

Тренинг по программе синтетической фоники

от авторов 'Jolly Phonics'

Sue Lloyd, Sarah Wernham и Chris

Jolly (Обзор)

Чекчурина Ольга Юрьевна

Заместитель директора по методической
работе

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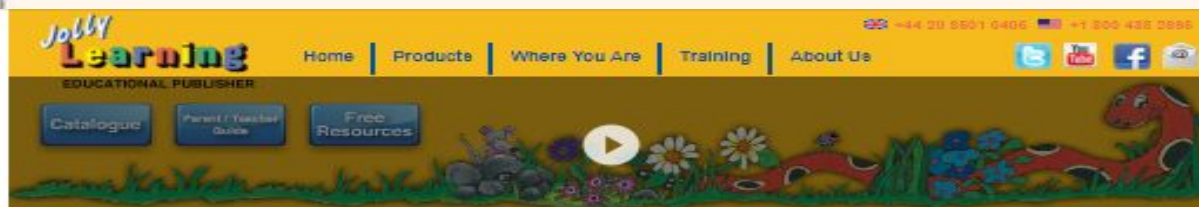
Что такое 'Jolly Phonics'?

- Интенсивное изучение звуков и
- фонологическое сознание
- Активное участие детей
- Опора на визуальную поддержку
- 3 уровня обучения
- Продолжение программы артикуляционной методике Jolly Grammar (6 уровней) для основной школы и

Слоговое чтение с занятия 2 !



www.jollylearning.co.uk



Teaching Literacy With Jolly Phonics



What is Jolly Phonics?

Jolly Phonics is a fun and child centred approach to teaching literacy through synthetic phonics. With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children and teachers, who can see their students achieve. The letter sounds are split into seven groups as shown below.

Letter Sound Order

The sounds are taught in a specific order (not alphabetically). This enables children to begin building words as early as possible.

How does Jolly Phonics work?

Using a synthetic phonics approach, Jolly Phonics teaches children the five key skills for reading and writing. The programme continues through school enabling the teaching of essential grammar, spelling and punctuation skills.

The five skills taught in Jolly Phonics

1. Learning the letter sounds

Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue.

2. Learning letter formation

Using different multi-sensory methods, children learn how to form and write the letters.

3. Blending

Children are taught how to blend the sounds together to read and write new words.

4. Identifying the sounds in words (segmenting)

Listening for the sounds in words gives children the best start for improving spelling.

5. Tricky words

Tricky words have irregular spellings and children learn these separately.

For more information on Jolly Phonics products for teaching literacy visit our [Products](#) section. If you would like more

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

 [Introduction to Jolly Phonics](#)[5 SKILLS IN JOLLY PHONICS](#)[Learning the letter sounds](#)[Learning the letter formation](#)[Blending](#)[Identifying the sounds in words](#)[Tricky Words](#)[Hear the letter sounds](#)[Jolly Phonics Actions](#)[Jolly Phonics Presentations](#)[Case Studies](#)[Research](#)[Typeface used](#)

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Что такое тренинг от CPD College?

В программе курса:

5 навыков Jolly Phonics – изучение звуко-буквенных соответствий, формирование каллиграфических навыков для освоения букв, слоговое чтение, чтение букв и слов, слова нестандартного чтения. Практические советы и идеи для уроков и варианты построения занятий с детьми, испытывающими затруднения при обучении чтению.

Курс познакомит Вас с различными техниками обучения чтению из опыта педагогов разных лет, и вы сможете освоить и применить на практике весь арсенал методов, техник и приёмов обучения фонике, который был накоплен со времени зарождения этого метода обучения чтению.

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Успешно закончив курс обучения, Вы получите международный сертификат от Jolly Learning и CPD College (Continuing Professional Development).

Авторы и соавторы курса:

- Sue Lloid
- Sarah Wernham
- Chris Jolly
- +
- Experienced teachers from different countries



Цель тренинга:

**Освоить методику обучения Jolly
Phonics в сравнении с
альтернативными методами
обучения чтению и письму**

Ольга Чекчурина

CPD College - JollyPhonic X

+

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 CPD College - Jolly Phonics




Olga Chekchurina 

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Using synthetic phonics to ensure that all children learn to read.



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2. JOLLY PHONICS: AMERICAN ENGLISH VERSION

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 info

 register your interest


 enrol

 login/start course


3. JOLLY PHONICS FOR AUSTRALIA


4. JOLLY PHONICS: IRELAND



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 Overview

 Frequently asked questions

 Log-in guide

 ENROL GUIDE

EN  10:18

Начало работы

Browser tabs: * Письмо «CPD College - Jolly Learning», Course: JPHUK01 - History and development of Jolly Phonics, Confirm your account

Address bar: jollyphonics.cpdcollege.com Course: JPHUK01 - History and development of Jolly Phonics

Header: CPD College | Jolly Learning

Navigation: CPD College - Jolly Phonics, My Courses, Olga Chekchurina

NAVIGATION

- Home
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- SUE LLOYD

Watch Sue Lloyd

Home > Jolly Phonics - British English Version > JPHUK01

COMPLETE THIS SECTION FIRST

- Welcome to your course - START HERE
- Participant guide - please print out
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- Note on PDF Files
- Note on downloading/saving course materials
- Introduction

MODULE ASSIGNMENT

Module assignment instructions

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OLGA CHEKCHURINA

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VIDEO GUIDES

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EXPIRY DATE

Your enrolment will expire on:
September 20 2017

Taskbar: Windows 7, 2, Internet Explorer, File Explorer, Mail, Skype, Yandex, Word, EN, 15:30

Разделы онлайн -тренинга Jolly Phonics



≡ COURSE OVERVIEW

JPHUK00 - JOLLY PHONICS ENROLMENT

JPHUK01 - HISTORY AND DEVELOPMENT OF JOLLY PHONICS



There are new forum posts

JPHUK02 - JOLLY PHONICS AND THE 5 BASIC SKILLS



There are new forum posts

JPHUK03 - TEACHING WITH JOLLY PHONICS



There are new forum posts

JPHUK04 - IMPROVING READING AND WRITING SKILLS



There are new forum posts

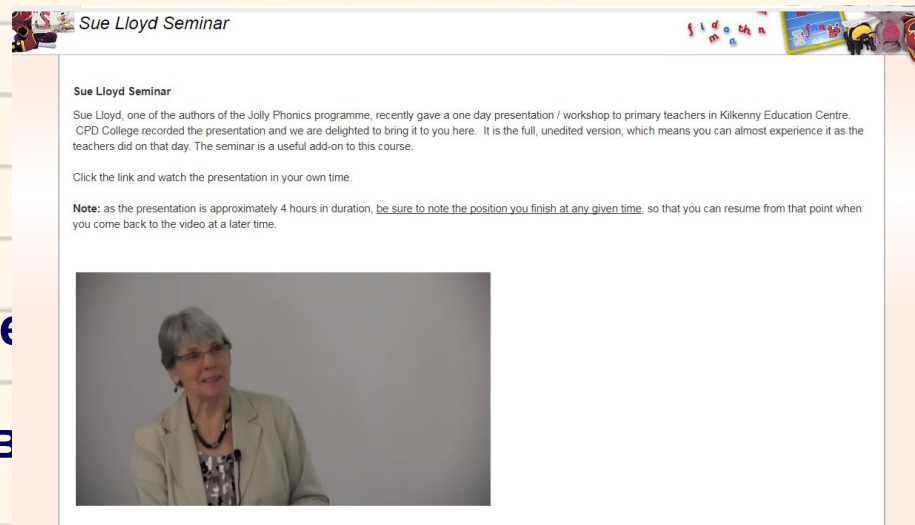
JPHUK05 - JOLLY PHONICS RESEARCH AND MATERIALS



There are new forum posts

В какой форме предлагаются учебные материалы?

- Модули с контрольными вопросами
- Тексты
- Видео материалы с уроков
- Видео лекции
- Интерактивные электронные задания
- Архив семинаров от авторов
- Блоги
- Обсуждения
- Посты других участников программы
- Текущие и финальные контрольные задания (Modular assignment / Reflective assignment)
- Final Assignment)



Вы узнаете об истории обучения чтению взрослых и детей

MODULE 1:

History

JENNY CHEW



The teaching of reading in the 1970s

The popularity of look-and-say continued and by the early 1970s a new dimension had been added in the form of the influence of the whole-language approach. Key authors were Kenneth and Yetta Goodman, based in the USA, and Frank Smith, who had studied in the USA and, after living abroad, had moved to Canada. These authors, still active in the early 21st century, believe that phonics plays a very small part in reading; the term 'whole language' arises from the belief that language should be kept whole and meaningful, not broken up into small units (for example, letters and sounds), which are meaningless in isolation.

However, their understanding of phonics sometimes appears limited; for example, Frank Smith seems to regard phonics as an approach dealing only with the sounds represented by the individual letters of the alphabet and not with sounds represented by letter combinations. In his 1978 book *Reading*, for instance, he lists 'eleven common words in each of which the *ho-* has a different pronunciation: *hop, hope, hook, hoot, house, hoist, horse, horizon, honey, hour, honest*', and asks, 'Can anyone really believe that a child could learn to identify these words by sounding out the letters?' (pp. 54-55). Children who have been taught about graphemes beyond the



Как выглядят учебные разделы тренинга?

MODULE 1:

Different teaching methods

SUE LLOYD

How easy is it to learn words as wholes?

People who are fluent readers tend to be of the opinion that it is easy to learn words; they find it hard to understand why some children cannot learn them. It is often very difficult for a fluent reader to put themselves in the position of a struggling child. The only way to put oneself into the shoes of a struggling child and to understand what it is like is to memorise words, is to change the script.

Look at the twelve Korean words, printed opposite, and try to learn them.

This may seem daunting and, for most non-Korean speakers, memorising these unfamiliar symbols will prove to be frustratingly difficult. A number of you may even find that, despite your best efforts, you are unable to learn these words.

Yet this is what we expect children to do when we ask them to memorise words without first teaching them how the sounds relate to the letters. The letters of our alphabet look like mere squiggles to young children, just as these Korean symbols look like squiggles to us. Unless you learn Korean and learn to understand what the symbols represent, you will find it very difficult to remember these words. However, the task is not nearly so stressful when you understand how to work out the words.

한국

This word means 'Korea' and is pronounced 'HanGuk'.

ㅎ ㅏ ㄴ = 한
h a n = han

ㄱ ㅈ ㄱ = 국



남자	쥐	아빠
man	rat	dad
태양	개	키스
sun	dog	kiss
잼	비	발
jam	rain	feet
조끼	책	여우
vest	book	fox

Try learning these Korean words

Уникальные ресурсы и новые термины по методике преподавания иностранных языков

Что такое I.T.A. ?

MODULE 1:
Phonics and Me
SARA WERNHAM

The i.t.a.

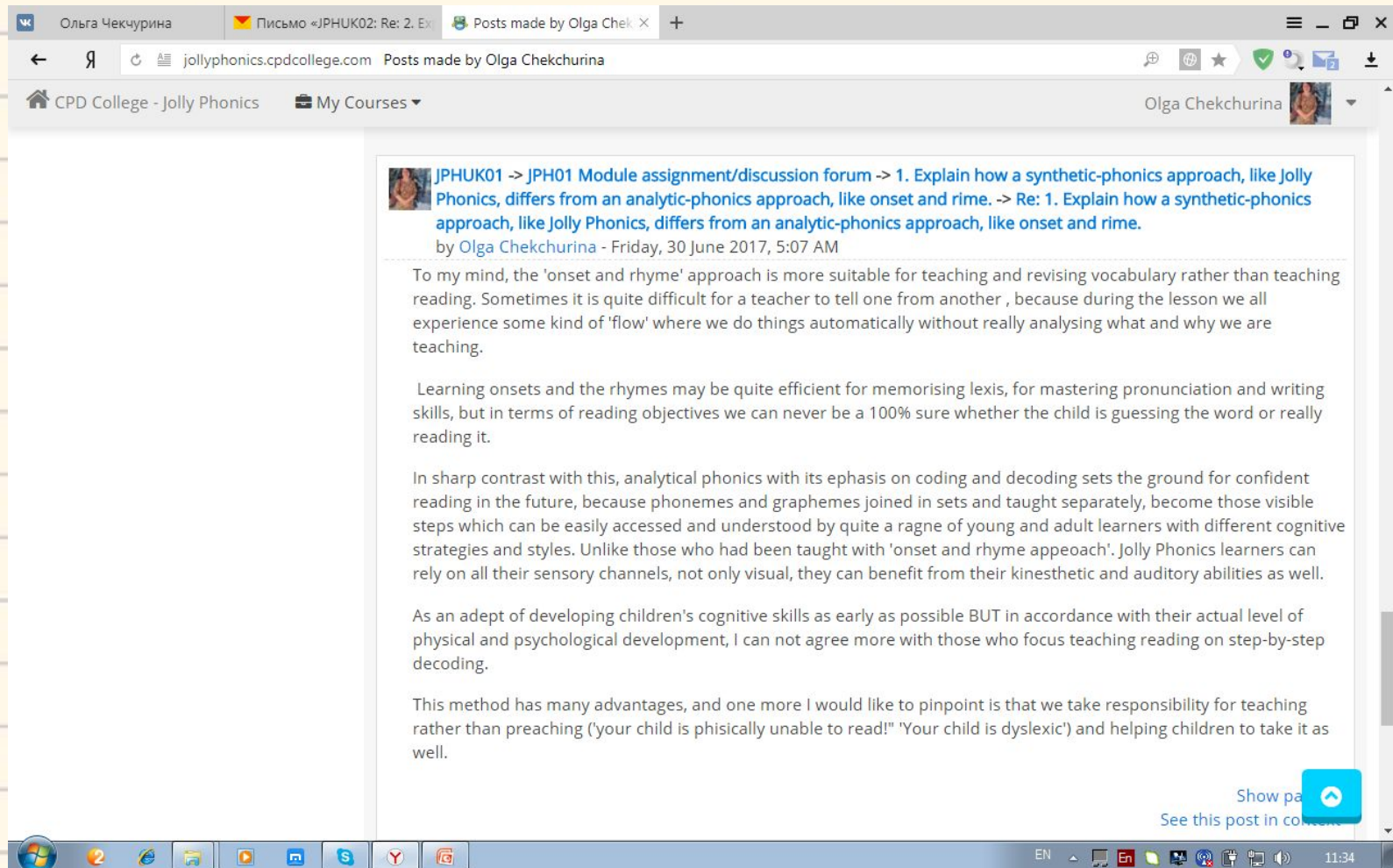
At the time I joined Woods Loke, they still used i. t. a., the Initial Teaching Alphabet, developed by Sir James Pitman, and is very sound based. I had to learn to sound out words in order to write them. Gradually, I began to make the links and so made the transition to 'ordinary' letters and spelling patterns, just like the children in my reception class. I always say that I really learnt to read and write with my first class.

Once the initial euphoria and delight had calmed, I began to feel angry. I hadn't been stupid; I hadn't been lazy; I just didn't know how sounds and letters and words worked. All those frustrating hours trying to learn spellings. All those hours my parents and teachers had spent trying to help me had been wasted unnecessarily. They simply didn't realise I didn't understand, and I didn't know I didn't understand.



b	c	d	f	g
bed	cat	dog	fish	goat
h	j	k	l	m
hat	jug	key	lion	man
n	p	r	s	t
nest	pet	rock	sun	table
v	w	y	z	a
voice	win	yet	zip	apple
e	i	o	u	æ
engine	insect	hot	umbrella	angel
ee	ie	oe	ue	wh
eel	ice	oat	uniform	wheel
ch	sh	th	th	au
chair	shoe	thumb	that	auto
oi	ou	ng	s	z

Так выглядит выполненное модулярное задание в форме поста (Module Assignment)



The screenshot shows a web browser window with the address bar displaying "jollyphonics.cpdcollege.com". The page title is "Posts made by Olga Chekchurina". The user "Olga Chekchurina" is logged in, as indicated by the profile picture and name in the top right corner. The main content is a forum post titled "JPHUK01 -> JPH01 Module assignment/discussion forum -> 1. Explain how a synthetic-phonics approach, like Jolly Phonics, differs from an analytic-phonics approach, like onset and rime. -> Re: 1. Explain how a synthetic-phonics approach, like Jolly Phonics, differs from an analytic-phonics approach, like onset and rime." by Olga Chekchurina, dated Friday, 30 June 2017, 5:07 AM. The post contains four paragraphs of text discussing the 'onset and rhyme' approach, the efficiency of learning onsets and rhymes, the contrast with analytical phonics, and the importance of developing children's cognitive skills. A blue button with a white arrow and the text "Show post" is visible in the bottom right corner of the post content area.

Ольга Чекчурина | Письмо «JPHUK02: Re: 2. Ex... | Posts made by Olga Chekchurina

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JPHUK01 -> JPH01 Module assignment/discussion forum -> 1. Explain how a synthetic-phonics approach, like Jolly Phonics, differs from an analytic-phonics approach, like onset and rime. -> Re: 1. Explain how a synthetic-phonics approach, like Jolly Phonics, differs from an analytic-phonics approach, like onset and rime.
by Olga Chekchurina - Friday, 30 June 2017, 5:07 AM

To my mind, the 'onset and rhyme' approach is more suitable for teaching and revising vocabulary rather than teaching reading. Sometimes it is quite difficult for a teacher to tell one from another, because during the lesson we all experience some kind of 'flow' where we do things automatically without really analysing what and why we are teaching.

Learning onsets and the rhymes may be quite efficient for memorising lexis, for mastering pronunciation and writing skills, but in terms of reading objectives we can never be a 100% sure whether the child is guessing the word or really reading it.

In sharp contrast with this, analytical phonics with its emphasis on coding and decoding sets the ground for confident reading in the future, because phonemes and graphemes joined in sets and taught separately, become those visible steps which can be easily accessed and understood by quite a range of young and adult learners with different cognitive strategies and styles. Unlike those who had been taught with 'onset and rhyme approach', Jolly Phonics learners can rely on all their sensory channels, not only visual, they can benefit from their kinesthetic and auditory abilities as well.

As an adept of developing children's cognitive skills as early as possible BUT in accordance with their actual level of physical and psychological development, I can not agree more with those who focus teaching reading on step-by-step decoding.

This method has many advantages, and one more I would like to pinpoint is that we take responsibility for teaching rather than preaching ('your child is physically unable to read!' 'Your child is dyslexic') and helping children to take it as well.

Show post | See this post in context





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Приглашаем Вас принять участие в онлайн-тренинге по программе обучения чтению Jolly Phonics со специалистами CPD College!



Курс был создан Сью Ллойд и Крисом Джолли совместно с командой разработчиков программы.
Цель курса -познакомить преподавателей с программами: Jolly Phonics, Jolly Grammar и Jolly Music , и научить эффективно пользоваться всем арсеналом методик и приёмов, которые научат ваших детей чтению, письму, фонетике и лексике английского языка, поможет им освоить активные грамматические знания и компетенции для общения на английском языке.

<https://www.injaz.ru/jolly-phonics-1> подробности -
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Как начать работу?

- Перейдите на сайт CPD Colledge по ссылке:
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- Зарегистрируйтесь на сайте, кликнув «Create new account» . В регистрационной форме необходимо указать ваши личные контактные данные, включая e-mail и фамилию, имя, которые будут указаны в сертификате по окончании курса.
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