

PLAY & LEARN SUMMER CAMP 2017



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INTRODUCTION

Now in its seventh year, this summer program aims to provide a rich play-based learning environment for four weeks, immersing children in literacy and numeracy activities designed to foster their existing academic skills, and to improve their self-confidence and enjoyment in these subject areas.

This year, the program was funded by TELUS, EMCS Society, Pacific Institute for the Mathematical Sciences, TLC Fund for Kids (100.3 The Q), the Rotary Club of Sooke, Excellence in Literacy Foundation, Decoda Literacy Solutions, Sooke Harbourside Lions, Canada Helps Campaign, HRSDC, as well as donations from the Cathy's Corner Cafe, Andy's 2 for 1 Pizza, and School District No. 62 (Sooke). These funders made it possible to offer the camp to families at no charge.

Candidates best suited to the camp were children six to nine years of age from low income families, Aboriginal, and who had been identified by their school as not yet meeting expectations in Literacy and/or Numeracy. All children were referred by the school principal and/or School Based Team. Four schools participated: Saseenos Elementary, Sooke Elementary, L'Ecole Poirier Elementary and John Muir Elementary. There were a total of nineteen children who attended the camp.

Three coordinators facilitated the camp, leading Literacy, Recreation, and Numeracy. The camp coordinators met prior to the beginning of the camp to discuss schedules, field trips, and expectations for the camp and children.

The 2017 camp again took place at Sooke Elementary School, which is a terrific site with classrooms that allowed flexibility for learning. Everything at the school is properly sized for this age group, unlike the locations have been in previous years. This meant the children were a lot more comfortable and confident. The children enjoyed the two playgrounds, the fields, and the gym. It was also centrally located for parents, providing a more physically and financially accessible location than previous years. Sooke Elementary was also within walking distance of SEAPARC Leisure Complex, where the campers swam every Friday afternoon.

Another focus of the camp is the physical literacy component. Just like the A-B-C's of reading and writing, physical literacy for this age group focuses on A-agility, B-balance, and C-control. Physical activity has always been an important part of the Play & Learn Summer Camp, and with the importance of physical literacy becoming more understood in the general population, assessing and improving the campers' abilities in this area is an important aspect of the camp.

GOALS

The goals of the camp were:

1. To involve participants in literacy and numeracy activities that enhance their present levels of academic functioning and avoid summer learning fall-off.
2. To involve participants in sport and recreation activities designed to enhance their present levels of physical literacy.
3. To develop self-confidence and enjoyment in all aspects of literacy through play-based learning.



OBJECTIVES

The goals of the camp were accomplished by:

1. Integrating Aboriginal content and ways of knowing into all the components of the program.
2. Minimizing barriers to participation by having the camp be at no charge and by including lunches and snacks.
3. Involving parents and/or guardians in the child's learning.
4. Increasing opportunities for positive social interactions with peers and adults.

DEMOGRAPHICS

There were a total of 22 children registered (one of our feeder schools only provided $\frac{1}{2}$ of their allotment) and 19 children attending the camp. The grade listed below indicates the level the child was in this past school year. There were 6 children who were of Aboriginal descent and 12 children who were from low income families.

Female	Male	Aboriginal	Low Income	Grade One	Grade Two	Grade Three
7	12	7	12	7	11	1

Attendance continues to be of paramount importance, as it is difficult to provide meaningful assessments if a child misses five or more days. Some families had extenuating circumstances that affected attendance but overall attendance was good, and only three of the children missed 5 days, and almost 25% had perfect attendance. Four weeks is a long time to commit to a full-time summer program and the demographic served tends to have difficulties with attendance in regular school as well. Many of the parents gave feedback, however, that while it was difficult at times to get their child to attend regular school, that their children were eager and excited to come to camp each day. The students and parents alike “bought into” the camp and it showed!



STAFF

A Numeracy Coordinator, Literacy Coordinator, Recreation Coordinator, one Literacy and two Recreation Camp Assistants ran the camp this year.

COORDINATORS

Numeracy Coordinator: Bronwyn recently graduated from UBC in 2015 with a specialty in inquiry and teaching English Language Learners. She spent the last year as a TTOC in both the Sooke and Saanich School Districts. In September she will be teaching Kindergarten part-time at Ruth King Elementary School. This is Bronwyn's first year with the Play and Learn Camp.

Literacy Coordinator: - Marion has a background in the arts, a passion for teaching and is especially drawn to literacy skills development. She has been employed in SD62 since 2015 and will be starting as a Grade 2/3 teacher at Sooke Elementary for September 2017. Marion believes in the power of storytelling, nature-based methods of learning, and using inquiry to inspire and explore fundamental concepts. Marion lives in Victoria but hopes to move to Sooke soon with her partner and their two cats. This is Marion's first year with the Play and Learn Camp.

Recreation Coordinator: - Rhys has a background in music and teaches music at Sooke Elementary. He started the running club there and they have done 2 5k races and a 10k race annually. Rhys worked with Chris Wright from the Pacific Institute for Sport Excellence during camp. This is Rhys' first year with the Play and Learn Camp.

CAMP ASSISTANTS

Summer Camp Leader: Alison Sudlow is a high school graduate who is passionate about school and sports—especially hockey and softball!! This is Alison's second year working at the camp and she has also gained experience for this position through hours of babysitting around her local community. Alison has interests in childcare and is hoping to be a pediatric nurse in the future.

Summer Camp Assistant: Nicole Oyler is a Grade 12 student who has recently been accepted to Dalhousie University for her Bachelors of Education. She is passionate about sports and school and has gained experience from many years of volunteering as a soccer coach. In the future Nicole aims to be an elementary school teacher.

Summer Camp Assistant: Bryden Stewart is a Grade 12 student who enjoys sports and outdoor activities. Bryden gained experience for this position by volunteering at the SeaParc Summer Camp and teaching skating/hockey lessons.



THE NUMERACY PROGRAM

The numeracy objective was to support struggling learners in a fun and engaging way that provided daily experiences to develop and nourish number sense. The Coordinators wanted each child to develop a stronger understanding of operations and number relationships while simultaneously having fun. The assessment tool was used to get a profile of the child's number sense, plan intervention strategies, and implement a program to maintain and improve child's understanding of math skills and concepts. To help address the diversity of learners, the program provided manipulatives, leveled tasks, flexible completion times, a low ratio of staff to child support, and various methods of curriculum delivery (small groups, one to one conferencing etc.)

DAILY INTERVENTIONS

Small groups of 4-5 allowed for engaging numeracy interventions. These included the following:

Subitizing: This routine served as a warm-up. It involves whole-group participation, with each person saying a number using ten-frames as quickly as they could. Groups were timed and encouraged to beat their "best time."

Activities/Lessons: Subitizing and quick images work, counting and skip counting, addition and subtraction strategies.

Daily Games: Dice, domino, colouring, and card games were used to promote the activities/lessons worked on that day in a fun and engaging environment. The activities varied from individual, partner, and whole group participation.

THE LITERACY PROGRAM

The literacy portion of the camp created opportunities for small group interventions, large group activities, and "free-time" activities to support literacy development and enrichment. The Coordinators created a "language rich" environment for the children, where they could develop confidence in reading, writing, and communicating.

SMALL GROUP INTERVENTION

Each of the four groups visited the literacy station four times per week during the second, third, and fourth weeks of camp. Within the groups, the children read out loud and participated in literacy related games and activities. The Literacy Coordinator adapted each group to best meet the children's abilities and needs, and to reflect the week's theme. During the first and fourth week of camp, the Literacy Coordinator worked with each child 1:1 to provide a higher level of individualized instruction and assessment.

Leveled Readers – Children spent time reading with a focus on specific strategies such as decoding, punctuation, summarizing, fluency and expression.

Phonemic/Phonological Awareness – Children played games that focused on building words and manipulating letter sounds.

Sight Word Activities – Each group used a variety of games to help retain sight words based on the Dolch word list. Words were chosen for each group based on reading ability.

LARGE GROUP ACTIVITIES

Carpet time – Carpet time was conducted every day during the camp. Led by the group leaders, the circle time promoted good listening skills, turn taking and appropriate methods of group communication. Names were drawn each morning for a "Camper of the Day" activity. This child was interviewed by their peers, and their answers were recorded by the teacher to create a profile to go into their scrapbooks.

Story time - Story time occurred almost every day (exceptions were field trip days). The time devoted to story time was about 10-15 minutes after the lunch time break. The stories were selected to connect with a variety of themes running throughout the camp and represented a variety of genres including non-fiction, historical and science based writing as well as a selection of fiction texts.

Writing time – 1-2 times per week children participated in a 30-45 minute writing activity. One of the coordinators took pictures of the children during activities (field trips, swimming or during a large group activity) thus allowing children to write about something meaningful. The children watched a slideshow of their field trip as a group, brainstormed sentence starters and words of interest. They then used this to reflect on their favourite/memorable parts of field trips. These pages were then compiled and bound into a scrapbook/memory album for children to take home at the conclusion of the camp.

Art/Music – Campers participated in at least one group art activity per week, with emphasis on creative expression. The leaders tried to tie the art activities to literacy based activities as much as possible,

basing the projects on stories, the alphabet, and story-telling (puppetry). The children also participated in music activities—exploring drumming with the First Nations leader, and playing other instruments and singing with the leaders and helpers in the camp.

"FREE-TIME" ACTIVITIES

"Free-time" activities took place at the beginning of each day while children arrived during the 8:45-9:00am drop-off window and for those that finished eating early, after snacks and lunch. These included: LEGO, playing games like "Suspend", colouring and drawing, building using Lego, coloured stackers, imaginative play using plastic animals and creating paper crafts.

THE PHYSICAL LITERACY PROGRAM

Each child participated in a small group period of academic work and a period of recreation in the morning, and a whole group recreation period and academic period in the afternoon.

During the camp, the children were involved in fun recreational activities that emphasized all the components of fitness. It was the Physical Literacy Coordinator's aim to develop each child's health and fitness needs while also developing self-confidence and self-esteem. The Pacific Institute for Sport Excellence (PISE) at Camosun College assisted the camp by training camp staff in PLAYbasic physical literacy assessment tools. Specifically, the intention was to foster a love for physical activity while increasing fitness, coordination, motor skill development, and interpersonal skills such as respect, cooperation, sportsmanship, teamwork, and fair play.

The format involved combining two groups for recreational activities in the morning, while the other two groups remained with the other coordinators for the literacy and numeracy work. Later in the morning, after snack time, the other two groups were combined as well. Activities tended to focus on fitness (aerobic endurance, speed and agility), body awareness, and coordination (hopping, skipping, jumping, dribbling, throwing, catching, and striking skills).

A typical camp day would also include a whole group physical literacy lesson in the afternoon. The large group lesson lent itself more to game type activities, of which various tag games were a favourite. These focused on speed, agility, and spatial awareness. Competitive style games were also coordinated during this time. The competitive element generally lifted the intensity of the children, which resulted in greater improvement of each child's components of fitness. Other activities during these times included California kickball, dodge ball, floor hockey, soccer, badminton, and flag football.

Social skills such as respect, cooperation, teamwork and fair play were highly emphasized during the camp. At times, these concepts were taught and discussed prior to a physical activity and at all times, these themes were running in the background. If there was a need or opportunity to discuss something like cooperation or fair play, we sat down to have a discussion, taking advantage of the emergent learning moment.

ABORIGINAL CONTENT

The Play and Learn Camp incorporated Aboriginal culture, language, and ways of knowing throughout the camp. The coordinators created an inclusive environment where all children could see themselves and their culture reflected in the resources that were available.



The camp had an Elder of the T'Sou-ke Nation attend and lead workshops for small groups of children throughout the third week. Shirley Alphonse led storytelling, a nature indigenous plants walk, SENĆOTEN language work, and drumming with the children. She also provided each child with a traditional smudging, as well as inviting the camp to witness a ceremony to celebrate a new local First People's art installment at SEAPARC.

EDUCATION OUTSIDE THE CLASSROOM (EOTC)

EOTC adventures are an important part of the camp and each week, the children would go on a different adventure. This included Beacon Hill Park & IMAX, Witty's Lagoon, Goldstream Park & PlayZone, and Flying Squirrel & Esquimalt Water Park. These outings required transportation on a school bus. Coloured t-shirts were used to help identify the group. In addition to these weekly field trips, the children enjoyed a weekly trip to SEAPARC Leisure Complex.



SEAPARC

Our weekly trip to SEAPARC was a highlight of the camp. It took approximately 25 minutes to walk from the school to SEAPARC. General swimming began at 1:00, so the Coordinators left the school at 12:30 to ensure the children could be changed and in the pool by 1:00. At 2:25, children met in the hot tub for a group meeting to close the week. Pickup at SEAPARC by parents/caregivers was at 2:45.

BEACON HILL PARK & IMAX



Our trip to Beacon Hill Park was a very successful day and the children enjoyed themselves immensely. The group began the day at the IMAX and watched *Walking with Dinosaurs* in 3D before walking to the playground at Beacon Hill Park. Children ate lunch and played and then it was off to the petting zoo where the children took their time looking around at the animals. A donation of \$50 was paid for entry. After everyone had visited the animals, they walked over to play in the spray park for about half an hour before it was time to return to Sooke.

FLYING SQUIRREL

A new addition to the Play and Learn Camp was going to the Flying Squirrel. The Flying Squirrel is a very large indoor trampoline park and the students had two hours of jumping time. From the Flying

Squirrel, the group traveled by bus to the Esquimalt Adventure Water Park where the campers played until it was time to return. We had planned to walk to the waterpark but because of the Smoky Skies Advisory issued by Environment Canada we decided to take a brief school bus ride instead.

WITTY'S LAGOON

Planning ahead of time was essential for a trip to Witty's Lagoon. Ideally the group arrives at low tide so the children have time to explore the beach. From the parking lot it is a 20 minute walk with some moderately difficult sections. Appropriate footwear and packs that are not too heavy were recommended for the children. At the beach, children enjoyed wading through the water and sifting through the sand and rocks. They found lots of sea creatures and built sand structures.



GOLDSTREAM PROVINCIAL PARK & PLAYZONE



The trip to Goldstream Park began with a guided walk accompanied by one of the park naturalists. Elder Shirley Alphonse also joined us for the park tour. This was a very worthwhile activity as the children explored areas of the park on their way to the Freeman King Nature House. A highlight for the children was seeing the Niagara Creek waterfall, pictured here. Our interpretive program was about archaeology and understanding how bones work together in an animal skeleton. The bone hunt was often spoken of in the days following the field trip. We ended the morning with a hot dog barbecue in the day use area. From there it was a short bus trip to PlayZone. This was another highlight for many of the children.

FOOD

Children were provided with two daily snacks and a lunch, which was provided at no charge to the families. The snacks were prepared on-site and usually consisted of a choice of fruit and/or vegetable and additional items such as cheese and crackers, yogurt, muffins, and granola bars. Lunch was catered and delivered to the camp by the Cathy's Corner Cafe three days a week and featured items such as pasta and sandwiches. Lunches also featured a salad or cut vegetables and a small dessert item. Once a week, pizza was provided by Andy's 2-for-1 Pizza. There was only one day per week when children were required to provide a bagged lunch from home for field trips.

INITIAL ASSESSMENT RESULTS

Each Coordinator conducted an assessment on the camp participants at the beginning and end of camp to track the results of the 4-week literacy and numeracy intervention. The first portion of this report reviews the initial test results. The children's performances during assessments gave direction to the planning of the camp and to the creation of four learning groups.

THE NUMERACY ASSESSMENT

Children were assessed using the First Steps in Math assessment tool. The purpose of this tool is to determine a child's present level of numerical functioning. It included tasks such as counting, subitizing, adding, subtracting, partitioning numbers, and problem solving. Each child's tasks are based upon the requirements for their grade level as shown below.

Initial testing showed an average of 70% in numeracy, with the lowest at 51% and the highest at 88%.

GRADE ONE ASSESSMENT

This initial testing instrument was used to understand possible strengths and weaknesses in the following areas:

- Subitizing - to see how many are in a collection just by looking and also thinking of it in parts
- Principles of counting (matching, order of numbers, one to one correspondence)
- Skip counting

GRADE TWO ASSESSMENT

This assessment includes the Grade 1, as well as, the Grade 2 outcomes.

This assessment looked at the following areas:

- Making equivalent sets
- Partitioning
- Pattern of numbers
- Addition and subtraction strategies

GRADE 3 ASSESSMENT

The Grade 3 assessment looked at the following areas:

- Subitizing - to see how many are in a collection just by looking and also thinking of it in parts
- Principles of counting
- Skip counting
- Making 10
- Order and pattern of numbers
- Partitioning numbers into part-part-whole
- Addition and subtraction strategies

LITERACY ASSESSMENT

Two assessments were required to ascertain literacy levels. The first assessment was the Writing and Reading Assessment Profile (WRAP). This tested letter name and sound correspondence, phonemic awareness, rhyming, and sight words. If appropriate, they were then assessed using the PM Benchmark leveled readers, which assesses instructional reading levels.

The children's average initial testing showed a skill level of 70.5% for students participating in the Writing and Reading Assessment Profile. The scores ranged from 5.05%-99.8%. The PM Benchmark leveled readers assessment ranged from level 1-19 readers, with two exceptional students at a level 28 reader. We had largely diverse learning groups.

PHYSICAL LITERACY ASSESSMENT

Children ages 6 to 9 years are in the fundamental movement development stage of their lives. The Sport for Life Society's PLAYbasic assessment tool was used as a basis to measure each child's physical literacy competencies at the beginning and end of camp. The assessment is built to test four basic skills: run there and back; hop; overhand throw; kick a ball; and balance walk (toe-to-heel) backward.

Initial test results indicated low levels of physical literacy. Kicking a ball (37%), overhand throwing (44%), and walking backwards (41%) were, on average, the group's lowest tested skills. The highest tested skills were running there and back (48%) and hopping (47%).

FINAL ASSESSMENTS

Children were assessed during the last week of the camp utilizing the same assessment tools as the initial assessment.

NUMERACY ASSESSMENT

Overall, the results show a progression in skills in all of the tested children. That average numeracy score at the end of camp was raised to 79% from the initial testing of 70% (9% increase).

Children that were absent for more than 1 week of camp were not retested and therefore their final assessment is not available. This is indicated as 'N/A' within the results chart. The averages are calculated based on those children who completed both tests. However, the average of all students in the initial testing is still 70%. There was no written work in the numeracy component of this camp. All the children were tested orally and the activities were primarily oral in nature.

LITERACY ASSESSMENT

During the course of the Play and Learn Camp, all children tested improved their reading abilities. With the initial assessment indicating several different levels, we developed several learning groups and focused the literacy program on phonemic awareness, decoding, and fluency. After the final assessment, the averaged raised to 81.1%, with a range of 19-100%.

Of those who were tested by the PM Benchmark, most increased their skills by one reading level, or showed an increased abilities at their current level. The children who were tested using the Writing and Reading Assessment Profile increased their skills by an average of 10%.

PHYSICAL LITERACY ASSESSMENT

The results of the final assessment indicated a growth in levels of physical literacy for each tested student. The lowest growth area was running there and back (+6%). Overhand throwing (+8%), hopping (+10%) scored mid-range for growth. The largest area of skill development occurred with balance (+14%) and kicking a ball (+25%).

RECOMMENDATIONS AND SUGGESTIONS

The following recommendations were made at a post-camp debriefing meeting:

- 1) Sooke Elementary should continue to host the camp whenever possible. It was a perfect site as it is located in a central location, easily accessible by parents/caregivers to pick up and drop off the children. The facilities are also the right size for the children, compared to past locations like Edward Milne Community School where the facilities are sized for teenagers.
- 2) Continue swimming trips to SEAPARC and pizza on Fridays. It was a real hit with the campers and something to look forward to at the end of the week.
- 3) The Coordinators continue to benefit from a 3rd youth helper with an interest in literacy. This provides additional support for reading groups, allows Coordinators to have prep time or short breaks, and enables the camp to have an extra set of hands on field trip days.
- 4) Continued careful selection of children for the camp by principals and school based teams is essential. They also noted that the age of the campers should remain ages 6-9, within grades 1, 2, and 3. It is recommended that the children vetted for the program should continue to not include children with designations, as well as school-phobic or children with bolting tendencies, for safety and management purposes.
- 5) Weekly emails were sent to the parents that included photos, highlights of the week, and reminders for the following week. This proved to be an effective way of communicating with and involving the parents. The parent information meeting held during the first week of camp provides parents with the opportunity to ask questions, get to know the staff, and become acquainted with the goals of the camp.

APPENDIX A: NUMERACY ASSESSMENT

Child	Grade	First Steps in Math Pre-test	First Steps in Math Post-test	+/-
A	2	72	82	+ 10
B	2	87	97	+ 10
C	2	85	N/A	N/A
D	1	72	82	+ 10
E	1	70	81	+ 11
F	2	79	88	+ 9
G	2	53	68	+ 15
H	2	69	83	+ 14
I	2	73	79	+ 6
J	2	66	72	+ 6
K	2	72	77	+ 6
L	1	74	80	+ 6
M	3	51	67	+ 16
N	1	82	89	+ 7
O	2	65	68	+ 3
P	1	53	68	+ 15
Q	1	57	70	+ 13
R	2	88	92	+ 4
S	1	N/A	N/A	N/A

APPENDIX B: LITERACY ASSESSMENT

	Grade	WRAP Pre-test (%)	WRAP Post-test (%)	Change (%)	WRAP Pre-Test Reading level	PM Benchmark Post-test Reading level
A	2	98.5	99.8	+1.3	15-16	16-17 (96.5%)
B	2	87.25	97	+9.5	9-10	11-12 (91.8%)
C	2	99.8	99.9	+0.1	N/A	28 (97.7%)
D	1	63.4	75.9	+12.5	4	6 (90.7%)
E	1	70.5	89.75	+19.25	6	7 (90.8%)
F	2	98.5	100	+1.5	28	28 (93%)
G	2	73.5	80.75	+7.25	7	8 (93.9%)
H	2	95.5	100	+4.5	10	11 (96.7%)
I	2	94	98	+4	7	8 (93.8)
J	2	53	67.5	+14.5	1	2 (95.6%)
K	2	57.5	73	+15.5	3	4 (89.4%)
L	2	5.05	19	+13.95	N/A	1 (93.8%)
M	2	35	48.5	+13.5	N/A	1 (97.9%)
N	2	82.5	94.75	+12.25	6	7 (95.8%)
O	1	9.5	20.25	+10.75	N/A	1 (95.8%)
P	3	57.5	99.75	+42.25	16	17 (92.8%)
Q	1	93.5	97	+3.5	10	12 (95.9%)
R	1	95.5	99	+3.5	26	28 (60%)

APPENDIX C: PHYSICAL LITERACY ASSESSMENT

	Test	1. Run there and back	2. Hop	3. Overhand throw	4. Kick ball	5. Balance walk (toe-to-heel) backward	Change
A	Post test	49	41	36	43	40	1%
B	Pre test	56	51	49	42	46	9%
	Post test	62	56	60	47	41	
C	Absent						
D	Pre test	39	41	41	29	33	20%
	Post test	38	45	52	41	44	
E	Pre test	46	41	46	39	48	14%
	Post test	49	53	56	47	46	
F	Pre test	56	50	56	52	43	3%
	Post test	56	57	51	53	47	
G	Absent						
H	Pre-test	43	49	42	38	46	18%
	Post test	58	52	48	50	50	
I	Pre test	37	47	56	39	37	14%
	Post test	46	57	51	43	49	
J	Absent						
K	Pre test	49	46	35	37	32	-4%
	Post test	49	44	28	33	38	

L	Pre test	47	49	44	35	32	11%
	Post test	44	52	40	37	57	
M	Pre test	57	53	52	44	43	13%
	Post test	58	60	58	60	45	
N	Pre test	42	22	18	16	50	30%
	Post test	46	35	32	37	43	
O	Pre test	46	47	46	44	45	16%
	Post test	54	56	50	51	53	
P	Absent						
Q	Pre test	56	57	56	44	38	6%
	Post test	58	55	49	57	48	
R	Pre test	56	58	61	53	55	2%
	Post test	56	55	57	62	59	
S	Absent						
T	Pre test	32	33	12	16	22	92%
	Post test	43	57	38	40	43	
U	Absent						
V	Pre test	46	49	54	38	45	0%
	Post test	44	46	49	48	45	

THE EXCELLENCE IN LITERACY FOUNDATION

