (Grecmanová 2016, p. 10).

One of the greatest benefits of Jolly Phonics is its multisensory nature. This way of teaching proves to be extremely effective when it allows children to learn through multiple input pathways (see research by Marušová (2020) or Víchová (2013) in her thesis). Learning is then not seen as a one-sided process of receiving information, but as an active construction of knowledge through play, movement, visualisation and listening (Průcha 2017, p. 104). Each phoneme (sound) is represented within Jolly Phonics not only through a sign (letter), but also through a song, a movement gesture and an illustration. This combination promotes deeper understanding, faster memorization and a greater level of engagement with the activity. The visual component of the teaching consists mainly in the association of the sound with a graphic symbol (letter) and a picture, which helps to fix the phoneme in the visual memory. The auditory component is developed by listening to the pronunciation of the phoneme and repeating simple songs that link the sound to real words and the rhythm of English. The kinesthetic and tactile component also plays a very important role - each sound is assigned a specific gesture or movement that the children perform while pronouncing it, and at the same time they practise writing letters with their fingers in the air, sand or plasticine. This motor element is especially crucial for children with graphomotor difficulties or specific learning disabilities (Jolly Phonics 2025). The multisensory approach makes learning not only more effective, but also more fun and natural. Because the method appeals to different learning styles, it is suitable for a wide range of learners - from visual types to children who learn best by moving or listening (Průcha 2017, p. 105). Teachers who use the method often point out that children remember phonemes more quickly, are better able to break words down into their individual syllables, and can combine them correctly when reading. This results in an overall acceleration of reading development, a strengthening of pronunciation and spelling and, above all, greater confidence in children's own abilities. The multisensory approach in the Jolly Phonics method thus brings not only quality phonemic training, but also the joy of learning and the active involvement of children in the educational process.

Other advantages of the Jolly Phonics method include the quick and efficient acquisition of the phonemic system. Unlike traditional approaches, which often begin by learning whole words or the alphabet in a fixed order, Jolly Phonics builds on direct exposure to individual sounds (phonemes) and their systematic connection to a graphic symbol (grapheme). As a result, children learn very early to recognize and produce the individual sounds of language,

which is crucial for building decoding skills in reading and correct spelling in writing. A quick start with phonemes opens the way for children to read at an early stage of learning (Jolly Phonics 2025). The Jolly Phonics method uses a strategically chosen sequence of 42 basic phonemes, which are introduced to children in such a sequence that they develop the ability to read their first simple words very early on. For example, after the initial two weeks of teaching, pupils are able to compose their first short words, which stimulates their motivation, creates a positive attachment to learning and reduces frustration at failure. The gradual expansion of the phoneme repertoire allows for a smooth build-up to the next phases of reading and writing instruction without the need for repeated drill or passive memorization (Suarnajaya 2018, p. 5). The advantage of rapid acquisition of the phonemic system is also that learners of different language levels - including non-native speakers of English - can acquire the basic building blocks of the language in a way that is comprehensible and practical for them. Sounds are always set in the context of a short story, movement and picture, reducing cognitive load for children while enhancing the learning experience. Thus, children are not overwhelmed with a lot of isolated information, but learn in a context that has some meaning for them (Visagas 2023).

Jolly Phonics is methodically very well developed. Its contribution is also evident in the fact that it teaches a foreign language from sound to meaning, when traditional foreign language teaching relies more on confronting children with ready-made words, regardless of how these words are formed. At the same time, the method does not require a wide input vocabulary, so it is suitable for educating children who have never come into contact with a foreign language before, as well as for children who have a practical foundation but have not yet developed reading skills in their mother tongue (Jolly Phonics 2025). Its adaptability is also an advantage. Teachers can work with Jolly Phonics as a primary teaching method or use it as a supplement to traditional teaching. Thanks to the good availability of printed and online materials and the regular sharing of good pedagogical practice in international meetings, workshops and seminars focused on the issue of educating primary school pupils using Jolly Phonics, the method is currently well implemented in schools across different regions in the Czech Republic.

Although there is no exact public list of primary schools in the Czech Republic that use this method in teaching at the first grade, at least a few schools that have successfully implemented the Jolly Phonics method into the English curriculum can be mentioned - the Štramberk Primary School, which introduced the method especially for the first grades. According to the school management, the teachers here noticed that the children were able to

quickly acquire the basic 42 phonemes within the first weeks of teaching, which led to much more fluent reading and writing. Interactive activities such as songs, games and movement gestures have enabled the children to not only remember individual sounds but also to link them together correctly. The school states on its website that thanks to this method, children started to read with more confidence, which was reflected in test results and in admissions to secondary schools (Štramberk Primary School 2024). Also, the TGM Primary School in Frýdlant nad Ostravicí started implementing the Jolly Phonics method from the first year. Teachers here declare that thanks to a clear and structured approach, children are able to master reading and writing faster, which has a positive impact on their overall language development. The school regularly monitors pupils' progress and the results show a significant improvement in reading comprehension and phonemic awareness (Primary School Frýdlant nad Ostravicí 2024). A final example is the Bratrství Primary School, which regularly posts videos on its social media channels documenting interactive activities and games in which children use the method to identify, compose and decompose words into individual phonemes. According to teachers, this method has not only accelerated the development of reading skills, but also increased pupils' motivation and engagement in English language classes (Brotherhood 2025 Primary School Facebook).

This chapter was intended to present in detail the advantages of the Jolly Phonics method. For the sake of completeness, however, the author considers it important to mention possible pitfalls that may accompany the implementation of the method in English language teaching at the first level of primary education. For example, as Clark (2014, p. 57) states, it is not a communication method and therefore should only be part of a balanced approach to English language teaching, not its sole tool. Similarly, Krashen (2021) argues that synthetic phonics does not take into account the different learning styles and needs of children, who may thus lose interest in learning through repeated practice of isolated words. Brooks (2023, p. 61) then goes on to add that within Jolly Phonics children learn sounds and words, but the systematic development of speaking, listening, interacting or improvising (i.e. key skills in the communication approach) is minimal. While the above agree that the benefits of phonics are undeniable, it is not a one-size-fits-all approach and as such needs to be worked with. The implementation of the Jolly Phonics method in English language teaching should therefore not aspire to the complete elimination of the approaches used so far in the teaching of primary 1 teachers, but should be one of the other effective tools to work with children on the development of their language competences.

4.3 Research on the effectiveness of the Jolly Phonics method

The Jolly Phonics method has been subjected to quite a bit of research over the last 20 years, focusing on the effectiveness of its use at primary school pupils. Already in 2005, Johnston and Watson conducted one of the first large-scale longitudinal studies on the benefits of synthetic phonics for primary school pupils. The research population consisted of 300 Year 1 children from a Scottish primary school in Clackmannanshire over a period of seven years, who were divided into three groups (the first group was taught using Jolly Phonics, the second group using the analytic phonics method, and the third group combined analytic phonics with rhyme and phonemic awareness instruction). At the end of the study, the researchers analysed the data and found that the group that focused on the Jolly Phonics method was 3 years and 6 months ahead of their chronological age in word reading; they were 1 year and 8 months ahead in spelling exercises and 3 years and 5 months ahead in reading comprehension (Umezinwa, Udogu 2018, p. 21). Picture 6 illustrates the teaching of Jolly Phonics in the first grade of the subject primary school and also illustrates the progression of the class that was observed in the research (Annette Steele's class).



Picture 9 - Annette Steele's class - Steele (2010)

Results of Standardised Reading and Spelling Tests						
Annette's Primary 1 class, after one year of school						
Pupil:	Boy/ Girl:	Actual Age:	Reading Age:	Spelling Age:	Reading Gain:	Spelling Gain:
BU	g	5:8	6:6	7:0	+0:10	+1:4
CM	g	5:11	6:11	7:1	+1:0	+1:2
EN	g	6:3	7:2	7:1	+0:11	+0:10
HE	g	5:5	5:5	6:2	0:0	+0:9
JS	g	6:3	7:0	7:8	+0:9	+1:5
KE	g	5:9	7:0	7:5	+1:3	+1:8
MN	g	5:11	6:5	6:4	+0:6	+0:5
NL	g	5:5	8:1	8:3	+2:8	+2:10
EN	g	5:9	6:3	6:7	+0:6	+0:10
UT	g	5:10	7:2	7:1	+1:4	+1:3
SF	g	5:7	7:1	7:5	+1:6	+1:10
SH	g	6:0	7:7	7:8	+1:7	+1:8
TL	g	5:10	6:0	6:8	+0:2	+0:10
YO	g	5:5	6:5	7:0	+1:0	+1:7
YK	g	5:7	6:6	6:7	+0:11	+1:0
CL	b	5:11	6:6	6:6	+0:7	+0:7
CK	b	5:9	6:5	6:6	+0:8	+0:9
DE	b	5:7	5:4	5:0	-0:3	-0:7
EK	b	6:3	7:4	7:8	+1:1	+1:5
EH	b	5:5	6:3	7:1	+0:10	+1:8
KM	b	5:11	6:0	6:2	+0:1	+0:3
EO	b	5:4	5:5	5:6	+0:1	+0:2
OY	b	6:1	8:1	8:6	+2:0	+2:5
RT	b	5:9	7:0	7:2	+1:3	+1:5
TE	b	5:7	7:1	7:2	+1:6	+1:7
Average (Girls):		5:9	6:9	7:1	+1:0	+1:4
Average (Boys):		5:9	6:7	6:9	+0:10	+1:0
Average (Class):		5:9	6:8	6:11	+0:11	+1:2
% above Actual Age:			92.3%	96%		

Reading Test: British Ability Scales Word Reading Test
Spelling Test: Schonell Spelling Test

All ages shown in years and months.

Picture 10 - the results of her research into the teaching of Jolly Phonics to pupils at Clackmannanshire Primary School - Steele (2010)

Six years later, in 2011, Dixon, Schhagen and Seedhouse examined the impact of the Jolly Phonics intervention on the English literacy skills of children in low-income schools in India. The sample of children and the location chosen were not a random selection, as Seedhouse in particular has long focused on the association of low socioeconomic status and belonging to a minority group with learning and language difficulties (Seedhouse In Hus 2001, p. 173). This study used a quasi-experimental design in which over 500 pupils from 20 primary schools participated in a six-month programme. While the control group continued their regular English classes, the experimental group, which comprised more than half of the participants, took classes organized around Jolly Phonics materials. The results of the reading tests and spelling exercises clearly showed that the experimental group performed significantly better compared to the control group (Umezinwa, Udogu 2018, p. 21).

In 2016, a study was conducted on the effectiveness of the Jolly Phonics method in a very interesting place - Ghana. The latter is a regional leader in literacy rates and enrolment in primary schools, with literacy rates in the country reaching 80-82% (Eshiet 2016, p. 7). The present study aimed to confirm the findings of another research investigation conducted three years earlier in another African country, Nigeria, Cross River State, in early 2013. Namely, the Nigerian research, whose subjects were primary school pupils, clearly demonstrated that after one full academic year, children who were taught using the Jolly Phonics method performed

significantly better than children taught using the standard alphabetic method and whole word instruction in all areas except for letter name knowledge. The research also found that the two groups taught using synthetic phonics outperformed the two control groups taught using traditional memorization methods in all areas except spelling. The author of this study attributed this difference to the fact that the children taught with phonics were not exposed to alternative spellings of many words, which usually happens towards the end of the academic year (Eshiet 2016, p. 6). The 2016 Ghanaian research fully concurred with the Nigerian research findings, with the sample of 51 pupils examined each making progress beyond their chronological age - 16 of them averaging between five and eleven months, while the remaining 35 made progress beyond one year (Eshiet 2016, p. 25)

Other international research on the effectiveness of multisensory learning, including the Jolly Phonics method, is summarised in *The Effect of Using Multisensory-based Phonics in Teaching Literacy on EFL Young Female/Male Learners' Early Reading Motivation* by Farokhbakht (2020) or Moodie-Reid (2016), or Jolly Phonics on their websites.

Our eastern neighbours also have experience with the Jolly Phonics method - its success was already presented in the pilot programme "*Jolly Phonics in Slovak schools*" in 2013. A total of 30 primary schools participated in the pilot project and taught the Jolly Phonics method for one year. The outcome of the programme was a comparison of the reading comprehension test results of children who completed their first year of English teaching using the Jolly Phonics method and children who completed the same first year of English teaching using a method other than Jolly Phonics. It was found that the children who were taught using the Jolly Phonics method read an average of 35.6 words out of 50 words at the end of the school year, which is 71.20%. For the control group of children of the same age who were taught English by another method for the same period of time, they read an average of 7.43 words out of 50 words, which is 3.71% in percentage terms (State Pedagogical Institute 2017, p. 5). In the school year 2017/2018, the first experimental verification of the success of the method on increasing the educational results of pupils in English language in primary education was carried out in all language competences - reading, listening, oral and written expression, on a sample of pupils of the first year of a total of 48 selected primary schools in all regions of Slovakia. After the first testing, it was possible to state that the results of pupils in the language competences were higher in the classes of the experimental groups with the Jolly Phonics teaching method (85.38%) than the results of pupils in the control classes (57.53%) (State Pedagogical Institute 2019, p. 21).

In the Czech Republic, specific longitudinal or large-scale published studies directly focused on the effectiveness of the Jolly Phonics method for primary school pupils are unfortunately not very common. There are, however, several sources, especially in the form of theses and evaluations conducted at faculties of education, which deal with phonics methods in early education and often mention Jolly Phonics as an effective alternative to traditional methods. As an example, the qualification thesis by Viktorová, mentioned several times, offered in its practical part the perspective of four teachers on working with the Jolly Phonics method in primary schools in Prague. All of the teachers interviewed unanimously perceived that at the beginning of schooling the development of communication, understanding and also the creation of a positive relationship with a foreign language is a key element. *"The words of teachers who have had experience with Jolly Phonics demonstrate the high motivation of children to learn to read and write in a foreign language, which can be crucial for their further learning"* (Viktorová 2010, p. 121). Also, Urbanová (2016, pp. 52-67) demonstrated the benefits of learning synthetic phonics in the context of English pronunciation at Primary School her research investigation, three selected primary schools in Prague - The Prague British School (16 pupils at 2nd Grade), Angel Primary School (19 pupils 3rd Grade) and Slovenská Primary School (17 pupils at 2nd Grade). The findings of her empirical research indicated that the synthetic phonics approach does make a real difference to the pronunciation of words for pupils learning English as a foreign language. Also - no matter how long it took them, the pupils were able to pronounce English words correctly in the majority (92%). The remainder then clearly demonstrated knowledge of certain rules of the English language by being able to manipulate the syllables within words, specifically in Jolly Phonics diction.

Empirical findings across different global contexts - from Scotland to Nigeria, India to Czech primary schools - repeatedly confirm the high effectiveness of the Jolly Phonics method in teaching reading and pronunciation, not only to younger school-age pupils. Long-term studies show that children taught using synthetic phonics achieve significantly better results in word decoding, reading comprehension and spelling. Research clearly declares that even pupils for whom English is a foreign language are able to acquire the basic phonemic system of English quickly and steadily thanks to a multisensory, systematic and playful approach, which has a positive impact on their overall language competence and motivation to learn. In light of these findings, it is clear that contemporary foreign language teaching should be based on scientifically proven principles of phonetic methods, such as Jolly Phonics. In the Czech context, where the teaching of English will be compulsory in the first year of primary school

within a few years, the implementation of this method represents an opportunity to significantly increase the effectiveness of language learning from an early age. The introduction of Jolly Phonics into wider pedagogical practice could thus represent a major step towards improving the quality of English language teaching in the Czech Republic and increasing children's literacy not only in their mother tongue but also in a foreign language.

5 Implementation of the Jolly Phonics method in the teaching of foreign language to pupils at the first stage of primary school - Project plan "With Jolly Phonics to language development and inclusion at the first stage of primary school Svatoplukova

The practical part of this thesis focuses on the proposal of a specific project plan, the aim of which is the systematic implementation of the progressive teaching method Jolly Phonics into English language classes at the 1st grade of the Svatoplukova Primary School in Šternberk, starting from the school year 2026/2027. This approach responds to the need to strengthen the language competences of pupils at an early stage of schooling and at the same time reflects the current requirements for the individualisation of teaching, support for pupils with special educational needs and the introduction of modern, effective methods of teaching foreign languages in the environment of primary education.

The project plan entitled *"With Jolly Phonics for language development and inclusion at the 1st grade of Svatoplukova Primary School"* builds on the use of the phonetic approach as a tool for the development of phonemic awareness, understanding and active work with language. The practical part is devoted not only to the design and objectives of the project, but also to the necessary material and personnel infrastructure, expected benefits, possible risks and evaluation methods. It also includes a reflection on the consistency of the project activities with the framework and school curriculum and suggestions for the long-term sustainability and promotion of the established method.

5.1 Objectives of the project plan

The objectives of the project plan *"With Jolly Phonics for language development and inclusion at the 1st grade of Svatoplukova Primary School"* may differ in their priority. It is therefore appropriate to divide these into main and sub-objectives. It is then necessary not only to clearly define the SMART (Specific/Measurable/Acceptable/Realistic/Time-framed) objectives of the project, but also to outline the concrete steps to achieve them and to identify the possible benefits arising from the objectives. Therefore, the sub-objectives listed below are always accompanied by tables that specify these steps and benefits in more detail.

The main goal of the project is to introduce effective, comprehensible and systematic English language teaching at the first grade of Svatoplukova Primary School using the Jolly Phonics

method, which will support the development of phonemic awareness, reading and listening skills of all pupils, including those with special educational needs.

Sub-objective 1 is to provide the necessary material equipment for proper teaching using the Jolly Phonics method. This includes the acquisition of licensed teaching aids and materials such as books, cards, songs, pictures and digital content. There is also a need to create visual support in foreign language classrooms (phonics posters, letters, illustrations). As the acquisition of the equipment is expensive, the project aims to raise funds for the purchase of teaching aids primarily through the support of the City of Šternberk, EU grant programmes or regional grants.

Specific measures to meet the sub-objective	
Mapping the needs of the school	Conduct an initial analysis of the current state of teaching aids and the environment for teaching English at Key Stage 1. Consultation with teachers on their needs and experience with aids.
Selection and acquisition of Jolly Phonics key aids	Basic teaching kits (Jolly Phonics Teacher's Book, Pupils Books, Workbooks). Phonics cards (sound cards), dictionary cards (tricky words), letters, posters. Music support - CD/mp3 with songs for each sound. Digital tools - access to interactive online environments (e.g. Jolly Classroom, Jolly Learning software). Tactile and manipulative aids - plastic letters, magnetic boards, mats for drawing letters.
Visual design of classrooms	Creating a motivating and clear environment: phonetic posters, colourful illustrations, decorations depicting individual sounds and rhymes. Reserve space for a "language corner" with Jolly Phonics materials.
Securing financial resources	Processing applications for grants and subsidies (e.g. EU funds, regional programmes, support from the City of Šternberk). Reaching out to local businesses or foundations as potential donors or sponsors. Use of the school budget, or SRPS or project funds.
Establishment of a register and management of aids	Establish a system for sharing and lending teaching materials among teachers. Maintaining an up-to-date overview of material provision and its gradual replenishment according to needs.
Benefits of achieving the target	
Improving the quality of English language teaching through the availability of professional, structured and validated materials.	
Ensuring that all pupils have equal access to quality educational resources - regardless of their home background.	
Facilitating the work of educators who have uniform and methodologically correct tools at their disposal.	
Increase the visual, attractive and interactive nature of the teaching, which promotes students' motivation to learn.	
Supporting different learning styles - visual, auditory, kinesthetic, increasing the chances of success for a diverse student population.	
Strengthening the school's image as an institution that invests in modern and innovative educational methods.	

The possibility of subsequent extension of the method to other grades or subjects thanks to the well-provided material background.

Table 10 - Measures and benefits of the first sub-objective of the project plan - own elaboration

Sub-objective 2 is to support pupils with SEN in their language development. A structured and predictable approach works well for pupils with SEN. The Jolly Phonics method uses direct and systematic practice of sounds using movements, pictures and rhymes to strengthen their phonemic skills and help them to hear, understand and reproduce English pronunciation better. Linking individual vowels to movement and letter form increases graphomotor confidence and line orientation. Through rhythmisation, movement gestures, singing and repetition, retention and active attention are increased

Specific measures to meet the sub-objective	
Provision of specialised teaching aids	Acquire visually comprehensible and interactive aids (picture cards, rhymes, gesticulations for each sound). Use of multisensory materials (e.g. plastic letters, magnetic board, letters made of different materials).
Differentiation of teaching and individualisation of approach	Breaking down the teaching into smaller steps, more frequent repetition and an emphasis on routine. The possibility of working in small groups or individual support from a teaching assistant.
Training of teaching staff	Participation of teachers in a training course focused on the application of Jolly Phonics for pupils with SEN. Consultation with the counselling centre (SPZ, SPC) for the correct methodology of support for individual types of SVP.
Creating support structures within the school	Collaboration of English teachers, teaching assistants and special educators. Sharing examples of good practice, creating support documents and materials tailored to different needs.
Introduction of regular assessment of the progress of pupils with SEN	Ongoing monitoring of language progress using simple diagnostic tools (especially phonemic skills, sound and word recognition, pronunciation). Early intervention when performance stagnates or declines.
Cooperation with parents of pupils with SEN	Informing parents about the Jolly Phonics method, the opportunity to get involved in home preparation through simple activities. Offer consultations, provide take-home materials (e.g. worksheets, QR codes for tutorial videos, audio recordings).
Benefits of achieving the target	
Increasing the clarity and accessibility of teaching for pupils with specific learning disabilities, attention deficit disorders, autism or speech impairments.	
Improving phonemic awareness - pupils learn sounds through rhythm, movement and visual support, leading to improved pronunciation and understanding.	
Higher self-confidence and motivation of pupils with SEN - thanks to systematic repetition and positive experience of successfully completed tasks.	
Slowing down or eliminating failure in foreign language learning, which is a common problem for pupils with SEN.	
Creating a safe and supportive environment - clear structure, routines and playfulness increase engagement and reduce the stress of learning.	

Inclusive nature of teaching - the Jolly Phonics method supports diverse learners in one team without the need for segregation.

Table 11 - Measures and benefits of the second sub-objective of the project plan – own elaboration

Sub-objective 3 is to adapt the school curriculum (SSP) of the Svatoplukova Primary School in Šternberk according to the principles of the phonetic approach of the Jolly Phonics method at Primary school. For a successful and systematic implementation of the Jolly Phonics method, it is essential that its principles and methodological procedures are integrated directly into the curriculum, especially into the section on English language teaching at primary school. The change to the curriculum will also institutionalise the method, which will become a binding part of the school's educational practice, thus ensuring continuity and consistency of approach across grades and between individual teachers.

Specific measures to meet the sub-objective	
Analysis of the current form of the curriculum in the field of English language teaching	Evaluation of the current concept of teaching, methods used, expected outcomes and time allocation. Identify areas where elements of the phonetic approach can be applied (e.g. in outcomes, expected competences or methodological notes).
Familiarization of the teaching staff with the principles of Jolly Phonics and their compatibility with the RVP	Teacher training in Jolly Phonics (training, methodological workshops). Comparison of the requirements of the RVP for foreign language teaching and the possibilities of fulfilling these requirements through Jolly Phonics.
Modification of the curriculum - specific incorporation of the method into the document	Formulation of methodological principles of teaching AJ at the first level with emphasis on phonetic and phonemic teaching. Adjustment of the expected outcomes and curriculum in each grade with respect to the Jolly Phonics learning structure (e.g. 42 basic sounds, blending, segmenting, etc.). Inclusion of recommended teaching methods and typical activities in the annexes of the curriculum or methodological recommendations.
Incorporating support for pupils with SEN within the Jolly Phonics methodology	Supplementing the curriculum with opportunities for differentiation and support in inclusive education.
Ensuring continuity in future years and collaboration across the team	Maintaining methodological consistency in the transition from Year 1 to Year 2 and beyond. Collaboration between AJ teachers, school management and the school special educator.
Benefits of achieving the target	
Systematic and long-term implementation of an innovative teaching method.	
Clearly articulated teaching methodology and structure for new and existing teachers.	
Improving the achievement of the RVP objectives in the area of language teaching at Key Stage 1, especially in the areas of listening, reading comprehension and pronunciation.	
Increased transparency of teaching for parents, students and school founders.	
Better preparedness of the school for evaluation by the CSI or application for financial support, because the innovation will be demonstrably implemented within the curriculum.	

Table 12 - Measures and benefits of the third sub-objective of the project plan – own elaboration

Sub-objective 4 is to increase the attractiveness of the primary school by promoting the progressive teaching method Jolly Phonics. In today's competitive environment between schools, where parents increasingly consider the quality and specifics of teaching when choosing an educational institution for their child, it is very important that the school is able to communicate its vision, innovation and added value. The introduction of an internationally recognised and effective method of foreign language teaching - Jolly Phonics - represents a significant step by which Svatoplukova Primary School can increase its attractiveness to existing and potential pupils and their parents, while strengthening its position in the local and wider regional educational context.

Specific measures to meet the sub-objective	
Making the Jolly Phonics teaching method visible on the school website.	Creation of a special subpage on the school website with a description of the method, its advantages, photos from the lessons, a sample video and experiences of children and teachers. Sharing pupils' achievements, participating in international activities or language competitions.
Presentations at open days and enrolments	Active presentation of the method to parents of future first graders. Demonstration lessons or interactive stations with examples of pupils' work.
Cooperation with local media and municipalities	Press release on the introduction of an innovative method of teaching AJ. Publication of articles in the municipal newsletter or regional newspapers.
School participation in conferences and educational platforms	Presentation of experience with the implementation of the Jolly Phonics method at professional forums, workshops or webinars. Building the school's image as a leader in modern language teaching.
Cooperation with parents and community	Parent workshops: 'How we teach English with Jolly Phonics'. Use of community events (e.g. school festivals) to promote the method through activities, games and performances by children.
Cooperation with other schools and sharing know-how	Establishing a method centre or mentoring other schools that want to implement the method. Possible partnerships within ERASMUS+ projects on language learning.
Benefits of achieving the target	
Increased interest in the school during the enrolment process, especially from parents looking for quality and modern language teaching.	
To build the school's reputation as an institution open to innovation and committed to the quality of education and the needs of all students.	
Greater parental and community involvement in school events through clear and attractive presentation of teaching methods.	
Possibility to participate in subsidised projects and calls that favour schools with innovative approaches (e.g. OP JAK, ERASMUS+).	
Getting new partners, lecturers, cooperating organizations or sponsors through positive presentation of the school.	

Table 13 - Measures and benefits of the fourth sub-objective of the project plan - own elaboration

5.2 Introduction of the selected primary school

The Svatoplukova Primary School in Šternberk was selected for the purpose of this project plan because of the confluence of several key factors. The institution is located in a smaller town in the Olomouc Region, and the regional town of Olomouc has extensive experience in implementing the Jolly Phonics method, which provides a suitable background for sharing examples of good practice. The school has a long-standing emphasis on foreign language teaching, with English language teaching starting in the second year, which creates favourable conditions for introducing a phonetic approach to reading and pronunciation. Although the current methodology promotes the development of reading, writing and communication skills, the systematic phonics training offered by the Jolly Phonics method is not yet part of the teaching strategies. Another important criterion for the selection of a school is its experience in inclusive education and the inclusion of pupils with special educational needs. The school's high degree of openness to innovative and modern approaches in education was also a factor. The school regularly uses digital technology, interactive elements and audiovisual aids, which are key to the effective implementation of the Jolly Phonics method. Last but not least, it has a qualified and professionally motivated teaching staff, which is ready to actively participate in the introduction of new methods and adapt teaching to current trends. These prerequisites contribute significantly to the successful implementation and long-term sustainability of the project.

The Svatoplukova Primary School in Šternberk, whose founder is the Town of Šternberk, was established on the basis of the resolution of the Town Council of Šternberk No. 450/18 of 15 June 2005 with effect from 1 January 1995 as a contributory organization with legal personality. The school is listed in the register of schools of the Ministry of Education and Science under the identifier 600 141 047. The school has a total capacity of 535 pupils, and is a barrier-free school with 1st – 9th Grades (Svatoplukova 2024, pp. 4-5). The school management emphasises the provision of up-to-date information for parents and pupils via the EduPage school information system. On the school's website, users can find timetables, substitutions, grades, e-learning materials and other important information.



Picture 11 - Svatoplukova Primary School in Šternberk - mapy.cz (2025)

The school is very active in participating in grant programs, projects and grants. The most important sources of income for the school are subsidies from the Ministry of Education, the contribution of the founder, the Jan Amos Komenský Operational Project (OP JAK) and Erasmus+. Table 14 shows the specific breakdown of the school's income in 2023, and then the specific areas of grants applied for in the 2023/2024 school year are specified.

Příspěvek zřizovatele	3 420 000,00 Kč
MŠMT	40 058 230,00 Kč
OP JAK	1 054 777,42 Kč
Erasmus	726 373 Kč
Dotace UZ 33086 - doučování	174 240,00 Kč
Dotace UZ 33088 - prevence digitální propasti	69 000,00 Kč

Table 14 - Sources of revenue for Svatoplukova Primary School (year 2023) - : primary school Svatoplukova Šternberk (2024, p. 45)

Among the implemented subsidy applications of the Šternberk Primary School Svatoplukova Šternberk in the school year 2023/2024 (Primary School Svatoplukova 2024, p. 10), which are related to foreign language teaching, were in particular:

- implementation of the OPJAK template subsidy called *"Innovation fulfilling the school strategy"*, from 10/2022 to 9/2025 (SP, DVPP, KP, innovative education), in the total amount of CZK 3,118,000,
- Implementation of subsidy - Erasmus+ , grant programme MOBILITY - title *"Support for professional individual skills in a foreign language"*, requested amount of subsidy 31.855 Euro, i.e. approx. 796.000 CZK,

- Erasmus+ grant application, grant programme MOBILITY No.2 - title "Across Europe for modern teaching"- from 12/2024 to 06/2026, increasing teaching and language competences, in the total amount of CZK 1,282,250,
- implementation of the subsidy SZFI - MAS - acquisition of "Interactive board Sadová", the amount of the subsidy 78.000 CZK

Svatoplukova Primary School does not teach a foreign language from 1st Grade; as can be seen from Table 15 below, English language teaching is introduced into the curriculum only from 2nd Grade, with a subsidy for standard classes of 1 hour in 2nd Grade, 4 hours in 3rd Grade, 4 hours in 4th and 5th Grade; for classes with RVCJ (extended foreign language teaching) the subsidy in 3rd, 4th and 5th Grade is 4 hours.

Oblast	Obor	RVP hodiny	Předmět	ŠVP hodiny	1. ročník	2. ročník	3. ročník	4. ročník	5. ročník	Kontrola
Jazyk a jazyková komunikace	Český jazyk a literatura	33	Český jazyk	33 + 7	6 + 3	6 + 3	7 + 1	7	7	33 + 7
	Anglický jazyk	9	Anglický jazyk	9 + 4	0	0 + 1	3 + 1	3 + 1	3 + 1	9 + 4
Matematika a její aplikace	Matematika a její aplikace	20	Matematika	20 + 4	4	4 + 1	4 + 1	4 + 1	4 + 1	20 + 4
Informační a komunikační technologie	Informační a komunikační technologie	2	Informační a komunikační technologie	2	0	0	0	1	1	2
Člověk a jeho svět	Člověk a jeho svět	11	Prvouka	6	2	2	2	0	0	6
			Vlastivěda	3 + 1	0	0	0	1 + 1	2	3 + 1
			Přírodověda	2	0	0	0	1	1	2
Umění a kultura	Hudební výchova	5	Hudební výchova	5	1	1	1	1	1	5
	Výtvarná výchova	7	Výtvarná výchova	7	1	1	1	2	2	7
Člověk a zdraví	Člověk a zdraví	0		0	0	0	0	0	0	0
	Tělesná výchova	10	Tělesná výchova	10	2	2	2	2	2	10
Člověk a svět práce	Člověk a svět práce	5	Pracovní činnosti	5	1	1	1	1	1	5
Disponibilní časová dotace (DČD)	X	16	7 x ČJ 4 x M 1 x VI 4 x AJ	16	3x ČJ	3x ČJ 1 x AJ 1 x M	1x ČJ 1x Aj 1 x M	1x M 1 x VI 1 x AJ	1 x M 1 x AJ	16
Celkem hodin v ročníku	X	118	X	118	20	22	24	26	26	118
Roč. maxima	X	X	X	X	22	22	26	26	26	X

Table 15 - Curriculum at the 1st grade of Svatooplukova Primary School (school year 2023/2024) - Svatooplukova Primary School (2024, p. 17)

Developing the language and communication skills of pupils and teachers is one of the school's priority areas. Picture 12 briefly describes the priorities that make up this area for the 2024-2025 school year.

PRIORITNÍ OBLAST- **ROZVOJ JAZYKOVÝCH A KOMUNIKAČNÍCH DOVEDNOSTÍ ŽÁKŮ i UČITELŮ**

PRIORITA	Rozšířená výuka cizích jazyků, nabídka mimoškolních vzdělávacích kroužků - komerčně
PRIORITA	Exkurze Anglie 5/2025
PRIORITA	Výměnné a poznávací zahraniční pobyty (Německo-Günzburg – partnerské město)
PRIORITA	Korespondence žáků s vrstevníky ze zahraničí
PRIORITA	Podpora čtenářské gramotnosti, školní knihovna, knihobudka, logopedie - zájmový útvar

Picture 12 - Focus and priorities of Svatoplukova Primary School for the school year 2024/2025 - Svatoplukova Primary School (2024, p. 23)

In the context of the project plan *"With Jolly Phonics for language development and inclusion at the 1st grade of Svatoplukova Primary School"* it is important to mention that the school emphasizes innovative teaching methods. Specifically, the school's action plan for the development of the school for the period 2018 - 2026 speaks within the strategic goals of the school about testing and introducing new alternative methods of education, focusing on activating forms of learning and leading children to independence, logical thinking and creativity. The criteria are not only to strengthen teachers' expertise, increase pupils' long-term competences and increase their motivation to learn, but also to support the creation of psychological well-being and a favourable school climate, as well as opportunities to encourage children to express their own opinions. The action plan refers in particular to the *'Learning Outdoors'* method, and to tandem teaching, based on forms of cooperation (including with parents), tolerance and respect, with the essence of sharing expertise, good practice and experience (Svatoplukova Primary School 2019, pp. 37-38). The implementation of the Jolly Phonics method could therefore build on the school's existing efforts to improve pupils' language development and promote pupil inclusion with special educational needs.

5.2.1 Target group for the project plan

The primary target group of the project plan *"With Jolly Phonics for language development and inclusion at the 1st grade of the Svatoplukova Primary School"* are the pupils of the 1st grade of the Svatoplukova Primary School in Šternberk, who are participating in English language classes as part of their compulsory schooling. The Svatoplukova Primary School teaches English from 2nd Grade onwards, and the size of the target group, according to a telephone interview with the school principal, is given by the number of 256 pupils (62 pupils

in 2nd Grade, 65 pupils in 3rd Grade, 64 pupils in 4th Grade and 65 pupils in 5th Grade). This target group is then specified in more detail in Table 16.

Vintage	Guys	Girls	Total	Of which pupils with SVP
2nd year of primary school	24	38	62	2
3rd year of primary school	33	32	65	3
4th year of primary school	25	39	64	2
5th year of primary school	32	33	65	4

Table 16 - Number of pupils in grades 2 - 5 at Svatoplukova Šternberk Primary School in the school year 2024/2025 - own elaboration based on information obtained through telephone interviews with school staff

This group is very diverse in terms of language level, ability to concentrate, social maturity and individual learning needs. Special attention will be paid within the project plan to pupils with special needs - pupils with specific learning difficulties, pupils with PAS, pupils with speech and language difficulties, pupils with a different mother tongue and pupils from less stimulating backgrounds, as one of the sub-objectives of the project is to ensure equal access to quality language teaching and to enable each pupil to reach his/her maximum potential. This group is defined by the number of 11 pupils in Table 16 above.

The secondary target group is English language teachers at the first level of the Svatoplukova Primary School - see Table 17. The school has a total of 6 teachers with an English language endorsement, 2 of whom work at the first level of primary school.

	Approvals	Time commitment/number of hours	Assigned subject
Teacher 1	1st grade, AJ	1,00/22	1st grade, AJ
Teacher 2	AJ-NJ, Z	0,954/21	AJ, Z, OV
Teacher 3	AJ	1,00/22	AJ
Teacher 4	AJ, OV	0,772/17	AJ
Teacher 5	CZE, AJ	0,954/21	CZE, AJ
Teacher 6	1st grade, AJ,OV	1,0/22	1st grade, AJ,OV

Table 17 - Overview of teachers, their occupations and working hours at Svatoplukova Primary School in the school year 2023/2024 - own processing according to Svatoplukova Primary School (2024, p. 19)

The project plan will thus focus on teachers who, by implementing the Jolly Phonics method, will gain new tools for effective foreign language teaching, as well as the opportunity to expand their professional competences in the field of modern methodology and inspiration for active, playful and motivating teaching. The long-term goal is to create a methodological core at the school that will be able to guide other colleagues and spread good practice.

The indirect target group of the project plan can be identified as parents of pupils at the first grade of the Svatoplukova Šternberk Primary School and the wider community in the town, as the introduction of Jolly Phonics into the curriculum will positively influence the perception of the school by parents and the public. The school is profiling itself as an open, modern and welcoming institution that seeks effective ways to develop the potential of all children. Parents will be involved in supporting learning through home practice (e.g. working with workbooks, songs or gestures), thus strengthening their role in the educational process.

5.2.2 School educational programme of Svatoplukova Primary School

The school curriculum for primary education, valid from September 2022, is called *"From Play to Knowledge"*. According to Svatoplukova Primary School, the name of the curriculum reflects the school's efforts to break away from the original, ossified stereotypes of classical teaching. Fun teaching, full of activities, new forms of work must draw the pupil into the learning process in a non-violent way. Teaching must be linked to real life situations, otherwise the pupil sees no reason to learn (Svatoplukova Elementary School 2022, p. 11).³ presents Svatoplukova Primary School as a school of practical language skills, where it a) expands the range of language education offered through elective and optional subjects, b) supports existing or new international exchanges for pupils and teachers, c) creates conditions for teacher training in foreign languages, and where d) regularly organises foreign language Olympiads, motivating pupils to participate in conversational competitions (Svatoplukova Primary School 2022, p. It communicative competences, with support for various forms of communication in the mother tongue and foreign language, competences leading pupils to take responsibility for their education, as well as social competences, with the aim of developing pupils' ability to cooperate, respect and evaluate their own and others' work.

According to the curriculum, the emphasis in English language teaching at Svatoplukova Primary School is on the communication skills of pupils, which is subordinated to all grammar teaching. The course aims to ensure that pupils are able to communicate with a foreigner in everyday situations and to talk to him/her about simple topics in a linguistically correct manner

and as close to the norm as possible in terms of pronunciation. Pupils also develop the ability to understand read and heard English text that is appropriate to their language level in terms of content and vocabulary, to interpret the text correctly and to respond appropriately. The lesson introduces pupils to the realities of English-speaking countries. A differentiated approach to children with SPU is applied, with emphasis on verbal expression and the ability to communicate. Specific errors are taken into account in written expression. The final assessment of these pupils is also approached individually. The development of gifted pupils is given the possibility of extra (extension) learning, whether in the form of reports or extra seminar papers, they are involved in competitions (Svatoplukova Elementary School 2022, p. 106).

The common educational and learning strategies in the teaching of English as a foreign language are summarised in the Svatoplukova Primary School curriculum as shown in Table 18.

TARGET FOCUS OF THE COURSE	
understand language as a necessary means of communication with other nationalities	
obtain and transmit information about life, cultures and history	
develop a positive attitude towards other cultures and their differences	
contribute to the development of personal and cultural wealth	
use language to prevent xenophobia and racism	
helping to gain confidence in public speaking	
improve the sophistication of speech	
DEVELOPMENT OF KEY COMPETENCES WITHIN THE SUBJECT	
COMPETENCE TO LEARN	<p>The teacher guides students to independently search, sort and evaluate information and, based on their understanding, link and systematize it their effective use in learning, creative activities and practical life</p> <p>We lead to the ability to put things into context, to connect knowledge from different areas into larger units and to create a more comprehensive view of the world.</p> <p>The teacher leads to the development of the ability to search, classify and evaluate information and to systematically use the learned linguistic resources</p> <p>The teacher creates opportunities for selecting and applying different methods and strategies for effective learning in long-term work on foreign language acquisition</p> <p>language</p> <p>We lead to the ability to critically evaluate one's own progress</p> <p>The teacher creates opportunities to understand phenomena in context, to connect knowledge and to develop a more complex view of the world</p> <p>Teacher leads to the ability to evaluate information based on understanding and discuss it</p> <p>We lead to the ability to critically evaluate the results of their learning, to plan and organise their own learning</p>

PROBLEM-SOLVING COMPETENCE	The teacher motivates the ability to think critically, to recognize and understand a problem, to make and defend an opinion and to make considered decisions We lead to the ability to express and defend one's own opinion
COMMUNICATIVE COMPETENCE	We lead to the development of the ability to listen to other people and to respond appropriately to what others are saying We create opportunities to use communication tools to communicate effectively with others and to build relationships Teacher leads to the ability to express oneself concisely, coherently and in a sophisticated manner in words and writing Teacher creates the conditions for effective participation in discussion We lead to the ability to collaborate with others Teacher uses communication technologies to further extend their knowledge and improve their skills
SOCIAL AND PERSONAL COMPETENCES	We convince of the need to contribute to discussions in pairs and groups and to respect the opinions of others We use the acquired communication skills to create positive, polite and tolerant relationships with others Teacher leads to respect positive, polite and tolerant patterns of interaction Teacher creates conditions for effective cooperation We help to create a positive view of oneself.
CIVIC COMPETENCE	The teacher leads to respect for traditions, cultural values.

Table 18 - Common educational strategies for teaching AJ at Svatoplukova Primary School - own processing according to Svatoplukova Primary School (2022, p. 109)

5.2.3 Existing methods of English language teaching

The school curriculum of the Svatoplukova Primary School emphasizes the communication skills and competences of pupils. It can therefore be assumed that English language teaching at this primary school is based on a communicative approach. In order to find out what methods are actually used by the teachers of Svatoplukova Primary School in teaching English language at the first level of the primary school, a personal meeting was planned in the school premises with two teachers who teach the language at the school. The meeting was arranged by telephone at the beginning of 2025, when both teachers were contacted by telephone, as well as the headmaster, who was asked for his consent and given the opportunity to attend the meeting. The face-to-face meeting was conducted on the second Monday in February 2025 at the school premises at 9:30 a.m., with both teachers present at the same time, who were free from teaching at the time. The school principal excused himself from the meeting for work reasons. The original plan of two separate meetings was abandoned to save time on both sides. The teachers were given an introduction to the purpose of the meeting, the intended direction of the project plan, its benefits and the actual implementation. They were assured through personal data (following GDPR) that their names or other nationalities or specific features that would lead to their unambiguous identification were published in the

work. A total of 40 minutes was allocated for the meeting, where the meeting time was easily met

The interview revealed that teachers use the support of Project textbooks in their English language teaching. The Project textbooks, published by Oxford University Press, are one of the most widely used teaching materials for English language teaching in primary schools, but a large number of schools use them more at the secondary level. Teaching using these materials is based primarily on a communicative approach, which emphasises pupils' ability to communicate in everyday situations and to use language effectively to express their own ideas and needs. The individual lessons in the textbook are thematically focused, with topics such as family, school, food, leisure and travel corresponding to the interests and everyday experiences of the pupils. As Teacher 1 added, this naturally supports their motivation to learn while creating authentic contexts for working with vocabulary and grammar. Grammar is not presented to pupils in isolation but is integrated into meaningful texts, dialogues and communicative situations. Sequencing is also an important feature - language phenomena are introduced in a logical sequence and reappear in other parts of the textbook. Teacher 2 highlighted the benefit of the project tasks included in the textbooks and found at the end of each chapter. These tasks, according to him, encourage independent and team work on topics, develop creativity and lead pupils to use the language in practice. In addition, project-based learning develops other skills such as collaboration and self-assessment - making learning more complex and connected to real life. All four language skills - listening, reading, speaking and writing - are systematically developed in the textbooks. The lessons include authentic listening recordings, comprehension exercises, guided conversations and writing your own short texts. The textbooks are also supported by multimedia materials - such as interactive exercises, videos and audio recordings - which allow for a differentiated and modern form of teaching. It is important for Teacher 1 that the lessons realistically simulate common situations that students encounter or will encounter in their lives. According to Teacher 2, it is not useful for them to be able to form a sentence without grammatical errors, but to be afraid to use it in practice or to be unable to use it adequately in a given situation. Thus, according to both teachers, a communicative approach based on the development of real communication skills in the target language is the ideal choice for teaching English at primary level. The topic of the interview also turned to pupils with special needs, or the problems that teachers observe in teaching them. Teacher 1 observes that pupils with attention deficit disorders have problems when reading longer texts or listening to assignments of a longer nature. He also perceives that pupils (but

not exclusively those with SEN) have problems with open-ended tasks, assuming a certain degree of independence and linguistic intuition. Teacher 2 tries to create sufficient space for pupils with SEN to fix the material discussed, which - as he himself admits - is not always possible, given the pace of the lesson and the amount of material covered. When asked how the fixation of new material is discussed, he replies that it is mainly through drills, i.e. frequent repetition or modification of the question, aiming at an identical answer.

At the end of the interview, the teachers were asked if they were familiar with the Jolly Phonics method and, if so, whether they had encountered it in the curriculum during their practice. Teacher 1 was aware of the method and was able to describe it at least in basic terms, but at the same time, in agreement with Teacher 2, he stated that he had never taught according to the method when he had not had the opportunity to do so. Teacher 2 knows the name of the method but was unable to elaborate on it. When asked if he had developed a proactive approach to implementing this method in his practical teaching in his professional life, Teacher 1 answered negatively. Nevertheless, he and Teacher 2 stated that they would definitely not resist the innovation, as the effectiveness of teaching and the real possibility and ability to teach children English at a younger school age were of paramount importance to them. In addition, both agreed on the supportive collegial climate and the fact that the head teacher was very receptive to innovative teaching methods that would enhance the expertise of the school staff and the reputation of the school.

Several important conclusions can be drawn from the interview:

- Although the school emphasizes the use of innovative teaching methods in its methodological documents, it teaches English in the traditional way within a communicative approach, using teaching materials that are more suitable for older children or up to the second level of primary education, where it is already assumed that pupils master the basics of pronunciation, phonetics and text decoding. The Project teaching materials emphasise understanding the meaning of the text, sentence formation and the development of language skills in a wider context and the development of real communication skills in the target language.
- Teachers perceive that pupils with SEN can (and practically do) encounter difficulties in learning English. They mention difficulties in understanding more complex texts and assignments, as well as problems with the ability to sustain attention or to select relevant information. They admit that the fast pace of teaching and the amount of new material is also challenging for these pupils.

- Although the teachers at Svatoplukova Primary School are familiar with the Jolly Phonics method, they do not have more detailed information about it and therefore no information about its effectiveness and usefulness for pupils at the first level of primary school and for pupils with special needs.
- Teachers do not disagree with the possible implementation of the Jolly Phonics method in their foreign language classes at primary school. At the same time, the headmaster is also supportive of changes in the curriculum that would improve the school's image, increase the expertise of the staff and contribute to the vision of the school's current action plan.

5.3 Expected benefits of implementation

The implementation of the Jolly Phonics method within the project plan "*With Jolly Phonics to language development and inclusion at the 1st grade of Svatoplukova Primary School*" is able to contribute to the improvement of reading, writing and listening for all pupils, including those with special educational needs (SEN). Thanks to a multisensory approach that combines hearing, sight and movement, pupils will learn to recognise letters, their sounds and combinations more quickly and effectively, facilitating their transition to fluent reading and writing in English. This approach also supports the development of their phonemic awareness, which is key to correct pronunciation and reading comprehension

The Jolly Phonics method is known for its playfulness and fun, which greatly increases students' motivation to learn. The active involvement of all the senses (gestures, songs, visual materials) helps to create a positive relationship with the English language from the very beginning. This method allows pupils to see and experience the language in practice, which promotes their active involvement in the learning process and helps them to overcome their fear of the language. Teaching becomes interactive and fun for the children, leading to greater engagement and long-term interest in English.

Support for pupils with SEN is an important factor. Jolly Phonics is an ideal method as it offers structured and repetitive teaching to help overcome barriers to reading and writing. Pupils with learning disabilities such as dyslexia can use visual and auditory support to better understand sounds and letters. The method allows for an individual approach and offers flexibility in tailoring instruction to each student's specific needs. Children with PAS or other learning disabilities will appreciate its clear structure and repetitiveness, which makes it easier to remember and apply new information. As the focus is on developing basic reading and

writing skills, it will also enable pupils with SEN to make an easier transition to the next levels of English language learning. This method will lay a solid foundation that will be crucial for their future language development and will enable an effective transition to the communicative approach that is commonly used in other phases of English language teaching and which is used exclusively at Svatoplukova Primary School at Lower secondary school . Ensuring a strong foundation in the initial phase of English teaching will have a long-term positive impact on grammar, vocabulary and interactive communication skills.

Teachers who will participate in the process of implementing the Jolly Phonics method in the school curriculum will gain valuable experience and expand their pedagogical competence in the field of multisensory teaching methods. Teaching based on this method will contribute to the development of new skills in working with children with special educational needs and will support them in adapting their teaching for pupils with different learning styles. The school will thus become a modern institution that actively responds to the needs of pupils and teachers, thereby improving its quality of education. The successful implementation of the Jolly Phonics method is therefore also beneficial to the attractiveness of Svatoplukova Primary School, which will become more attractive for its innovative and high-quality foreign language teaching. This change will promote a positive perception of the school not only among parents but also the wider public. Quality English language teaching will thus become one of the key factors in parents' decisions to enrol their children at the school, thereby strengthening its reputation and competitiveness on the regional school market. Financial benefits are inseparably linked to this, especially through the possibility of obtaining external funding, e.g. through EU funds (ESF, ERDF), providing funds to support educational projects that improve the quality of education, the development of digital skills, training of teaching staff and support for children with special educational needs, through subsidies from the City of Šternberk, grants from external entities or through donations from private donors.

5.4 Predictive risk analysis of implementation

Predictive risk analysis is an important project management tool used to identify, evaluate and predict potential threats that could negatively affect the planned project implementation. The aim of this analysis is not only to identify potential risks, but also to propose effective measures that can prevent these risks or minimise their impact. The predictive approach is based on available data, past project experience and an analysis of the current environment in which the project is to be implemented. The use of predictive analysis significantly increases the chances of successful project completion in the required time, scope and quality.

In the field of education, risks can arise from various areas - personnel, organisational, financial, methodological and social. These include, for example, lack of qualified staff, low staff motivation, inadequate material security, time-consuming training or resistance to change. Risks can also be influenced by external factors such as changes in legislation, demographic developments or the availability of financial resources. The key is not only to identify these risks, but also to regularly monitor, update and adjust the project strategy so that it remains viable and adaptable.

Predictive analysis also includes categorisation of risks according to their probability of occurrence and possible severity of impact. Highly probable and severe risks should be covered by early planning, alternative solutions or the creation of a crisis scenario. In the context of educational projects, it is also important to involve all key stakeholders - teachers, school management, parents and the founder - and to actively inform them about the planned project and its benefits. Communication and participation are often the key to preventing the most serious human risks.

A SWOT analysis can be a guide for developing a risk analysis of the implementation of the method, providing a comprehensive view of what strengths the school has in the context of the topic raised, where there are areas for improvement, and what external factors may help or threaten its success. Table 19 presents a SWOT analysis, focusing on the issue of implementing a new alternative teaching method into the existing curriculum at Svatoplukova Primary School, from which the predictive risk analysis of implementation will be further based

STRENGTHS	WEAKNESSES
The interest of the school's pedagogical leadership in introducing innovative methods and inclusive approaches.	Low level of teacher experience with the phonetic approach and the Jolly Phonics method, which requires more extensive training.
Motivated teaching staff at the first level, willing to further their education and implement new teaching methods.	The financial cost of acquiring licensed teaching materials and aids that are necessary for effective implementation of the method.
Good technical and material background of the school, including interactive whiteboards, IT support and readiness for digital learning.	The need to modify the school curriculum (SSP), which represents an administrative and organizational burden.
Good communication with the school's founder (the City of Šternberk), which is open to supporting the school's development projects.	Risk of inconsistent approach among teachers if sufficient methodological support and cooperation is not provided.
Experience of working with pupils with SEN and striving for their systematic support within an inclusive environment.	Staff capacity - only 2 teachers at level I, neither of whom has practical experience with the method.
OPPORTUNITIES	THREATS

STRENGTHS	WEAKNESSES
The possibility of drawing subsidies from European funds, regional grants and programmes of the Ministry of Education and Science that support the development of language education and inclusion.	Limited financial sources of the re school or the founder, which could prevent the purchase of necessary equipment and teacher training.
The possibility of establishing cooperation with professional organizations or schools that have already successfully implemented the Jolly Phonics method - near Olomouc, where the method has already been successfully implemented in several schools.	Changes in legislation or grant programmes that could affect the availability of external funding.
Increase the attractiveness of the school for parents and pupils by offering innovative and effective English language teaching from Grade 1.	Lack of parental awareness and possible scepticism towards new methods, which may lead to weaker support for the project.
Creating a model of good practice that can serve as inspiration for other schools in the region.	Time-consuming preparation and incorporation of the method into the school's routine - increased demands on the personality and motivation of staff.
Strengthening pupils' language competences as early as Key Stage 1, which can contribute to their long-term academic success.	Turnover of teaching staff, which may threaten the continuity and quality of implementation of the method across grades.

Table 19 - SWOT analysis of the project plan "With Jolly Phonics for language development and inclusion at the 1st grade of Svatoplukova Primary School" - own elaboration

Table 20 is the graphical output of the predictive risk analysis. Given the scale of the changes and the importance of the Jolly Phonics method for supporting language development and inclusion of pupils with SEN in primary 1, rigorous risk management is an essential part of ensuring the quality and sustainability of the project. It aims to identify potential risks that could threaten the effective implementation of the Jolly Phonics teaching method, assess their severity and likelihood of occurrence, and propose effective measures to mitigate or eliminate these risks altogether.

The present table contains five columns, each representing a specific dimension of risk management. The first column, called risk definition, specifies a particular situation, circumstance or problem that may arise during the implementation of the project and negatively affect its progress or outputs. The second column, the magnitude of the impact of the risk, assesses the severity of the impact that the risk could have on the project. The impact is qualitatively rated as low/medium/high, and this rating is based on the expected magnitude of the impact on the timetable, budget, quality of teaching or involvement of target groups. The third column gives an estimate of the frequency or likelihood with which the risk may actually occur. This value is also qualitative and is specified as low/medium/high. It takes into account the previous practice in the school environment of Svatoplukova Primary School, the availability of staff and material resources, as well as the level of previous experience with similar innovations. The penultimate column shows possible suggestions for specific steps to

remediate the risk in order to minimise the negative impacts of the risk and allow the project design to proceed without major disruption. The final column - Preventive Measures - includes preventive activities or mechanisms to avoid the risk or at least reduce the likelihood of its occurrence.

Definition of risk	Size of the impact of the risk	Probability of risk occurrence	Possible solutions	Preventive measures
Insufficient funding for teaching materials	High	Medium	Submission of grant applications, participation in city/county/EU grant programmes	Timely budget preparation, monitoring of calls, contacting donors
Resistance of part of the teaching staff to change the teaching method	Medium to high	Medium	Individual consultations, sharing good practice, involving teachers in planning changes	Systematic education, training, motivation through positive examples
Lack of or poor quality training	High	Low to medium	Providing training from accredited trainers, supervision in the beginning of implementation	Selection of quality training providers, participation in conferences and methodological seminars
Parental disinterest or distrust of the new method	Medium	Low to medium	Information meetings, demonstration classes, distribution of information leaflets	Regular communication with parents, presentation of pupils' achievements
Technical and spatial limitations in classrooms (lack of tools, space)	Medium	Medium	Adapting teaching to the conditions available, using shared spaces or digital support	Planning of teaching in accordance with space possibilities, distribution of aids efficiently
Time commitment for teachers (preparing for classes)	Medium to high	High	Creation of shared preparation, methodological materials within the teaching team	Creation of a teacher support group, introduction of mentoring
Poor results in the first stages of implementation (demotivation)	Medium	Medium	Ongoing evaluation of progress, support for teachers and pupils, patience	Realistic expectations, emphasis on gradual improvement, support from school leadership

Table 20 - Predictive risk analysis of the project plan for the implementation of the Jolly Phonics method "With Jolly Phonics for language development and inclusion at the 1st grade of Svatoplukova Primary School" - own elaboration

5.5 Change of the ŠVP of Svatoplukova Primary School in the context of the intended implementation

In connection with the planned implementation of the Jolly Phonics method in the teaching of English language at the 1st level of the Svatoplukova Primary School in Šternberk from the school year 2026/2027, there is a need to update the school educational programme "From Playing to Knowledge", specifically in part 5. Curriculum, 5.1 Language and Language

Communication, point 5.1.2 *English language - standard language teaching*. Thus, for clarity, it will be updated below according to the core areas within that section 5.1.2 of the Curriculum.

The current curriculum in point 5.1.2 *English - standard language teaching* presents the content, organisation and timing of the subject in its general part. Following the intended implementation of the Jolly Phonics method, it should be expanded and updated as set out below. For the sake of clarity, the update is structured into the basic areas listed in the SPP under 5.1.2 *English - Standard Language Teaching*; changes in a given area are then indicated in bold.

Area 1: SCOPE, ORGANISATIONAL AND TIME LIMITATION OF THE SUBJECT

*"The curriculum of the English language as a separate subject of the educational area Language and Language Communication is distributed from the 1st to the 9th grade. The subsidy for standard classes is **1 hour in grades 1 and 2**, 4 hours in grade 3, and 4 hours in grades 4 and 5. In the second grade, each grade has 3 hours per week. The lessons are taught in groups divided within a year with a maximum of 24 pupils. **In order to expand and improve the quality of English language teaching at primary school, the Jolly Phonics method will be gradually implemented at primary level from the 2025/2026 school year. This internationally proven teaching method is a systematic and playful approach to the acquisition of English pronunciation, reading and writing. It is based on teaching the 42 basic sounds through multisensory learning - children are introduced to each sound through movement, pictures, stories and songs. The implementation of Jolly Phonics allows for an easier and more natural entry into foreign language learning, especially for children with different starting abilities, and will create a solid foundation for further language development in lower secondary school (level).***

Knowledge of a foreign language leads pupils to understand other foreign cultures, deepens their tolerance of these cultures and their values and is an integral part of communication between them. Pupils are encouraged to make practical use of the language in partnerships with schools abroad. The language skills acquired contribute to the reduction of language barriers and to the pupil's employability in further studies and in the labour market. Education in a foreign language requires the achievement of A2 level. English language uses links mainly to the Czech language, geography, history and education. The subject continuously works with the cross-cutting themes given by the RVP.

*In addition to textbooks, English language teaching uses appropriate and available software, audiovisual material and technology, computers, the Internet, dictionaries and other information resources. **Teaching through the Jolly Phonics method is taught in a playful and multisensory way using visual, auditory and motor stimuli (gestures, actions, songs, pictures and manipulatives).***

Individual and group work on projects is an integral part of the course. Most of the lessons are taught in the language classrooms or in the core classes, and also in the computer room

Area 2: OBJECTIVE FOCUS OF THE SUBJECT

"THE TARGET FOCUS OF THE COURSE:

- understand language as a necessary means of communication with other nationalities,*
- obtain and transmit information about life, cultures and history,*
- develop a positive attitude towards other cultures and their differences,*
- contribute to the development of personal and cultural wealth,*
- use language to prevent xenophobia and racism,*
- help you gain confidence in public speaking,*
- improve the sophistication of speech,*
- to learn basic language structures and pronunciation through the Jolly Phonics method with an emphasis on understanding syllables and combining them into words,*
- Promote multisensory learning and active involvement of pupils in learning English from the first contact with the language, thus developing natural phonemic awareness, reading skills and correct pronunciation."*

Area 3: PROCEDURES TO CREATE AND DEVELOP KEY COMPETENCES

"The English language subject contributes to the development of pupils' key competences through the following common strategies:

COMPETENCE TO LEARN

The teacher leads students to independently search, sort and evaluate information and, based on their understanding, linking and systematization, to use it effectively in the learning process, in creative activities and in practical life. The teacher leads to the development of the ability to

search, classify and evaluate information and to systematically use the language resources learned. The teacher creates opportunities for selecting and applying different methods and strategies for effective learning in long-term work on foreign language acquisition. The teacher creates opportunities to understand phenomena in context, to connect knowledge and to develop a more complex world view. The teacher leads to the ability to evaluate and discuss information based on understanding.

We lead to the ability to put things into context, to connect knowledge from different areas into larger units and to form a more complex view of the world on the basis of this. We lead to the ability to critically evaluate one's own progress. We lead to the ability to critically evaluate the results of one's own learning, to plan and organise one's own learning.

In foreign language teaching in the lower grades, we encourage independent discovery of the principles of reading and writing by linking sound, image and movement, thus naturally developing students' ability to learn effectively, to perceive their own progress and to systematize new knowledge."

PROBLEM - SOLVING COMPETENCE

*The teacher motivates the ability to **think analytically**, to recognize, understand and solve a problem based on **logical reasoning and a concrete situation**, thus supporting the students' ability to defend their opinions and make sound decisions.*

5.6 Staffing needs of the project plan

For the successful implementation of the Jolly Phonics method at the first level of Svatoplukova Primary School, the hiring of another teacher with an English language teaching qualification (ideally at the primary level of primary school) and practical experience with this method is a necessary step. Ideally, the teacher will have practical experience of teaching not only at the beginning but also in the later stages of the method to ensure continuous and effective teaching. At the same time, he or she should have the ability to adapt teaching to the different needs of pupils, including those with SEN. He or she should be prepared to work with pupils who are new to English as well as those who have some prior knowledge. A willingness to pass on his/her knowledge to other teachers through training or mentoring should also be a requirement.

However, the appropriate staffing for the project plan "*With Jolly Phonics for language development and inclusion at the primary level of Svatoplukova Primary School*" cannot be replaced by hiring another approved teacher. In order for the project to be able to achieve its goals, it needs the cooperation of other experts and support persons whose knowledge and skills will be used in different aspects and phases of the project. The project coordinator plays a key role in the successful implementation of the project plan. The project coordinator is responsible for coordinating all the activities within the project so that they build on each other and make the continuity effective, and also manages communication between teachers, parents, school authorities and other stakeholders; last but not least, he/she is the person who ensures the fundraising of the project. As the Svatoplukova Primary School has been running a surplus in recent years, the hiring of an external coordinator may be considered. This, as the project to implement the method is part of the wider development of the school, can be covered by the school budget as part of its standard staffing budget. However, the cumulative role of teacher and internal project coordinator is not an exception - Svatoplukova Primary School will initially require a teacher according to the criteria above who will also be able to fulfil the role of project coordinator for the project '*With Jolly Phonics for language development and inclusion at the primary level of Svatoplukova Primary School*'. This is an ambitious goal, especially in view of the salary conditions and the size of the town in which the school is located, but it is not an impossible objective in terms of staffing.

The Jolly Phonics methodologist should work closely with the project coordinator. His/her main task will be to provide professional continuous support to teachers in the implementation of the Jolly Phonics method, as well as to school management in the revision and modification of the curriculum, and to provide administrative and logistical support to the project. The methodologist must have experience in adapting the method for different types of learners, including children with SEN, only in this way will he/she be able to support teachers in adapting the method to the specific needs of their learners. He/she will also be responsible for monitoring pupils' progress in English language teaching, evaluating the method's performance in relation to different groups of pupils; based on the evaluation of pupils' progress and feedback from teachers, he/she will then modify and adapt the curriculum and methodology, for example recommending changes in the distribution and intensity of teaching or in the methods of assessment.

Teaching assistants for pupils with SEN will also be involved in the project. They will assist in the individual support of children who need help in learning phonics and reading, as

well as in the organisation of activities that support active learning, the lesson planning process and the preparation of adapted tasks and materials to meet the needs of pupils with SEN. In particular, they will be instrumental in designing visual aids, simplified worksheets, interactive games, multimedia content and other materials to help pupils better understand phonics and phonology within Jolly Phonics. In the area of raising awareness, they will be helpful in communicating with parents of pupils who need specific support and informing them of their children's progress in learning English. For example, they may organise meetings or provide materials that parents can use to support their child at home, which is important to ensure overall continuity of learning.

The trends of today's digital age will require close collaboration with an IT specialist. He or she will be responsible for providing technical support for the implementation of digital learning materials, online courses, applications and interactive tools that can support the Jolly Phonics method. He/she will be involved in the creation and management of an online platform for sharing materials and learning resources with parents and pupils, the creation of the project logo and other promotional materials, as well as viral PR, including information and regular reports on social media and the school website. Particularly in the early stages of project implementation, this will make the IT specialist a highly needed member of the project team.

In the narrowest possible staffing for the project, an evaluator should be considered to regularly monitor the progress of the students, the effectiveness of the teaching and the impact of the method on the overall educational process. This evaluator must have experience in evaluating educational projects to help optimise teaching, identify strengths and areas for improvement. This is the only way to ensure the long-term success and sustainability of the project plan in the area of language skills development for pupils at the primary level of Svatoplukova Primary School.

The Parent Coordinator will be an informal but important part of the implementation of the Jolly Phonics method in the teaching of English at primary school. His/her role will include creating a notional bridge of understanding between the school and the pupils' families, supporting and engaging parents in the learning process and ensuring that parents have the information and tools they need to support their children at home. This role will have several key aspects - the Parent Coordinator will be the main person who will ensure regular communication between the school and parents regarding the implementation of Jolly Phonics. He/she will therefore organise meetings and information sessions where parents will learn about

Jolly Phonics, its benefits and how they can support the method at home. It will also provide feedback to the school by collecting parents' opinions and suggestions in order to participate in the evaluation of the effectiveness of the implementation of the method. Reciprocally, it will assist parents to understand how to use the Jolly Phonics method in their homeschooling. This may include providing materials such as worksheets, exercises, games or online tools that parents can use to support their child's learning. The role of the parent coordinator can therefore be summarised as supporting parents, strengthening their involvement in the learning process, ensuring awareness and creating a communication channel between the school and families. The Parents and Friends Association and the School Council, which includes a total of 9 parents who regularly volunteer at various school events throughout the year, are already working well with parents in the school. The provision of a parent coordinator within the project plan does not appear to be a difficult task.

Figure 1 shows the involvement of all the above-mentioned people in the project. It shows that the school principal is the senior link responsible for the overall design and approval of the project plan. The English language teachers are the direct implementers of the Jolly Phonics teaching method, working closely with the teaching assistants and the Jolly Phonics methodologist in particular. The latter trains teachers, provides methodological support and works closely with the project coordinator and teaching assistants. The teaching assistants support the teaching primarily of pupils with SEN (under the guidance of the teachers and in liaison with the methodologist). The evaluator monitors the effectiveness of the project and provides feedback to the school management and the project coordinator.

Chart1

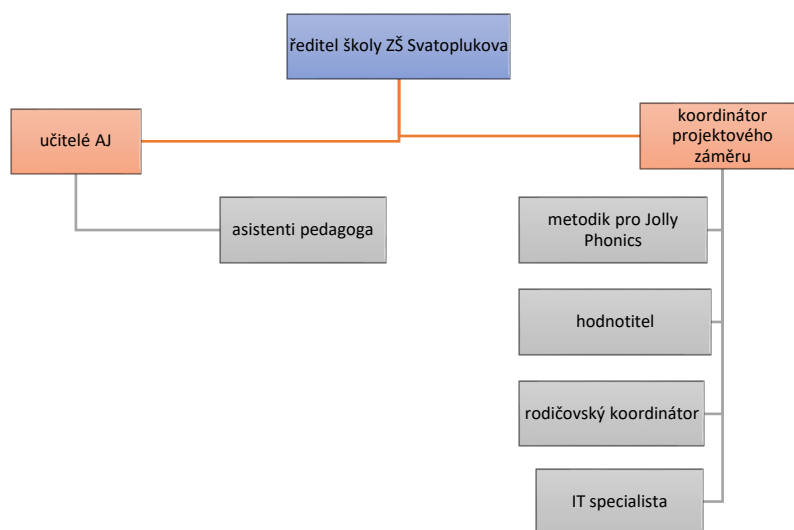
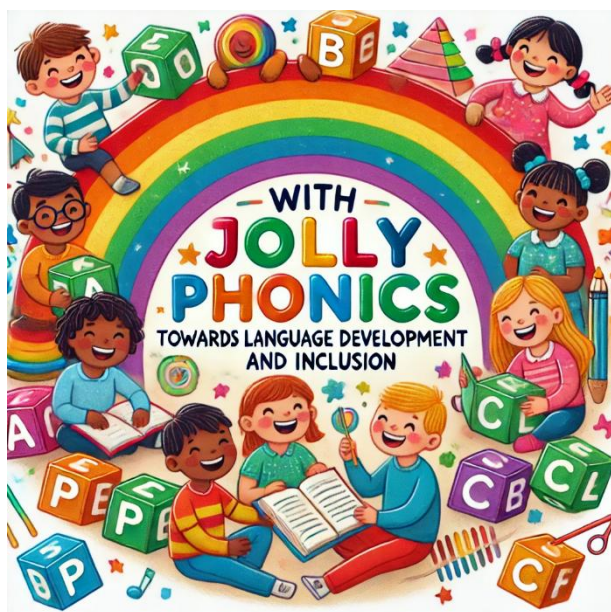


Chart 1 - Staffing for the project project "With Jolly Phonics for language development and inclusion at the primary level of Svatoplukova Primary School" - own elaboration

5.7 Promotion of the project implementation

Successful implementation of the project plan requires not only quality professional background, but also effective promotion towards the public, parents and other stakeholders. The promotion of the project *"With Jolly Phonics to language development and inclusion at the primary level of Svatoplukova Primary School"* will be carried out mainly through the school's website, school social networks, information leaflets, thematic meetings with parents and the public or in the form of open classes for interested parties. The aim is to introduce the wider community to the benefits of the Jolly Phonics method, to raise awareness of modern approaches to English language teaching and to show how this method can support the language development and inclusion of pupils with special educational needs. The promotion will also reinforce the positive image of the school as an innovative and open educational environment and create a space for attracting grant support from local authorities, private individuals or companies and other potential donors.

No project project can do without a significant logo, emblem or slogan that sufficiently distinguishes it from other similar projects and visually represents its intended objectives. picture 13 is the logo design of the project project *"With Jolly Phonics for language development and inclusion at primary level of Svatoplukova Primary School"*. The slogan for further promotional materials will be *"Together we open the door to the world of language for children - fun, natural and respectful of individual needs."*



Picture 13 - Logo of the project plan "With Jolly Phonics for language development and inclusion at the 1st grade of Svatoplukova Primary School" - own processing using OpenAi

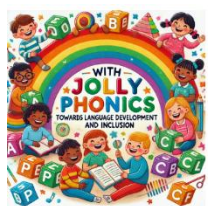
The successful promotion of the project at Svatoplukova Primary School relies on a combination of various promotional channels and active participation by the school, parents of pupils, pupils and the professional and general public. It is important to inform all stakeholders about the benefits of the Jolly Phonics method and to motivate them to support and actively participate. At the same time, it should be borne in mind that the promotion of the project plan should be varied (combination of personal contact/visual campaign/video performance) and accessible to parents of potential pupils with SEN.

In the project plan "With Jolly Phonics for language development and inclusion at Svatoplukova Primary School" the promotion will be implemented in the form of:

- Informative meetings for parents aimed at informing parents of current and future pupils about the benefits of the Jolly Phonics method and how it can contribute to their children's language development through the project coordinator and parent coordinator. Parents will be informed not only at the initial information session, but also through the implementation of a demonstration lesson where they can see the Jolly Phonics method in practice and understand its application.
- Regular posts on the school website and social media to raise awareness of the project among the wider public, parents and those interested in educational innovation. A section will be created on the school website detailing the project plan, its aims and benefits. It will also include reports on the progress of the project plan, feedback from teachers and parents, as well as information from the evaluator on pupils' achievements and a

comparative study of the Jolly Phonics method. Svatoplukova Primary School uses the social networks Facebook and Instagram. Here, posts will be published with an emphasis on visual content (photos from teacher workshops, photos from lessons, videos, etc.).

- School and community events that activate the school community and the wider community. Svatoplukova Primary School organises Open Days where parents can attend a demonstration English lesson. Teachers and teaching assistants can also engage children in presenting what they have learned using the Jolly Phonics method during project days or school festivals and events (holidays, planning charity fairs, etc.).
- Cooperation with local media, local government and the Šternberk Information Centre. The regular monthly magazine of the City of Šternberk called "*Šternberk Leaves*" is very popular among the residents, both in its printed and online form. Before launching the project, it is advisable to consider publishing a leaflet article. The deadline for submissions is always the 15th of the previous month, and the price of a standard advertisement (project leaflet) should, according to the publisher's current price list, be in the region of CZK 800 (Information Centre Šternberk 2025). Printed leaflets informing about the project and the Jolly Phonics method will be available at the Information Centre, which is located near the main town square. In agreement with the project coordinator, these will also be distributed to the local library and the town's cultural centre (MKZ Šternberk). The visual form of the printed leaflet informing parents and friends of the school about the intended project is presented below in the form of picture 14.



Novinka ve výuce angličtiny!

Vážený rodiče, milí příznivci školy,

s radostí Vám oznamujeme, že naše škola od školního roku 2026/2027 implementuje do výuky anglického jazyka na 1. stupni osvědčenou a mezinárodně úspěšnou metodu **Jolly**

Phonics.

• jde o moderní a hravou metodu, která dětem přináší:

- lepší porozumění výslovnosti a psané podobě angličtiny,
- přirozené osvojení čtení a psaní v anglickém jazyce,
- zábavnou výuku formou písniček, her a pohybu,
- větší sebevědomí při práci s cizím jazykem,
- a v neposlední řadě lepší inkluzi žáků se speciálními vzdělávacími potřebami.

Metoda je vhodná pro všechny děti – bez ohledu na jejich výchozí úroveň či specifické vzdělávací potřeby.

🔍 Chcete vědět více?

V průběhu školního roku 2025/2026 pro Vás připravíme informační setkání, ukázkové hodiny a materiály, které Vám metodu přiblíží. Sledujte naše webové stránky a sociální sítě!



Společně otevíráme dětem dveře do světa jazyka – zábavně, přirozeně a s respektem k individuálním potřebám.

Picture 14 - Visual design of the printed leaflet for the public on the project plan "With Jolly Phonics for language development and inclusion at the 1st grade of Svatoplukova Primary School" - own processing using Canva

As important as the choice and variety of promotional channels is, it is important that the project coordinator, together with the school principal, is able to develop a promotion schedule that envisages an intensive campaign throughout the school year before the actual launch of the project. Table 21 therefore summarises the timetable for the promotional activities of the project plan "With Jolly Phonics for language development and inclusion at Svatoplukova Primary School".

When?	Who?	In what form?
September 2025	Headmaster + Project Coordinator	Brief information in the letter of introduction to parents of pupils in 1st grade and on the school website
October 2025	Project Coordinator	Publication of an article about the project on the school website + Facebook post
November 2025	Jolly Phonics Methodist + AJ Teachers	Internal workshop for teachers and short video from the workshop for parents
December 2025	Parent coordinator	E-mail newsletter to parents with an overview of the benefits of the Jolly Phonics method
January 2026	Project coordinator + IT specialist	Creation and launch of a separate "Jolly Phonics" section on the school website
February 2026	Project Coordinator + Evaluator	Printing and distribution of information leaflets (to parents, kindergartens, libraries, community centres)
March 2026	AJ Teachers + Teaching Assistants	Sample lessons for parents (in selected classes)
April 2026	Project Coordinator + Parent Coordinator	Information meeting for parents of future first graders
May 2026	Methodologist + IT specialist	Short video "How we teach with Jolly Phonics" - published on the web and social media
June 2026	Headmaster of the school	Summary of project preparations + invitation for September 2026 in the school magazine or brochure

Table 21 - Timetable of the promotional activities of the project plan "With Jolly Phonics for language development and inclusion at the 1st grade of Svatoplukova Primary School" - own elaboration

5.8 Financial intensity

The implementation of the Jolly Phonics method into the English language teaching at the primary level in the Svatoplukova Primary School in Šternberk represents a financially demanding project plan, the implementation of which requires the coverage of a number of expenditure areas. Key cost items will include the purchase of teaching aids and materials, without which the effective use of the Jolly Phonics method would not be possible. These include printed teaching materials, picture cards, worksheets, interactive aids and digital software needed for the interactive whiteboards. Due to the inclusive nature of the school, it is also necessary to acquire tools suitable for pupils with special educational needs. To this must be added the costs associated with the technical support for teaching - e.g. the acquisition or adaptation of software, printing, and possibly the purchase of a tablet or laptop for specific teaching purposes. Equally significant will be the area of staff costs, which includes remuneration for the project coordinator, the Jolly Phonics methodologist, the external evaluator, IT support and the parent coordinator. These people have a key role in the professional, organisational and communication support of the project. A significant part of the

budget will also be allocated to the training of the teaching staff in the form of accredited seminars, workshops, mentoring, consultation with experts and possible supervision. Continuous professional development of teachers and updating of methodological materials should also be envisaged as part of the long-term sustainability of the project. Another cost item will be the provision of high-quality promotion of the project, which aims to inform parents, the public and the school community about the benefits and progress of the implementation of the method. This includes the production and printing of information leaflets, the management and updating of the web presence, the production of information videos and the organisation of demonstration classes and talks. There are also the aforementioned staff costs associated with the promotion, primarily for the work of the parent coordinator and the IT specialist who will ensure a smooth flow of information and communication between the school and families. An indicative plan of the financial requirements for the implementation of the Jolly Phonics method in teaching at Svatoplukova Primary School is presented in Table 22.

STAFFING		
Positions	Account	Estimated cost/year
Project Coordinator	0.2/12 months	120.000 CZK
Methodologist for Jolly Phonics	0.2/12 months	130.000 CZK
Parent coordinator	Agreement to perform work	20.000 CZK
IT specialist	0.1/12 months	25.000 CZK
Evaluator	Agreement to perform work	20.000 CZK
TOTAL		315.000 CZK
EDUCATION AND TRAINING		
Item	Description	Estimated cost/year
Jolly Phonics introductory training	Accredited seminar for teaching staff	40.000 CZK
Follow-up workshops	2x during the year	30.000 CZK
Mentoring/consultation/supervision	Individual support for teachers	25.000 CZK
TOTAL		95.000 CZK
TEACHING MATERIALS AND AIDS		
Item	Description	Estimated cost/year
Jolly Phonics kits	Textbooks, cards, workbooks for 1st - 5th grade	90.000 CZK
Interactive aids	Games, letters, boards	35.000 CZK
Digital licences and software	Online learning tools	20.000 CZK
Aids for pupils with SEN	Differentiated and inclusive materials	30.000 CZK
TOTAL		175.000 CZK
PROMOTION AND COMMUNICATION		
Item	Description	Estimated cost/year
Creation and printing of leaflets and posters, media presentations	Distribution, advertising	10.000 CZK
Creating videos and photos	Teaching demonstrations, project introduction	5.000 CZK
Web presentation + social networks	Technical support and content	5.000 CZK
Events for parents, pupils and public supporters of the school	Demonstration classes, school events	10.000 CZK
TOTAL		30.000 CZK

PROJECT PLAN RESERVE		
Item	Description	Estimated cost/year
Financial reserve	Unexpected expenses	20.000 CZK
TOTAL		20.000 CZK
THE EXPECTED FINANCIAL INTENSITY OF THE PROJECT PROJECT IN THE FIRST YEAR		635.000 CZK

Table 22 - Indicative plan of the financial requirements of the project plan "With Jolly Phonics for language development and inclusion at the primary level of Svatoplukova Primary School" for the first year (school year 2026/2027) - own elaboration

The above financial framework is conceived for the period September 2026 to June 2027. This timeframe corresponds to the first phase of the implementation of the project plan. The reason for the cost budget for the 12-month period is mainly due to the fact that the project is in its pilot phase, when there are a number of extra costs specific to this phase (e.g. staff costs for the methodologist position, costs for the acquisition of teaching aids, kits and materials, costs for printing promotional materials, etc.). In the following years, these costs can be expected to decrease to complete elimination and, in particular, the possibility of the school's involvement in sustainable grant programmes to further finance the project - in the stabilisation phase, i.e. the next school year 2027/2028, the financial costs can be predicted as presented in Table 23; in the development and maintenance phase of the school year 2028/2029, as presented in Table 24.

Item	Description	Estimated costs
Maintaining the position of project coordinator	Balance 0,1/year	60.000 CZK
Consultation of a methodologist according to needs	Agreement to perform work	35.000 CZK
Training and supervision	For new teachers, as part of sharing good practice	25.000 CZK
Extension of teaching materials	Updates, software	20.000 CZK
Presentation of the project to the public - PR	Parental actions, social security contributions. school website, videos	5.000 CZK
Project reserve		10.000 CZK
THE EXPECTED FINANCIAL INTENSITY OF THE PROJECT PLAN IN THE SECOND YEAR		155.000 CZK

Table 23 - Indicative plan of the financial requirements of the project plan "With Jolly Phonics for language development and inclusion at the primary level of Svatoplukova Primary School" (school year 2027/2028) - own elaboration

Item	Description	Estimated costs
Project Coordinator (limited scope)	Agreement to perform work	35.000 CZK
Further professional development of employees		20.000 CZK
Purchase of aids as needed		10.000 CZK
IT and technical support	Service, updates	10.000 CZK
Presentation of project results, evaluation	Evaluation, final report, PR reporting	25.000 CZK
Project reserve		10.000 CZK
THE EXPECTED FINANCIAL INTENSITY OF THE PROJECT PLAN IN THE THIRD YEAR		110.000 CZK

Table 24 - Indicative plan of the financial requirements of the project plan "With Jolly Phonics for language development and inclusion at the primary level of Svatoplukova Primary School" (school year 2028/2029) - own elaboration

Such a financially demanding project plan cannot do without the use of all available multi-source financing options. For the Svatoplukova Primary School, the following forms of support are offered:

- **Operational Programme Jan Amos Komenský (OP JAK)**, which is a key instrument for supporting educational projects in the Czech Republic aimed at improving the quality and inclusiveness of education. The current subsidy programme is *Call No. 02_24_034 Templates for Kindergartens and Primary Schools II*. It supports the introduction of innovative teaching methods, which is in line with the implementation of the Jolly Phonics method.
- **Other subsidy programmes and grants**, under the European Structural and Investment Funds, support projects focused on social inclusion and quality education, such as the Operational Programme Employment+ for the period 2021-2027, which covers the future of work. The funds obtained from this operational programme can be used to strengthen the staff capacity of the school teaching staff or to partly finance the position of a methodologist for Jolly Phonics.
- **The Ministry of Education and Science** offers various subsidy programmes to support educational initiatives. The best-known programme, *Erasmus+*, provides funding for projects aimed at improving language learning and professional development for teachers. Svatoplukova Primary School could use these programmes to fund teacher training in the Jolly Phonics method. It is also possible to use the *Grant Programmes for Supporting Tutoring of Pupils*, when there are calls for support for tutoring of pupils with social disadvantages for the period until 31 August 2025. These programmes are part of the implementation of "Reform 3.2.2 Supporting Schools" through the National Recovery Plan. Although primarily focused on tutoring, they can provide inspiration for funding opportunities for projects aimed at improving pupils' language skills. The Ministry of

Education is also implementing *Programme 133 340 Support for the development and renewal of the material and technical base of regional schools* for the period up to 2028. This programme focuses on increasing the capacity of primary schools in the form of extensions, additions and other expansions. Although it primarily targets infrastructure projects, it is worth monitoring possible calls that could also support equipment for new teaching methods.

- **The town of Šternberk**, as the founder of the school, can provide financial support from its own budget or through local grant programmes when it focuses on supporting the development of culture, physical education and sport, humanitarian, social, health and environmental purposes, foreign cooperation and international and partnership projects, anti-drug activities, crime prevention. Thus, the City's financial support could be used to provide funding for school events or to finance the purchase of material equipment in the context of foreign cooperation.
- **The school's own resources**. The economic result of Svatoplukova Primary School in 2023 amounted to CZK 260,305.82. The school can thus allocate part of its operating funds to the implementation of the project.
- **Sponsorship donations and cooperation with local donors**. A large number of business entities have a stable base in the town and are willing to participate in the town's affairs through sponsorship donations. An example is Excalibur Army Ltd., a company that sells and services military vehicles and equipment. Since 2010, the company has sponsored the local Charity Šternberk, the Ecce Homo organisation and leisure activities for children of different ages - e.g. FK Šternberk. KEESTRACK - CZ s.r.o., a company focused on the production of mobile sorting and crushing equipment, also supports local youth, especially the operation of children's groups Dráček and Expedition Šternberk. Reaching out to these entities predicts another opportunity for funding e.g. promotional materials and activities of the project plan.
- **Foundations and endowments**. In the Czech Republic, various foundations and endowment funds focus on supporting education and inclusion of pupils, e.g. those with special needs - e.g. the ČEZ Foundation provides school facilities with funds under the *Orange Stairs* or *Orange Classroom* programmes, aimed at improving conditions for disabled children in schools; the O2 Smart School Foundation contributes to the development of community education by providing technology. The Agrofert Foundation provides funding under the Music in Schools programme. Although this is primarily

focused on music education activities, given the principles of Jolly Phonics and its educational benefits in the form of musical rhymes and songs, the programme could also be used in the field of foreign language teaching using this method.

5.9 Timetable

The project plan *"With Jolly Phonics for language development and inclusion at the primary level of Svatoplukova Primary School"* is divided into several follow-up phases, which include preparation, implementation and evaluation of the effectiveness and sustainability of the project. In the preparatory phase (during the school year 2025/2026), training of the teaching staff, selection and purchase of the necessary teaching materials, creation of methodological support and informing the public will be ensured. In the school year 2026/2027, the actual start of English language teaching using the Jolly Phonics method in the first years will take place. At the same time, methodological guidance and regular evaluation of the impact of the method on pupils, including those with SEN, will be carried out. The gradual evaluation and feedback from teachers, parents and pupils will allow to adjust the implementation according to the current needs of the school. The timetable presented in Table 25 is designed to ensure a smooth transition to the new style of teaching while allowing sufficient time for adaptation for all stakeholders. For illustrative purposes, it is complemented by a Gantt chart within Chart 2.

Period	Activity	Responsible person
September 2025	Initiation of the preparatory phase of the project, first project team meeting, initial form of promotion, securing staff capacity	School Director, Project Coordinator, IT Specialist
October 2025	Initial training of teachers (introduction to Jolly Phonics), selection of methodologist, provision of additional staff capacity	Project coordinator, methodologist
November 2025	Purchase and provision of educational materials, launch of full promotion of the project to the public	Coordinator, IT Specialist, Parent Coordinator
December 2025	Creation of detailed lesson plans for the 1st year, creation of methodological support	Jolly Phonics Methodist, AJ teachers, teaching assistants
January 2026	Continuation of training - practical workshops	External lecturers, methodologist
February 2026	Consultations with teaching assistants and the school counselling team	Teaching assistants, school psychologist/SVP specialist
March 2026	Meeting with parents of future first graders, dissemination of information	Coordinator, parent coordinator
April 2026	Test lessons/pilot lessons (demonstrations in classrooms)	AJ teachers, methodologist

May 2026	Evaluation of pilot lessons, modification of methodology and materials	Coordinator, evaluator, methodologist
June 2026	Final preparation for implementation - organisational and staffing	Director, Coordinator
July - August 2026	Summer self-study of teachers, class preparation, creation of visual aids	AJ teachers, teaching assistants, IT specialist
September 2026	Start of Jolly Phonics in Year 1	AJ teachers, teaching assistants, methodologist
October 2026 - June 2027	Ongoing evaluation, teaching support, feedback collection, adjustments to methodology	Coordinator, evaluator, methodologist
June 2027	Final evaluation of the 1st year of implementation	Director, coordinator, evaluator

Table 25 - Timetable of the project plan "With Jolly Phonics for language development and inclusion at the Svatoplukova Primary School - own elaboration

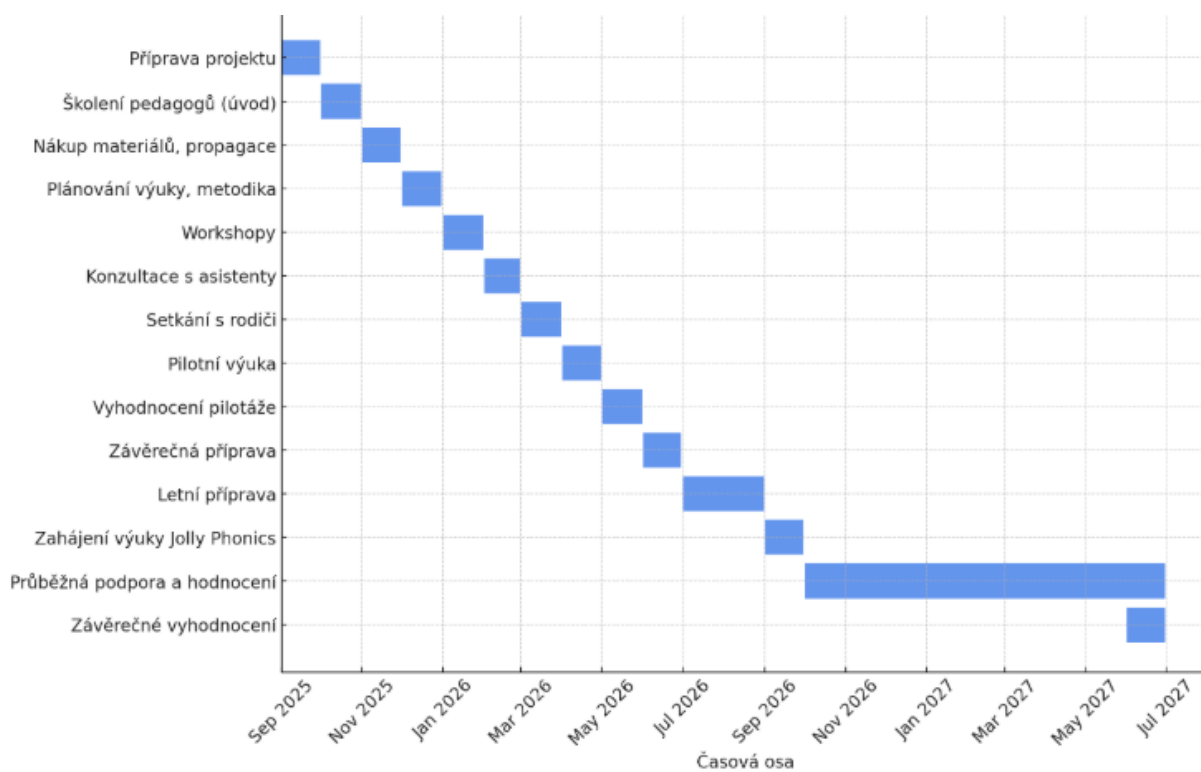


Chart 2 - Gantt chart of the project "With Jolly Phonics to language development and inclusion at Svatoplukova Primary School" - own processing using OpenAi

Ad 1 Project Preparation (September 2025) - This phase involves assembling the implementation team, clarifying the project objectives, defining the main deliverables and establishing a basic time and financial schedule. This includes the preparation of documents for potential funding applications and the first internal meetings between the school management and selected teachers. As part of the preparation, it is also necessary to add staff capacity, in particular to recruit a full-time teacher experienced in the teaching method. Naturally, it should be perceived that the recruitment of a new staff member may take time, so it is advisable to

include this step in the timetable at an early stage of implementation. It is also advisable to start an information campaign at this stage, as the promotion of the project is a key aspect for its security, sustainability in terms of financial security and its effectiveness.

Ad 2 Teacher training (October 2025) - As the current teachers at Svatoplukova Primary School have no previous direct experience with the Jolly Phonics method, they will undergo an initial training led by a certified lecturer. The aim is to give them a basic overview of the principles of the method, working procedures and specifics of teaching using the phonics approach.

Ad 3 Purchase of materials and promotion (November 2025) - Svatoplukova Primary School will purchase teaching aids - cards, songs, textbooks, workbooks, interactive tools and digital content. In parallel, a communication campaign towards parents, the public and the founder will be launched in full swing - through leaflets, website, social networks and information meetings.

Ad 4 Lesson planning and methodology development (December 2025) - In collaboration with the Jolly Phonics methodologist and the project coordinator, specific methodological materials for teaching at Key Stage 1 will be developed - including weekly plans, integration into the curriculum and suggestions for supporting pupils with SEN. Methods of assessment and differentiation of teaching will also be considered.

Ad 5 Workshops (January 2026) - In this phase, teachers will take part in practical workshops where they will try out model situations and active use of tools. The emphasis will be on sharing experiences, concrete examples from practice and the involvement of the methodologist and experts in inclusive education.

Ad 6 Consultation with teaching assistants (February 2026) - Teaching assistants must be actively involved in the preparation of lessons. Together with the teachers and methodologist, they will set up adaptation strategies for pupils with SEN - e.g. simplified worksheets, visual supports, individual work pace. It is also important to keep them informed about the teaching process.

Ad 7 Meetings with parents (March 2026) - The school will organise information meetings and demonstration sessions where parents will learn how the method works, why it is suitable for children with special needs and how they can help at home. Support will also be provided by a parent coordinator.

Ad 8 Pilot teaching (April 2026) - The method will be tested in practice in several classes. The comprehensibility of the method for pupils and teachers, the motivation of pupils, the effectiveness of individual activities and the ways of coping with the diverse needs of pupils will be monitored. The teaching will be monitored by the methodologist and the school management.

Ad 9 Evaluation of the pilot (May 2026) - The project team will evaluate the results of the pilot phase - collecting feedback from pupils, teachers and parents. Based on the data, the methodology, lesson plans, or missing materials or support will be adjusted.

Ad 10 Final preparation before summer holidays (June 2026) - Before the summer holidays, the last organizational issues will be fine-tuned - setting up timetables, distribution of aids to classes, preparation of access to digital tools, finalization of modifications to the curriculum and information brochures.

Ad 11 Summer preparation (July-August 2026) - Teachers and teaching assistants can study the method further individually or in groups, attend additional training sessions and prepare teaching units for September. This includes sending out materials to parents and possible suburban activities aimed at familiarising children with the method.

Ad 12 Launch of Jolly Phonics (September 2026) - Jolly Phonics will become a standard part of English language teaching in all relevant year groups. Teaching will follow a prepared methodology with ongoing supervision by the methodologist and project coordinator.

Ad 13 Ongoing support and evaluation (October 2026 - June 2027) - There will be regular monitoring of pupil progress, reflection on teaching and support for teachers - through supervision, consultation and additional methodological meetings. Emphasis will be placed on ongoing evaluation of the impact on inclusion and language development.

Ad 14 Final evaluation (June 2027) - The project team will summarize the results of the whole implementation - prepare a final report, evaluate the effectiveness of the method, benefits for the school and recommendations for the next period. The report can also serve as a basis for the continuation or extension of the project.

5.10 Evaluation of the project plan

The evaluation of the project plan serves to verify its effectiveness, efficiency and impact of the planned activities. It aims to determine, both on an ongoing and ex post basis, whether the project objectives have been met, what the benefits of the Jolly Phonics method have been

for pupils, teachers and parents, and whether there have been improvements in language development and inclusiveness. The evaluation will provide important data for deciding on the future direction of the project, its possible expansion or modification. The evaluation will be conducted at both formative and summative levels, including the involvement of an external evaluator.

One of the main pillars of the evaluation will be to monitor the language development of the students who will be taught using the Jolly Phonics method. In particular, improvements in pronunciation, phonemic awareness, reading skills and comprehension of the spoken and written word will be assessed. For pupils with SEN, emphasis will be placed on the extent to which the method is adapted to their individual needs. Data will be collected through standardized tests, observations and comparative analyses. Teachers involved in the project will regularly reflect on the teaching process, the usability and functionality of the methodological tools, materials and support. The evaluation will include feedback on training, workshops and consultations with the methodologist. The findings will be used to optimize teaching, increase its effectiveness and motivate teachers for further development. Particular attention will be paid to how the method contributes to the inclusion of pupils with special educational needs in the team and how it facilitates equality of opportunity in access to language education. The evaluation will focus on the level of participation of these pupils, their success rate, their sense of security and the support of teaching assistants.

Communication and cooperation with parents will also be an area of evaluation. The evaluation will determine whether parents perceive the change in teaching positively, whether they receive enough information and how involved they are in supporting their children's language development at home. The evaluation will take the form of questionnaires, group interviews and feedback via the parent coordinator.

At the project management level, it will be evaluated whether the individual phases were implemented according to the schedule, whether staff and financial capacities were used effectively and what was the quality of communication within the project team. An external evaluator will play an important role in this process, providing an independent view of the project's implementation, its strengths and risks.

The results of the evaluation will serve as a basis for the final project report and as a basis for the decision on the sustainability of the project in the following years. They will also be used to present the results to funders, donors and the public and may also help in the preparation

of applications for further financial support. Table 26 presents the evaluation indicators for the evaluation of the project plan in accordance with the main and sub-objectives of the project "With Jolly Phonics for language development and inclusion at the primary of Svatoplukova Primary School".

Project objective	Evaluation indicator	Method of data collection	Frequency of evaluation
The main objective	Improving pupils' phonemic awareness and listening performance	Standardized tests, hospitalizations, interviews	2x per year
The main objective	Increasing reading comprehension and fluency in Grade 1 pupils	Comparative tests, pedagogical diagnostics	2x per year
Sub-objective 1	Acquisition of Jolly Phonics teaching aids for all grades of Grade 1	Inventory, control of purchase documents	1x during implementation
Sub-objective 1	Provision of technical facilities (e.g. interactive whiteboards, software)	Equipment health check, teacher questionnaires	1x per year
Sub-objective 2	Individual support for pupils with SEN during AJ lessons	Records of teaching assistants, pedagogical documentation	Monthly
Sub-objective 2	Improving reading and pronunciation outcomes for pupils with SEN	Diagnostics, tests, interviews with pupils and parents	2x per year
Sub-objective 3	Updating the curriculum with the principles of the phonetic method of teaching	Revision of the documentation of the School curriculum, approval minutes	1x per project
Sub-objective 3	Incorporating Jolly Phonics into the Primary 1 curriculum	Timetables, thematic plans	1x per year
Sub-objective 4	Implementation of promotional activities towards parents and the public	Event records, flyers, online communication	After each event
Sub-objective 4	Increased interest in school enrolment	Application statistics, questionnaires for new parents	1x per year

Table 26- Evaluation indicators for the evaluation of the project plan "With Jolly Phonics for language development and inclusion at the Svatoplukova Primary School" - own elaboration

6 Discussion

Current English language teaching in Czech schools differs in many ways from the approach that is common abroad. One of the main differences is the very beginning of teaching and its hourly allocation. In the Czech Republic, English is compulsory from the third year of primary school, although some schools include it as an optional subject from the first year. However, the total number of hours devoted to English is relatively low. In contrast, in developed education systems, such as the Netherlands or Scandinavia, children are exposed to

English in kindergarten and the language is often taught as part of mainstream subjects, for example through CLIL. The way in which English is taught is also different. Despite the gradual introduction of alternative methods into the curriculum, the Czech education system places a great deal of emphasis on grammar and vocabulary, which can lead to pupils understanding written text but struggling to communicate fluently. Often they are unable to respond promptly or are embarrassed to speak in English. Teaching methodology, teacher activity and the textbooks used play a role. The use of traditional textbooks and frontal teaching is still common in Czech schools, while modern methods such as Jolly Phonics for teaching reading and writing in English are not commonly implemented. In the Czech Republic, these are still encountered more in private schools or schools that are explicitly dedicated to foreign language teaching.

One of the interesting factors and phenomena of our time that affects the level of English of Czech learners is their contact with the language outside the school environment. How often and in what situations they encounter English outside the classroom can have a major impact on their language skills. In countries such as the Netherlands, Sweden or Denmark, where English is a common language in everyday life, children learn the language naturally and with minimal effort. The key factor here is primarily the way media is consumed. In these countries, it is standard practice to keep films, series and TV programmes in their original version with subtitles, which means that viewers - including young children - are exposed to authentic English. This indirect but highly effective method of language learning allows children to listen to the real pace of speech, learning correct pronunciation, intonation and vocabulary in a natural context. In addition, by not only encountering school "textbook" English but also different accents and linguistic variations, they develop their ability to understand and adapt to different communication styles. In contrast, in the Czech Republic, dubbing of the original still prevails, which means that most foreign films and TV shows are dubbed into Czech, and unless the child (or his/her parent) proactively seeks out the original version, he/she often consumes information in English only within the limited number of classes at school. The situation is similar in the use of the Internet and social networks. Young people today spend a significant amount of their free time on online platforms where they can encounter English content - for example, on YouTube, TikTok or in computer games. While in Scandinavian countries children commonly use these platforms in English, in the Czech Republic they still tend to prefer Czech content, which may be another reason why their contact with English is not as intense.

Given the limited access Czech children have to English in everyday life, it is essential that school education provides them with the strongest possible foundations and the most

effective methods of language acquisition to equip them with the skills to feel confident and natural in English. The Jolly Phonics method not only promotes their ability to pronounce and understand correctly, but also builds their confidence in communication, a key aspect for future successful use of English in practice. By learning the language intuitively and with the involvement of the senses, children are more likely to pick up the language more quickly and be able to use it actively outside the school environment. Therefore, if we want Czech pupils to reach a level of English comparable to their peers in countries where English is a normal part of everyday life, it is essential to incorporate methods that reflect the natural processes of language acquisition into school teaching. The Jolly Phonics method is one of the most appropriate ways to achieve this goal, as it not only respects the natural development of children's language skills, but also motivates them to actively engage in learning and helps them to overcome barriers to speaking and understanding.

The theoretical part of the thesis provided a comprehensive overview of the current methods of teaching foreign language with a focus on the pupils at the primary school in the context of fulfilling educational goals and the current setting of the Czech educational system. The analysis shows that traditional teaching methods, which rely mainly on the drill of grammatical rules and memorization of vocabulary, are not suitable for younger pupils, res. For younger school-age pupils, these are not optimal. Modern approaches, combining visual, auditory and kinaesthetic elements, are far more beneficial for teaching younger school-age pupils, given their psychosocial development. On the positive side, these approaches are well applicable not only to mainstream pupils but especially to pupils with special educational needs, which makes them suitable for inclusive education. The Jolly Phonics method, as one of the alternative methods of teaching a foreign language, enables children to better perceive, remember and then actively use the English language. Compared to methods that focus only on the visual or auditory component, it proves to be more effective by combining these elements with physical activities. An important aspect of the method is its systematic nature. The gradual introduction to individual syllables and their sound variants allows pupils to better understand the links between spoken and written language. Thanks to visual aids, repetition activities and the inclusion of movement elements, they can better understand and remember language structures. Its inclusive nature then allows all children to participate effectively, regardless of their individual abilities or limitations. There are also low constraints on the part of school establishments in its implementation. Through the clear structure and accessibility of the materials, it can be easily integrated into the existing curriculum. This reduces resistance to

change and facilitates the transition to a more innovative form of English language teaching. Last but not least, the long-term benefits of this method should be mentioned. Research shows that students who learn English using the phonetic method have better decoding skills for new words, faster reading speeds and higher levels of reading comprehension. These conclusions are supported by research investigations and studies conducted around the world for more than twenty years.

Despite the undeniable benefits and effectiveness of the Jolly Phonics method, there is a fog of ignorance surrounding it in Czech primary schools. The main problem is the fact that primary school teachers often do not know the method at all or have no practical experience with it and therefore cannot incorporate it into their teaching. One of the reasons for this situation is the rigidity of the Czech education system, which is slow to adapt to new methods and trends in foreign language teaching. Many school principals stick to traditional teaching models and are not interested in introducing new methods, especially if they are not directly linked to official curricula or ministry recommendations. Another problem is the lack of training and support for teachers who might be interested in Jolly Phonics but have no opportunity to become more familiar with it or gain practical experience. There is a lack of systematic support and funding for training courses to enable teachers to learn the method and apply it in practice. Last but not least, schools face a lack of suitable teaching materials, as most of the available resources on Jolly Phonics are in English and there is no comprehensive programme that is fully adapted to the Czech school environment. All of this leads to the fact that, despite its undeniable benefits, this method remains the exception rather than the standard in Czech schools.

Not only because of these reasons, the practical part of the qualification thesis decided to go the way of creating a project plan for the implementation of the Jolly Phonics method into the existing English language teaching at the primary level of the selected primary school and to try to heal the above mentioned problems. After some deliberation, Svatoplukova Primary School in Šternberk was chosen. The choice of this school facility was based not only on its location (a small town with potential in the Olomouc Region, where there are opportunities for sharing good practice nearby), but especially on the school's long-term concept for English language teaching, which emphasises the development of pupils' communication skills. The English language is taught here from the second grade onwards, which provides an ideal space for introducing a phonetic approach to reading and pronunciation. The current methodology focuses on the development of comprehension, reading and writing skills, but does not yet make use of the systematic phonics instruction that Jolly Phonics offers. Another reason for choosing

this school was its experience of working with pupils with special educational needs. The school has long taken a differentiated approach to children with specific learning difficulties, and takes their individual needs into account when teaching English. Last but not least, the school's openness to innovation and modern approaches in education became an important argument for the choice. The school uses modern technology, audiovisual materials and interactive elements, which is essential for the effective implementation of the Jolly Phonics method. In addition, it has a qualified teaching staff that is willing to undergo further training and adapt its teaching to new methods. This openness to change and the willingness of the teachers to develop professionally makes it possible to ensure the successful implementation of the method and its sustainability in the years to come. Due to all these factors, Svatoplukova Primary School in Šternberk was the ideal choice for the pilot implementation of the Jolly Phonics method. If the project proves successful, the school can serve as a model other public educational institutions in the region that could gradually incorporate the method into their curricula.

A project plan is not just a theoretical proposal, but wants to be a real plan that reflects the needs of a particular school. It is based on an analysis of the current state of English language teaching at Svatoplukova Primary School and provides a systematic solution to innovate this teaching. The project is structured to provide comprehensive support for the implementation of the method. It takes into account material equipment (acquisition of textbooks, interactive materials and aids), adaptation of the school curriculum, training of teachers and support for pupils with special needs. The project also includes an evaluation plan to continuously monitor the effectiveness of teaching and adapt it to the needs of pupils and teachers. Staffing is also an important element of the project plan. The implementation of the method requires active cooperation between English language teachers, the Jolly Phonics methodologist, the project coordinator and teaching assistants. Each of these actors plays a key role in the process of implementing the method and its successful implementation. The project also emphasises the long-term sustainability of the method. This means not only the initial introduction of the lessons, but also regular training of teachers, evaluation of the success of the method and its possible extension to other grades or schools. Ensuring long-term operation requires planning of financial resources and the involvement of relevant institutions such as the school's founder or grant programmes. Another important aspect is information and cooperation with parents. For the successful adoption of Jolly Phonics meth, it is crucial that parents understand its benefits and know how they can support their children in learning English at home. The project therefore foresees information sessions, workshops and demonstration classes for parents.

As with any other project plan, it is necessary to take into account the risks and obstacles that may threaten, delay or frustrate the implementation of the method in education at Svatoplukova Primary School. One of the main threats is the financing of the project. Financially, the project is dependent on multi-source funding. Although there are subsidy programmes such as OP JAK or support through the Ministry of Education, obtaining funding may not always be certain. If some grant applications are unsuccessful, greater reliance will have to be placed on alternative sources of funding, for example through the school's founders or sponsorship donations. The time required for implementation may also be a challenge. The introduction of the Jolly Phonics method requires gradual training of teachers and teaching assistants, preparation of materials and adaptation of the curriculum. If a school does not plan well in advance for implementation, organizational complications can arise that slow down the process. Another threat is the reaction of parents to a change in teaching approach. Some parents may prefer traditional methods of teaching English and may have doubts about the effectiveness of the phonics approach. Often they may be influenced by the views of those close to them or those who are more resistant to change. Therefore, it is crucial to ensure that there is sufficient information campaign to explain the benefits of this method to parents, while giving them a sufficient platform to answer their questions and dispel their doubts.

Despite these challenges, the project plan can be assessed as realistic and well structured. Its contribution lies not only in the modernisation of English language teaching, but also in supporting inclusive education and the individual needs of pupils. If the project can be successfully implemented and the Jolly Phonics method proves successful, it can be considered for extension to other schools. In fact, the results of international studies and the practical experience of schools already using the method show that Jolly Phonics leads to better results in phonemic awareness, pronunciation and reading fluency. It is therefore likely that its implementation at Svatoplukova Primary School will yield similarly positive results. A key success factor will be the support of the teaching team, the provision of quality training and long-term evaluation of the method in practice.

Conclusion

"Never lose hope in your abilities and possibilities. You can always improve if you believe in it and work at it

Les Brown

Primary education forms a key foundation for a child's future development. It is during this period that pupils form their first relationship with school, learning and exploring the world. If the educational process is built on fostering natural curiosity and the joy of discovery, school can become a place where children acquire not only knowledge but also important skills such as independence, cooperation and creativity. Conversely, if they encounter uninteresting or overly directive teaching, they may develop negative attitudes towards school that will follow them for years to come. Teachers, who are the first role models for young children outside the family environment, play a major role in this process. Their attitude, patience and ability to motivate have a major impact on how pupils perceive school. A good teacher can awaken a child's desire to learn, to seek answers to questions and to overcome obstacles. On the other hand, an impersonal or authoritarian approach can lead a child to see learning as a duty associated with stress and fear of failure. It is therefore important for teachers to work with positive motivation and create an environment where learning is natural and fun.

Pupils in primary school perceive teaching very intensely and sensitively. They learn not only through textbooks, but above all through observation and imitation. If they see that their teachers and parents enjoy learning, they take it as a natural part of life. Teaching should therefore be linked to the real world, play and practical activities that allow children to learn in a natural way. When children have the opportunity to explore, create and discover, they learn faster and more effectively than when they passively receive information. Creating a positive classroom atmosphere where every pupil feels valued and supported is essential to motivating children to learn. Feedback, praise and an approach that emphasises progress, not just results, play a big part. Choice and independent discovery also contribute to children's intrinsic motivation to learn. If a love of learning can be instilled in children at primary school, they are likely to develop it later in life. perceive teaching very intensely and sensitively.

The theoretical part of this thesis provided a comprehensive overview of the current methods of teaching foreign language with a focus on the pupils of the first stage of primary school in the context of fulfilling the educational goals and the current setting of the Czech educational system. The analysis shows that traditional teaching methods, which rely mainly

on the drill of grammatical rules and memorization of vocabulary, are not very optimal for younger pupils, or pupils of younger school age. Modern approaches, combining visual, auditory and kinaesthetic elements, are far more beneficial for teaching younger school-age pupils, given their psychosocial development. On the positive side, these approaches are well applicable not only to mainstream pupils but especially to pupils with special educational needs, which makes them suitable for inclusive education. The Jolly Phonics method, as one of the alternative methods of teaching a foreign language, enables children to better perceive, remember and then actively use the English language. Compared to methods that focus only on the visual or auditory component, it proves to be more effective by combining these elements with physical activities. An important aspect of the method is its systematic nature. The gradual introduction to individual syllables and their sound variants allows pupils to better understand the links between spoken and written language. Thanks to visual aids, repetition activities and the inclusion of movement elements, they can better understand and remember language structures. Its inclusive nature then allows all children to participate effectively, regardless of their individual abilities or limitations. There are also low constraints on the part of school establishments in its implementation. Through the clear structure and accessibility of the materials, it can be easily integrated into the existing curriculum. This reduces resistance to change and facilitates the transition to a more innovative form of English language teaching. Last but not least, the long-term benefits of this method should be mentioned. Research shows that students who learn English using the phonetic method have better decoding skills for new words, faster reading speeds and higher levels of reading comprehension. These conclusions are supported by research investigations and studies conducted around the world for more than twenty years.

The contribution of the practical part of the thesis, whose main objective was to develop a project plan based on the possibility of introducing effective, comprehensible and systematic English language teaching at primary school. The main contribution of the project should be the project itself as a guide on how to practically implement and introduce into the standard English language teaching in primary education a method that supports the development of phonemic awareness, reading and listening skills of all pupils, including those with special educational needs. The project plan pointed out the complexities of the process of its implementation in practice, the coherence and systematic nature of the steps that need to be considered and subsequently taken if anyone is considering developing an activity aimed at transforming foreign language teaching in Czech primary schools, whose curricula show a

certain rigidity and are still too focused on proven but often outdated practices. However, these often do not reflect the ontogenesis of pupils, its unique manifestations and specifics in the period of younger school age, when pupils form a relationship to lifelong learning. Through a combination of pedagogical knowledge of the competencies of younger school-age learners, the Jolly Phonics method and the kind guidance of the teacher, children in primary schools can easily become enthusiastic about learning and gain a solid foundation for the later years of schooling. If they can discover the joy of discovery at this early age, they will become lifelong learners who will not see learning as an obligation, but as an exciting journey to new knowledge.

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