

# Jolly Phonics

Leading the teaching of literacy



# Jolly Phonics

A comprehensive programme for reading  
and writing



# Research

“ The *Jolly Phonics*’ children’s reading skills were 11 months above the level expected for their age. ”

“ We found that the boys did as well as the girls. ”

“ In the Jolly Phonics group the ‘tail’ of low achievement in writing was simply abolished. ”

# Jolly Phonics

An integrated programme that grows with the children

ages <b>4-5</b> Phonics	ages <b>5-6</b> Grammar 1	ages <b>6-7</b> Grammar 2	ages <b>7-8</b> Grammar 3	ages <b>8-9</b> Grammar 4	ages <b>9-10</b> Grammar 5	ages <b>10-11</b> Grammar 6
<b>Phonics</b>	<b>Grammar, Spelling and Punctuation</b>					
	<b>Jolly Phonics Readers</b>					

# Storybooks

Reading books to children gives them:

- A love of books
- A wider vocabulary
- A greater understanding of language



But the children need to ‘crack the code’ of English to become independent readers.

# The 5 Basic Skills

The 5 basic skills of *Jolly Phonics* are:

1. Learning the letter sounds
2. Learning letter formation
3. Blending
4. Identifying sounds in words
5. Tricky words



# Letter Sounds

Children learn in a fun, multi-sensory way using stories and actions.



**Learning the action for the /s/ sound:** Weave your hand like a snake, making an 's' shape, saying ssssssss.

# Letter Sounds

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



# Digraphs

Digraphs are two letters that make one sound.

ai oa ie ee or  
ng oo oo ch sh  
th th qu ou oi  
ue er ar

# Alternative Spellings

The alternative spellings of the vowel sounds:

Introduced as:

**ai**

(rain)

**ee**

(feet)

**oa**

(boat)

Taught later as:

**ay**

(play)

**ea**

(leaf)

**ow**

(snow)

**a-e**

(flame)

**e-e**

(these)

**o-e**

(bone)

# Letter Formation

Correct formation can be encouraged from the very beginning:



- Feel the letter formation
- See the letter formation
- Write the letter in the air

# Pencil Hold

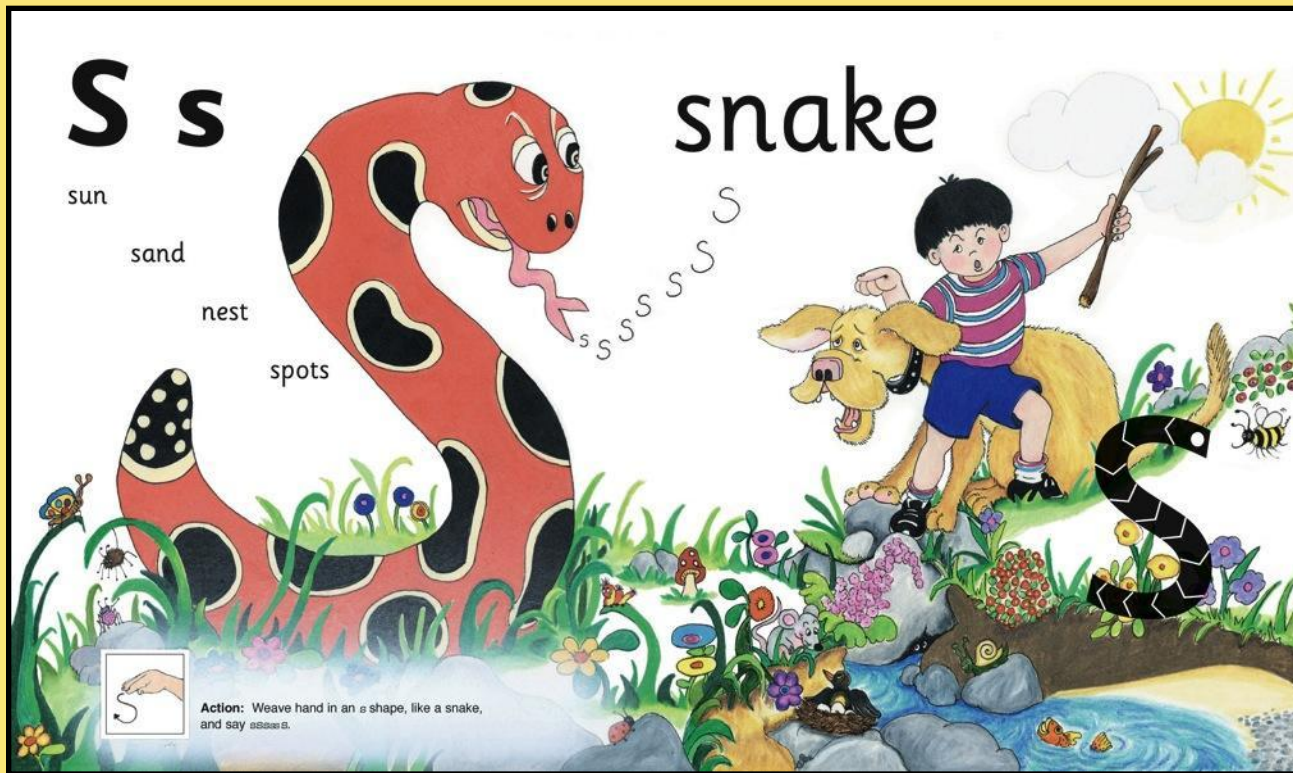
The children need to learn how to hold their pencil properly right from the start:



- ‘Tripod’ grip
- ‘Froggy legs’ movement

# Blending Skills

Blending skills are essential for reading. They can be taught right from the start.

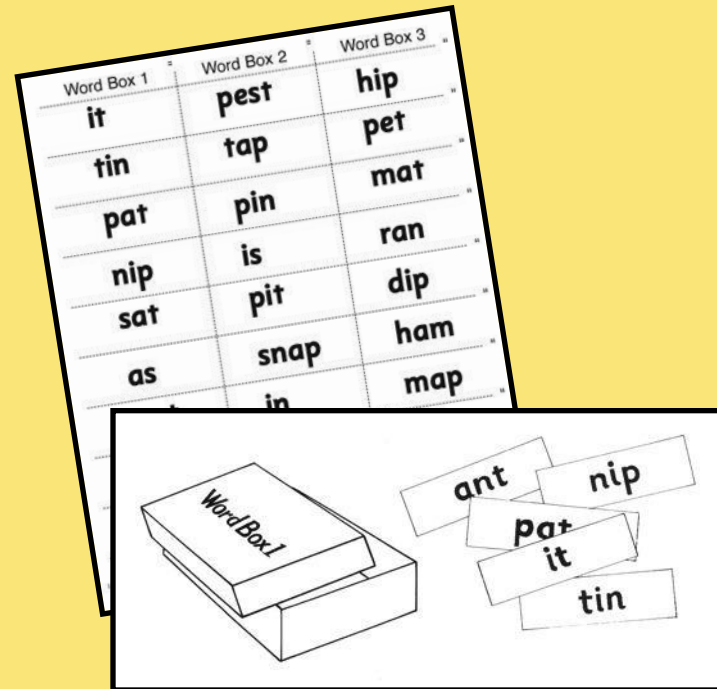


# Blending Words

The number of regular words for blending grows with each new letter sound:



Jolly Phonics Word Book

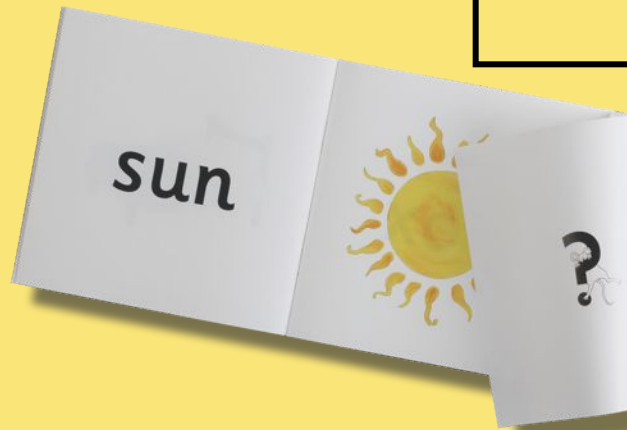
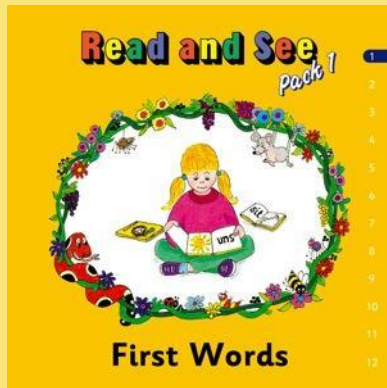
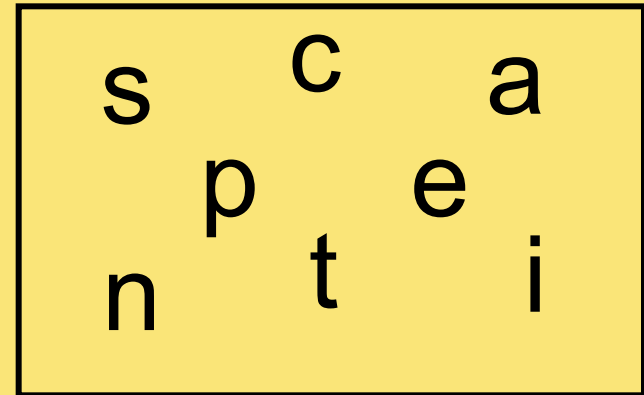


Word Boxes

# Blending Activities

Blending activities can be fun and multi-sensory:

- Random letters
- 'Miming' words
- Read and See books



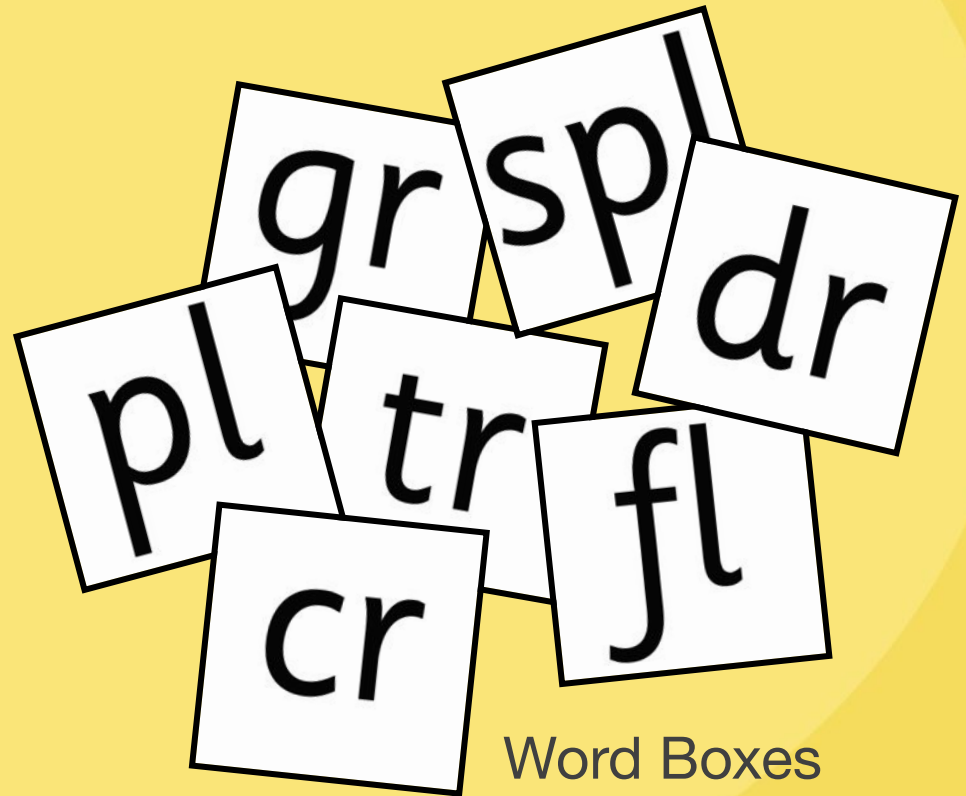
# Blending Harder Words

Regular practice is the key to blending words with digraphs and consonant blends:



rain

Digraphs

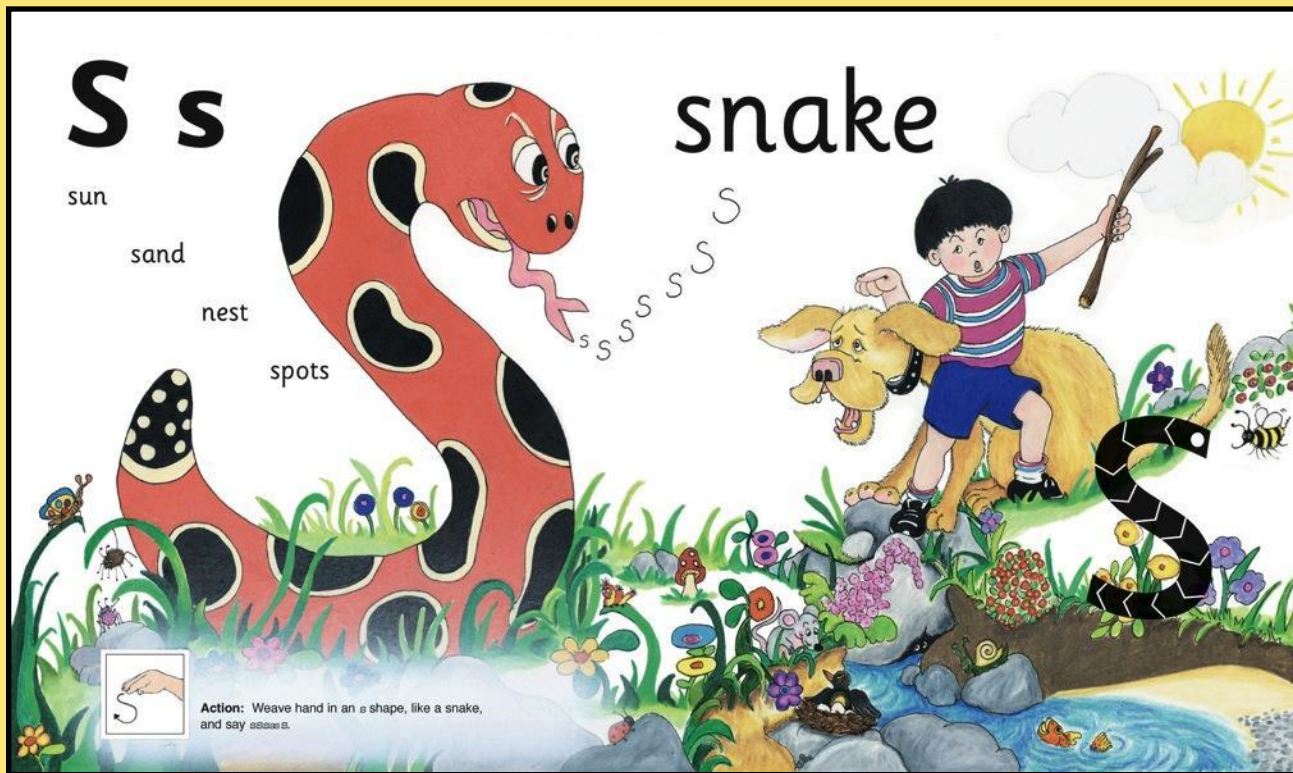


Word Boxes



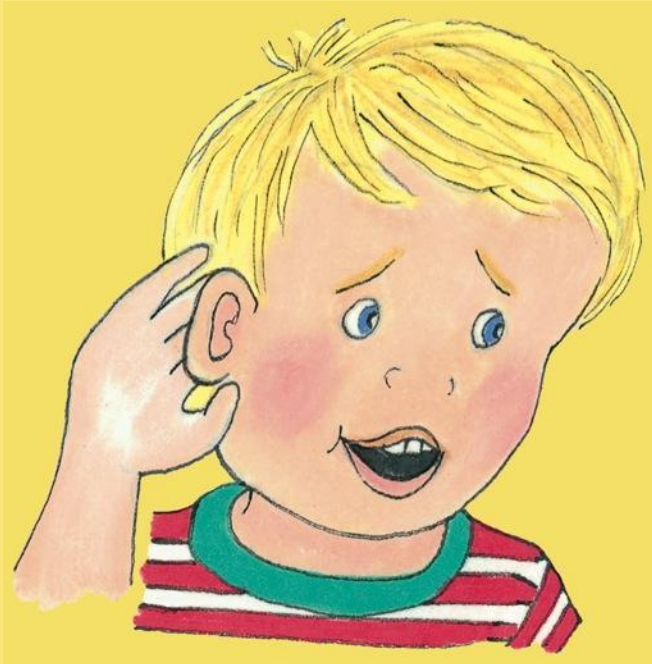
# Phonological Awareness

Phonological awareness can be encouraged from the very first lesson:



# Hearing the Sounds

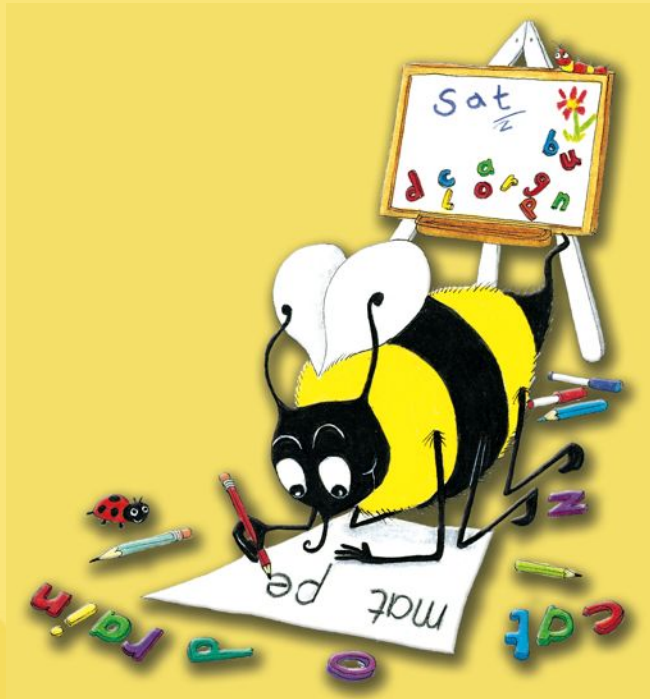
Lots of practice is needed before children can identify all the sounds in words:



- Sounding out words
- Word families
- Removing the first sound
- Chopping game

# Dictation

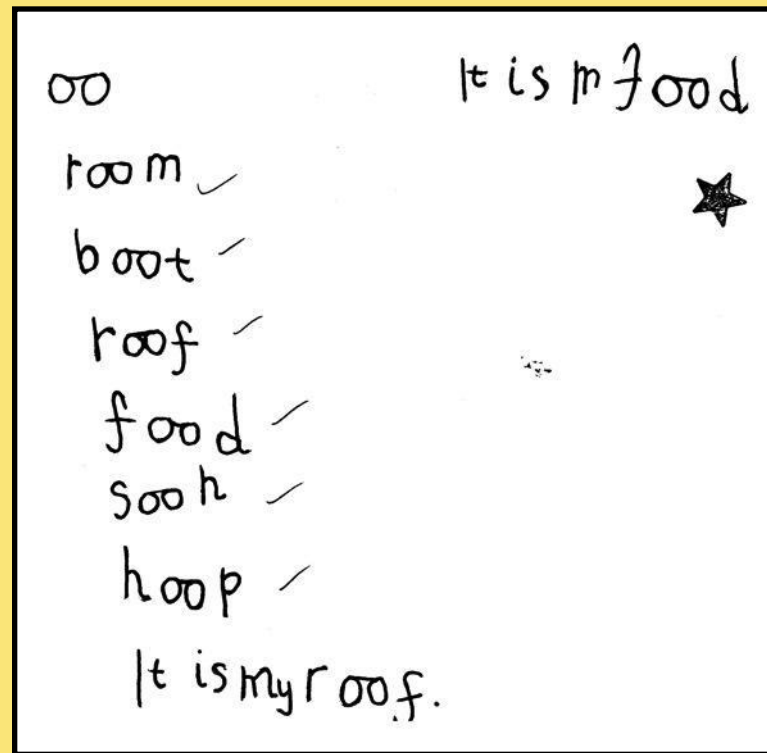
Dictation practice prepares the children for independent writing:



- Letter sounds
- Simple CVC words
- Regular words with consonant blends and digraphs
- Phrases and sentences
- Capital letters

# Simple Dictation

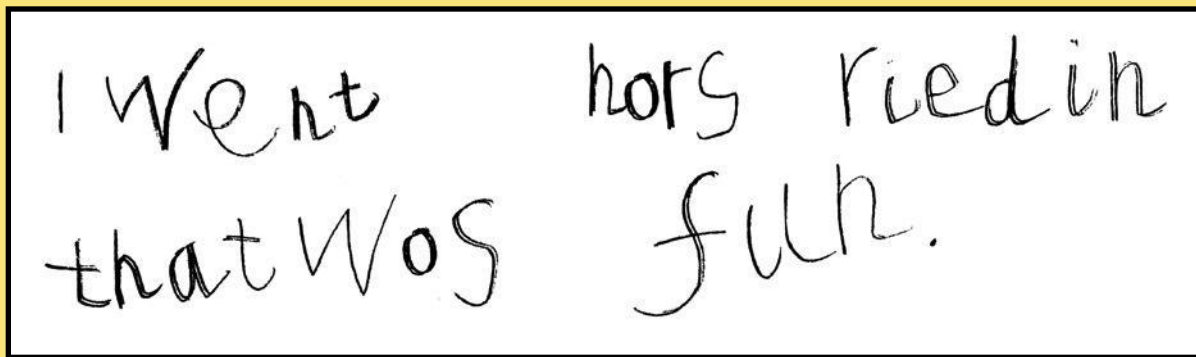
A sample of early dictation by a five-year-old using *Jolly Phonics*.



# Independent Writing

For children to write independently they need to know:

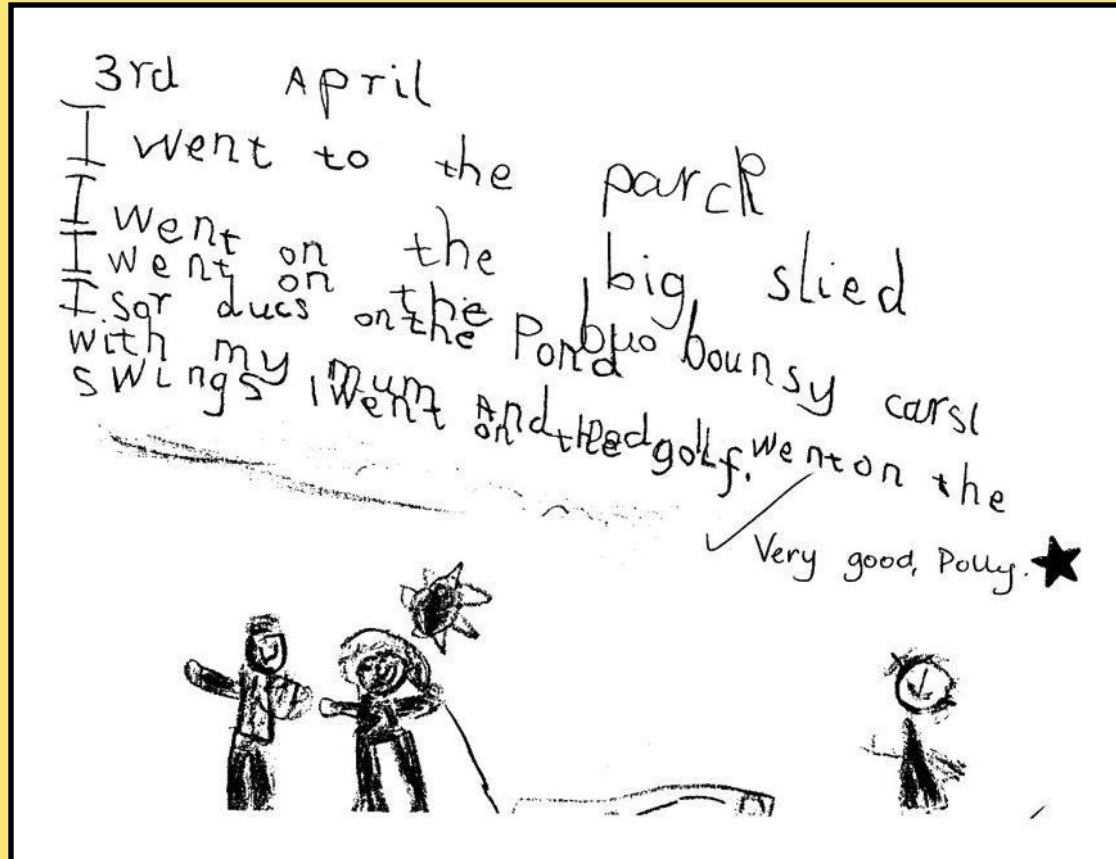
- The 42 letter sounds
- How to hear the sounds in words
- One way of writing the letter sounds
- What they want to say



I went hors reedin  
that wos fun.

# Independent Writing

Independent writing towards the end of the first year:



# Tricky Words

To **read** tricky words well, the children need to:

**Teachers and parents**

Before tackling these Red Level Readers, a child will need to be able to:

- Recognise the basic 42 letter sounds shown at the bottom of this page;
- Read (blend) regular words containing these letter sounds;
- Recognise the eleven tricky words shown in the flowers below;
- Recognise the names of the three main characters: Inky, Snake and Bee.

s	a	t	i	p	n	ck	e	h	r	m	d	g	o
u	l	f	b	ai	j	oa	ie	ee	or	z	w	ng	v
oo	oo	y	x	ch	sh	th	th	qu	ou	oi	ue	er	ar

- Work out the ‘tricky’ bits
- Have regular flashcard practice

# Tricky Words

To **write** tricky words well, the children need to learn the following techniques:

Some words are tricky and cannot be sounded out.  
Here is a way of learning them.



Look Say the letters.	COVER Try writing them.	Write, Check	Have another go
the	the	_____	_____
are	are	_____	_____
you	you	_____	_____

Fill in the missing letters.

the	ar_	y_u
a_e	t_e	_re
yo_	th_	_ou

- Look, copy, cover, write and check
- Say it as it sounds
- Mnemonics:  
‘o u lucky duck!’
- Word families



# Tricky Words

‘Look, copy, cover, write and check’ is a good way to learn how to write tricky words.

<p>Look Say the letters</p> <p>they</p>	<p>Cover Try writing them</p> <p>they</p>	<p>Write, Check</p> <p>_____</p>	<p>Have another go</p> <p>_____</p>
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(Click image to play animation)

# Jolly Phonics Readers



A wealth of interesting, decodable texts

# Jolly Phonics Readers

**Teachers and parents**

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Variety of interesting and engaging stories in decodable language

**Reading Comprehension**

**Teachers and parents**

An important part of becoming a confident, fluent reader is a child's ability to understand what they are reading. Below are some suggestions on how to develop a child's reading comprehension.

- Make reading this book a shared experience between you and the child. Try to avoid leaving it until the whole book is read before talking about it. Occasionally stop at various intervals throughout the book.
- Ask questions about the characters, the setting, the action and the meaning.
- Encourage the child to think about what might happen next. It does not matter if the answer is right or wrong, so long as the suggestion makes sense and demonstrates understanding.
- Ask the child to describe what is happening in the illustrations.
- Relate what is happening in the book to any real-life experiences the child may have.
- Pick out any vocabulary that may be new to the child and ask what they think it means. If they don't know, explain it and relate it to what is happening in the book.
- Encourage the child to summarise, in their own words, what they have read.

**What's in the book?**

- Who says 'yes'?
- Who lands in the mud?
- How do Inky and Snake get the mud off Bee?

**What do you think?**

- Why does Bee land in the mud?
- How does Bee feel when she is all muddy?

Guide to the letter sounds and tricky words needed for each book

2 to zoom up to the clouds



and jet around the stars a bit...

Guidance for teachers and parents, including comprehension questions

## Level 1: Red Readers

# Jolly Phonics Readers

	Books per pack	Pages per book	Tricky Words per book	Alternative Spellings per book	Sentences per page
<b>Read &amp; See</b> Pack 1 & 2	24	8	0	0	1 <small>word per page</small>
<b>Level 1</b>	18	8	11	0	1
<b>Level 2</b>	18	12	20	0	2
<b>Level 3</b>	18	16	40	5	4
<b>Level 4</b>	18	16	61	18	4

# Parental Support

Providing additional support at home can help children achieve the best results:



- Sound sheets
- Sound books
- Word boxes
- Dictation
- Jolly Phonics Readers



# First Year Timetable

	First part of year	Second part of year	Last part of year
<b>1</b>	Teach the 42 sounds	Introduce letter names Teach alternative spellings	Revise alternative spellings
<b>2</b>	Teach how to form the letters correctly	Teach handwriting rules and give writing practice	Give handwriting practice
<b>3</b>	Teach how to blend simple regular words	Introduce the Readers Practice blending words with alternative spellings	Continue with Jolly Readers and blending practice
<b>4</b>	Teach how to write words by listening for sounds	Give regular dictation of words and sentences	Continue regular dictation Encourage independent writing
<b>5</b>	Teach how to read and write the first set of tricky words	Teach the reading and writing of more tricky words	Ensure the children know the first 60 tricky words

# First Year Checklist

	Knows sounds		Blends regular words with these sounds		Writes regular words with these sounds	
s a t i p n	✓		✓		✓	
ai j oa ie ee or	✓		r			
ay ea igh ow ew	✓		r			
	Knows sound		Knows name		Forms correctly	
Alphabet: lower case letters	✓					
Alphabet: capital letters			✓		r	
	Sings/ Recites		Knows			
Alphabet order	✓					
	1-10	11-20	21-30	31-40	41-50	51-60
Able to read tricky words	✓					
Able to spell tricky words	✓					

# Jolly Phonics

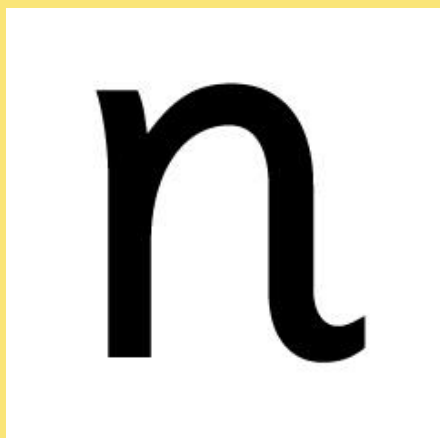
## Leading the teaching of literacy

- Systematic approach
- Fun, multisensory teaching
- Range of age-appropriate materials
- 7 years' literacy teaching
- Enables confident, independent learning



# Print or Precursive

*Jolly Phonics* materials are available in both precursive and print letters:



Precursive letters have joining tails to encourage cursive writing.



Print letters are standard letters, without joining tails.