

**Jolly
Phonics**



Handbook



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100+ photocopy masters

A Brief Overview of the Programme

What is Jolly Phonics?

Jolly Phonics is a multisensory programme that teaches young children the skills they need to read and write fluently in their first year of school, although the basic principles of the programme cover the skills needed for learning to read and write whatever the age. The teaching is divided into three parts or 'steps', the timetables for which are shown on the preceding pages. The Jolly Phonics Handbook provides step-by-step lesson plans for Step 1, teacher guidance on lessons for Steps 2 and 3 and photocopiable worksheets across the year for the children. This structured approach is suited to whole-school, whole-class teaching but it also works well with individual children.

At the heart of the programme is the teaching of the English alphabetic code, which expresses the relationship between the sounds that can be heard in words and the letter(s) that are used to represent those sounds. When children read a word, they are decoding: They look at the letters, recognise the sounds they represent, and blend the sounds to hear the word. When the children write a word, they are encoding: They listen for the sounds in the word and write the letters that represent those sounds. English has a complex written alphabetic code (see the chart on pages 20 and 21), which is why it needs to be systematically and carefully taught. Step 1 of Jolly Phonics teaches the children one way to write each letter sound and Steps 2 and 3 introduce and revise the main alternative spellings. Jolly Grammar, which covers spelling, grammar and punctuation, extends the teaching over the next six years.

The principal aim of Jolly Phonics is to teach children the five key skills that they need to apply the English alphabetic code successfully in their reading and writing. Once the children have mastered these skills, Jolly Phonics continues to extend and consolidate the learning, introducing the children to alternative letter-sound spellings, new tricky words, basic sentence structure, pre-dictionary skills and reading comprehension. Step 1 teaches the five key skills, while Steps 2 and 3 consolidate and extend the learning.

Jolly Phonics has been developed by classroom teachers and has a tried and tested record of success in many different places and settings around the world. Teachers following this method can be assured that their children will read and write independently much more quickly. Case studies and links to research can be found on the Jolly Learning website.

The five key skills taught in Jolly Phonics

Jolly Phonics Step 1 teaches the five key skills for reading and writing:

1. Learning the letter sounds
2. Learning letter formation
3. Blending (for reading)
4. Identifying the sounds in words (for writing)
5. Tricky words

The first four skills are taught simultaneously. Each lesson introduces a new letter sound and teaches the children how to write the letter(s) that represent the sound. The children then practise blending and segmenting words which use that sound.

The tricky words are taught by saying the word, blending the sounds and encouraging the

children to identify the tricky part of the spelling. As a result, they are not introduced until the sound /sh/ is taught. By then the children have had plenty of blending practice and know most of the letter sounds.

There are 40+ sounds in English, which is considerably more than there are letters in the alphabet. Step 1 introduces them at a rate of one sound a day. Most children are very capable of coping with this fast and stimulating pace. However, the rate of introduction can be adjusted according to the number and duration of lessons available and the age of the children. Audio for the 42 main letter sounds is available from the Resource Bank on the Jolly Learning website, along with many other useful resources for teachers and parents, including videos, activities and worksheets.

How to use the Jolly Phonics Handbook

For ease of use, the Jolly Phonics Handbook is divided into two distinct sections. The first part introduces the Jolly Phonics programme and explains the methodology. It is important to read this before using the worksheets in the classroom. The second part provides photocopiable material that can be used with the children. The photocopy sections are divided into the 5 main skills for Step 1, followed by the weekly topics covered in Steps 2 and 3: Alternative Spellings, Handwriting and Words and Sentences. (The photocopiable material for Tricky Words spans all three steps.) The teaching in Steps 2 and 3 is not intended to take up all the time allocated for English lessons. This means that teachers are free to teach other aspects of literacy, such as comprehension and creative writing, in the remaining time

Supplementary materials

Jolly Phonics has a wealth of supplementary materials to help teachers deliver the programme in a fun and engaging way. These include the Jolly Phonics Cards, Jolly Phonics Word Bank, Finger Phonics Books (two sizes are available for either individual use or whole-class teaching), Jolly Songs, Jolly Phonics Wall Frieze, Tricky Word Wall Flowers, Jolly Phonics Little Word Books, Jolly Phonics Readers and the Jolly Phonics Alternative Spelling and Alphabet Posters.

Parental support

Learning to read and write fluently is vital for children. All parents know this and want their children to master these skills. The majority of parents are keen to help, but are often not sure how to go about it. It is a good idea to invite new parents to a meeting, where it is explained to them how reading and writing is taught in the school. These meetings provide an opportunity to introduce parents to the five key skills and to explain to them how they can support their children. Explain that any homework that is sent home, such as blending words for reading, will be something the child can already do in the classroom. The aim of homework is to bring fluency to the skills of blending and segmenting. Information for parents is provided in Photocopy Section 1, for copying and handing out.

Assessment

The Jolly Phonics Pupil Checklist on page 22 provides teachers with an understanding of what the children should have learnt in the first year. It is also useful for tracking and recording the progress of any individual children who struggle to keep up with the other children. More detailed half-term assessments can be found in the Resource Bank on the Jolly Learning website.

Letter Sound: /r/

Flashcards: Revise the letter sounds already taught: /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/.

Storyline: A boy has a playful new puppy. The puppy is exploring the boy's room and finds an old blanket next to some roller skates. He grips the blanket in his teeth and shakes it from side to side: "rrrrrr!" The boy tries to take it away, but the puppy hangs on tightly until the blanket rips into rags. The puppy has a name now: Rags!



Action: The children shake their heads, like a puppy with a rag, making a continuous /rrrrrr/ sound.

Letter formation: Explain how the letter for /r/ is written. The children form the letter in the air. Then they practise writing the letter on their sound sheets. They write over the dotted letters and then try again, using the starting dots.

Blending: Blend the words on the sound sheet with the children: *rip, rat, rest, trap*. The children point to the dot underneath each sound as they say it. More words from the word bank can be written on the board for extra blending practice.

Identifying the sounds: This activity is for aural segmenting only. Look at the three small pictures on the sound sheet. Say the words and then sound them out with the children, holding up a finger for each sound: r-u-g, r-ai-n, r-a-bb-i-t. Say the sounds again, pointing to the dots under the words. Do some more segmenting, using short words from the word bank.

Word bank: ran, rap, rat, rip, rack, rent, rest, risk, trap, trek, trip, crack, press, prick, track, trick, crept, crisp, print, scrap, strap, strip, stress, spirit, strict; cracks in a pan.

Sound sheet: Encourage the children to form the letters correctly and to colour the pictures neatly when completing the sound sheet.

Listen and write: Call out the sounds /r/, /h/, /e/, /c k/ and ask the children to write the letter for each one. Remind them that the sound /c k/ can be written as a caterpillar /c/ or a kicking /k/. Then call out the following words: *rip, rat*. For each one, ask the children to listen for the sounds and write the word. Afterwards, sound out each word for the children, writing the letters on the board so that they can check their work.

Further ideas

- Sing the /r/ song from Jolly Songs.
- Paint pictures of rockets.
- Use pieces of rag to make a dog collage.
- Pin up the /r/ section of the Wall Frieze.

Rr

rip

...

rat

...

rest

...

trap

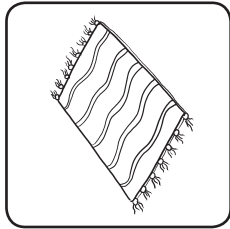
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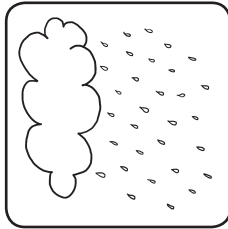
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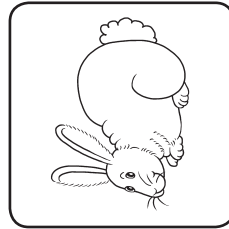
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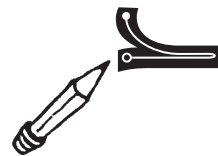
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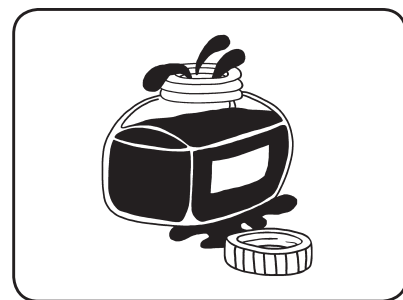
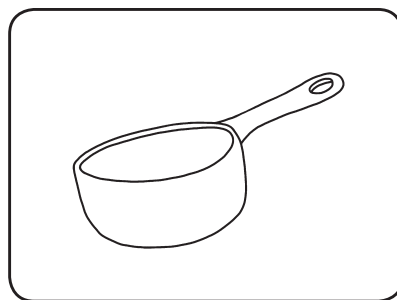
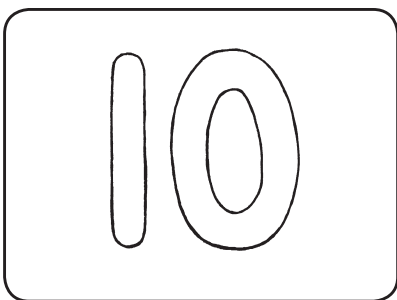
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Matching Letters, Words and Pictures

The following sheets group the letter sounds in the order they are taught, together with a word and picture for each letter sound. The cards for <k> are on page 193 in Photocopy Section 11. They can be photocopied, stuck onto card and cut up into letter sound, word and picture cards. These cards can be used in several ways to help the children learn to read and write. For example:

1. a. Lay the first group of picture and letter-sound cards out, and ask the children to look at each picture in turn and listen for the initial sound in the word. If they can hear the sound, the children look for the appropriate letter and put it under the picture.
 - b. The same activity can be done in reverse by asking the children to look at a letter and say its sound. They then find the picture that shows a word starting with that sound. After the first three sheets, the initial letter is not always applicable and the children may have to listen for a medial or final sound.
 - c. Later the word cards can be used in a similar way: the children blend the sounds together to read a word and put the appropriate picture underneath, or they look at the picture card first and find the word to match.
2. Pairs Games: match either the letters or the words to the pictures (see the parents' instructions on page 113 for how to play).



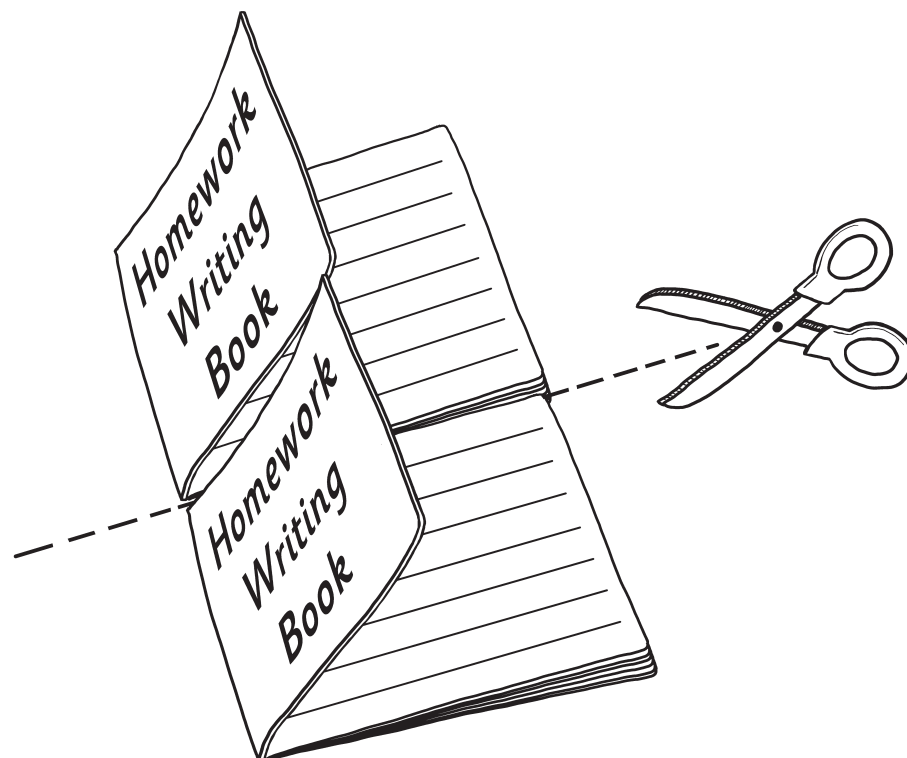
Homework Writing Sheets

About 40 percent of words can be spelt correctly by listening for the sounds and writing the letters that relate to those sounds. Children need to have plenty of practice sounding out and writing words, progressing to phrases and sentences. The homework writing sheets provide this practice and are a first step towards independent writing. Most children are ready to start towards the end of week ten and should be able to write a page on their own by the end of the first year. The sheets should only be used when a child has learnt to identify the sounds in words and can write the letters for themselves. The aim is to develop fluency.

A set of sheets can be photocopied for each child with their name written at the bottom. Cut out the first section and send it home in a homework writing book, along with instructions asking the parents to dictate the words to their child (these are provided on page 149). When the book returns, the next section can be sent home. Alternatively, each section can be mounted onto numbered cards to be sent home and returned.

Most children bring the book back the next day, not because it is demanded but because they are enthusiastic. Not all the words have to be correct before sending home the next section, but any mistakes can be used to identify problems; perhaps the child has not listened to the sounds carefully enough or does not know how to write certain letters. As long as the child is coping quite well, (s)he can be given the next section.

The sheets start with simple, phonically regular, two- or three-letter words, which are followed by longer words with digraphs and consonant blends. Once the child is confident at writing words, the phrases can be used. Then, when the child knows and can spell the tricky words used, the sheets with sentences can be sent home.



Tricky Words

When children start to write sentences, there are some frequently used words that they need to be able use, such as *I, the, he, she, me, we, be, was, to, do, are* and *all*. However, these words are tricky because the children cannot read or write them simply by using the sounds they have been taught so far. There are tricky parts that have to be learnt, such as the alternative spellings for /ie/ in *my* and *like* or the irregular spellings in words like *said* and *two*.

When teaching a tricky word to the children, say the word and then blend the sounds, working out together which parts are regular and which are tricky. For example, when reading the word *said*, the /s/ and /d/ can be sounded out reliably, but the children will need to remember that the <ai> says the sound /e/. Working out these tricky parts and being made aware of any spelling patterns that the tricky words share, such as the letter <e> saying the sound /ee/ in *he, she, me, we,* and *be*, will help the children to remember the word.

The tricky words start being introduced when the children are learning the sixth letter-sound group, with *I* being taught alongside /sh/, followed by *the*, which is taught in the same lesson as the voiced /th/. The children learn how to read and write the tricky words at the same time, but it may take a while before the children are able to write them consistently with correct spelling.

The tricky words need plenty of practice and can be revised using the Jolly Phonics Cards or the Jolly Phonics Tricky Word Wall Flowers. Alternatively, the photocopiable cards on pages 159 and 160 could be enlarged, cut out and mounted onto card. The timetables on pages 4 to 6 show when to teach the tricky words across Steps 1 to 3.

The following activities are particularly useful for learning to spell tricky words.

1. Say as it Sounds

Say the word as it should be pronounced according to its spelling. For example, when teaching the words *was* and *mother*, point out that the spellings say /w-a-s/ to rhyme with *mass* and /m-o-th-er/ to rhyme with *bother*. This technique is useful for learning any word with one element that makes it difficult to spell, such as *Wednesday* (Wed-nes-day) or *doctor* (doctor).

2. Word Families or Patterns

Point out words which share the same, or similar, spelling pattern. For example, the tricky words *he, she, me, we* and *be* all have a single <e> making the /ee/ sound; *to* and *do* have a single <o> making the long /oo/ sound; *you* is at the beginning of *your*, and *any* is at the beginning of *many*; in *could, should* and *would*, the <oul> makes the little /oo/ sound.

3. Look, Copy, Cover, Write, Check.

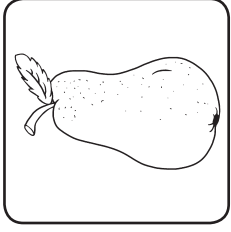
First, the children look at the word and identify the tricky part. Then they write the word by copying it. Next they cover the word and try writing it again by themselves. Finally, they uncover the word and check whether it is correct, before covering it again and having another go.

4. Tricky Word Wall Flowers

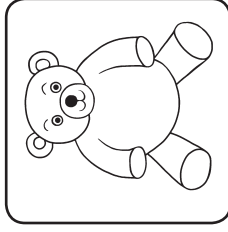
Inky Mouse has a tricky word hat to help her learn the tricky words. The tricky words are presented on six sets of flowers, with a different colour for each set (blue, yellow, red, green, pink, brown). Build up the display as the tricky words are taught and use them regularly to revise the tricky words.

ear

bear .
tear .
pear .
wear .



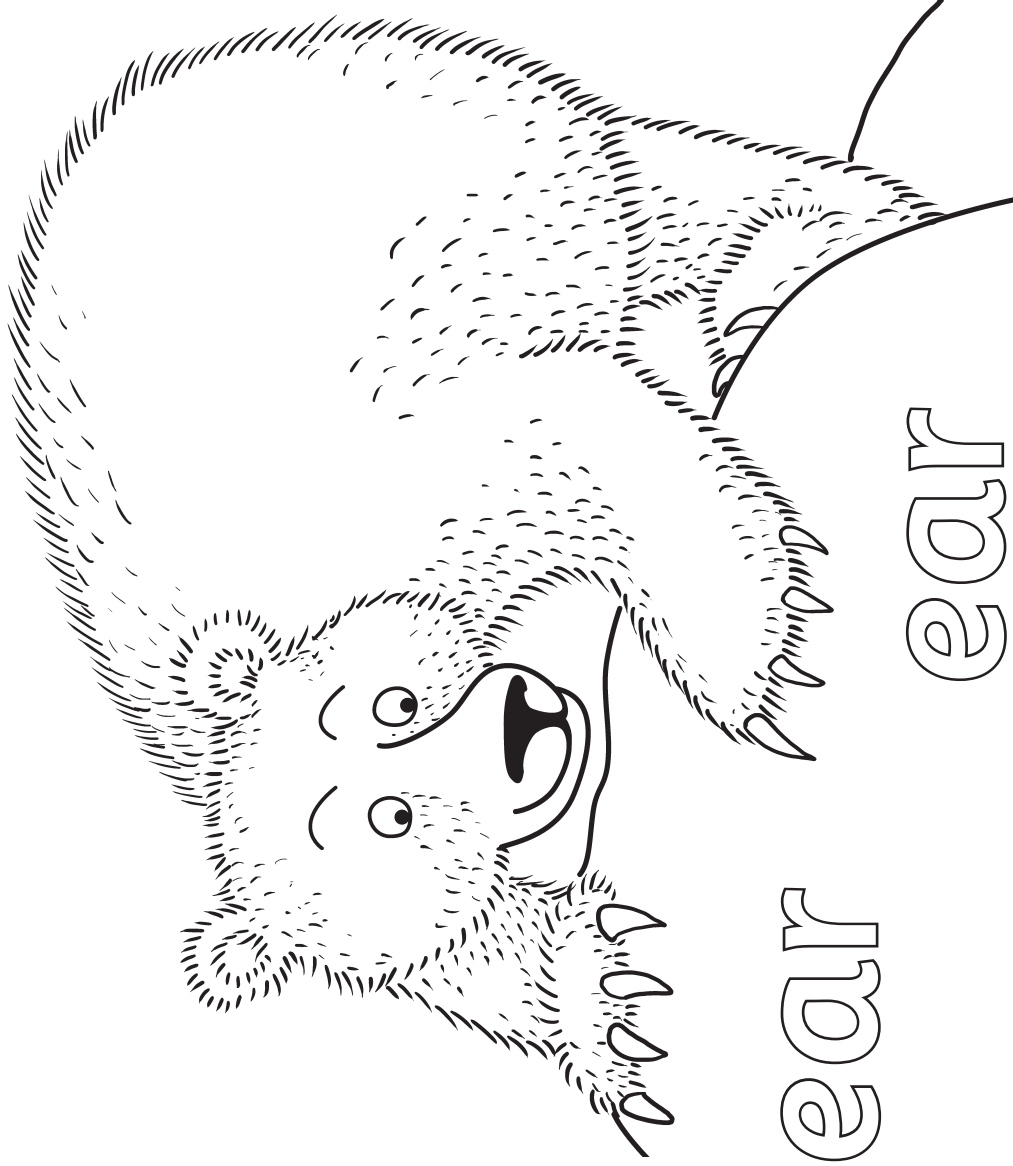
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ear

ear

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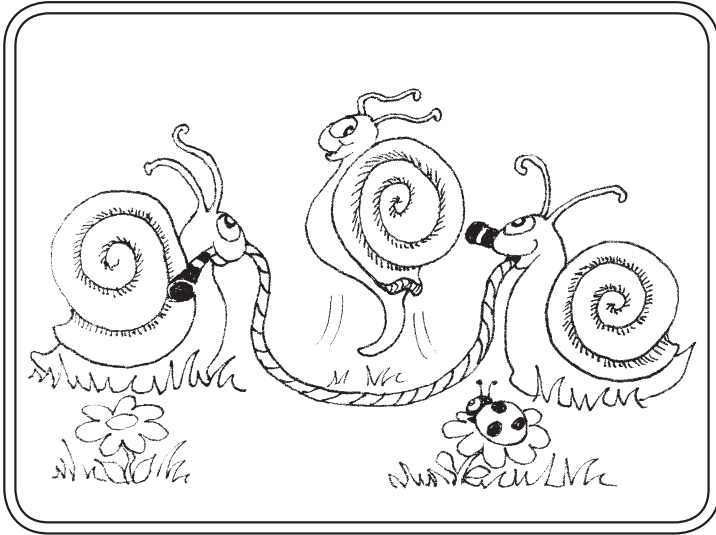
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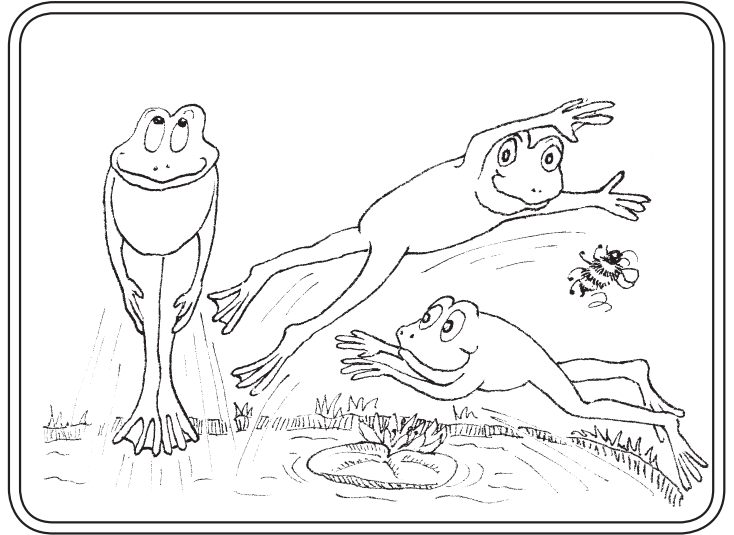
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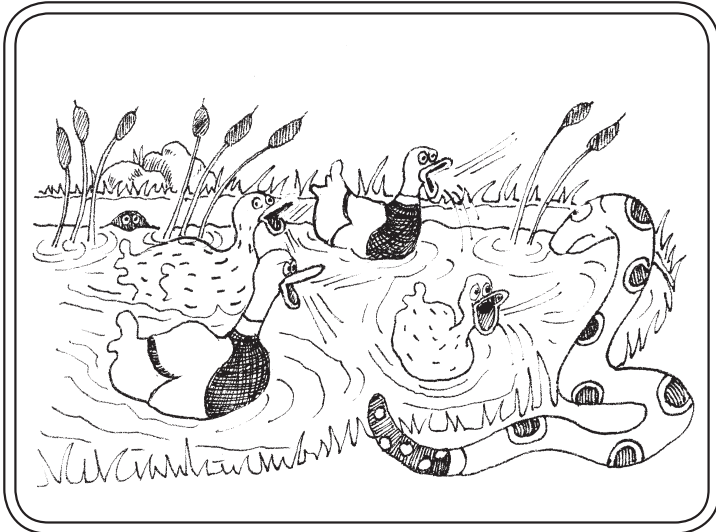
Yes or No?



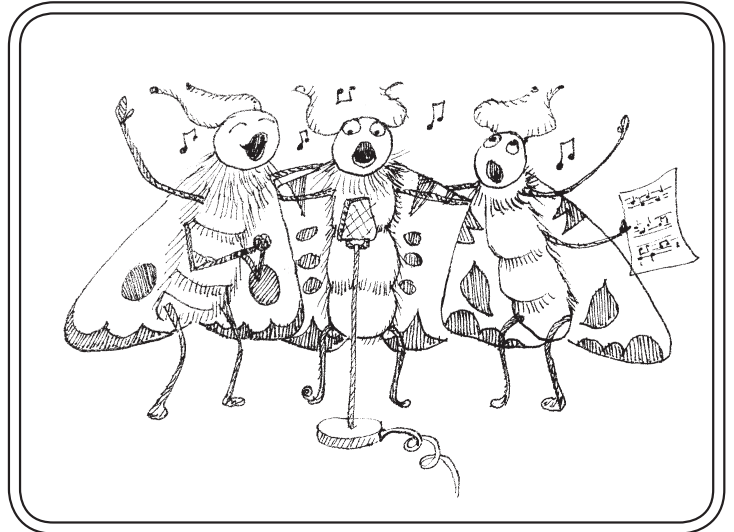
Can snails skip? _____



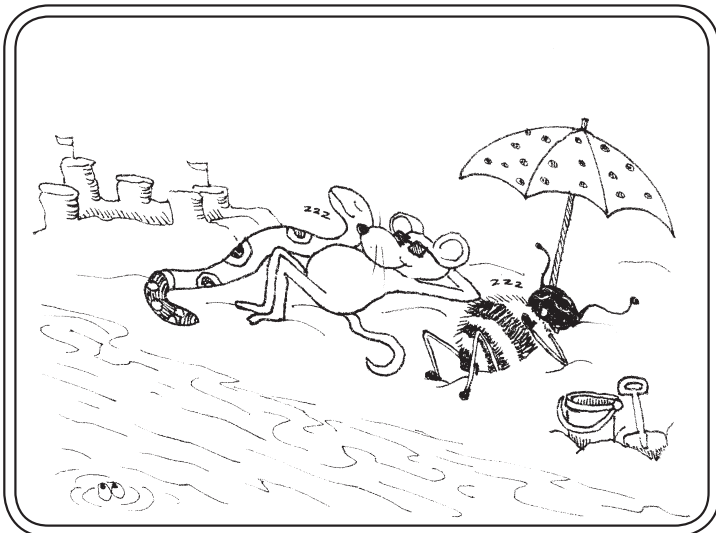
Can frogs jump? _____



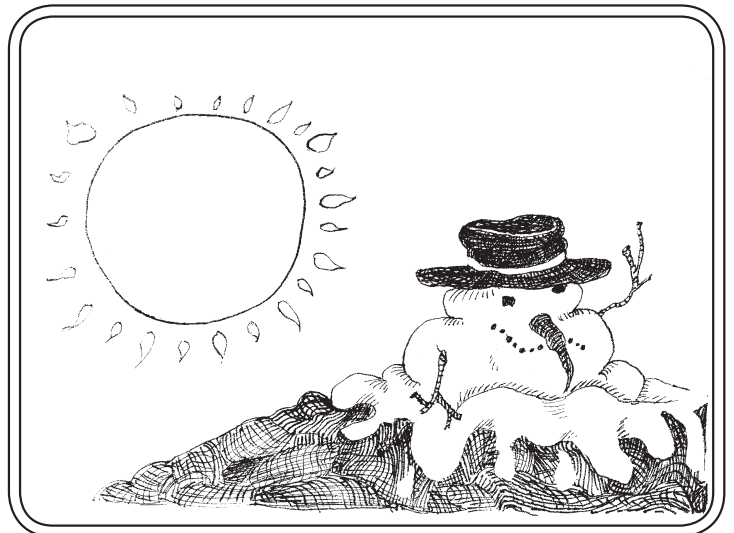
Can ducks quack? _____



Do moths sing? _____

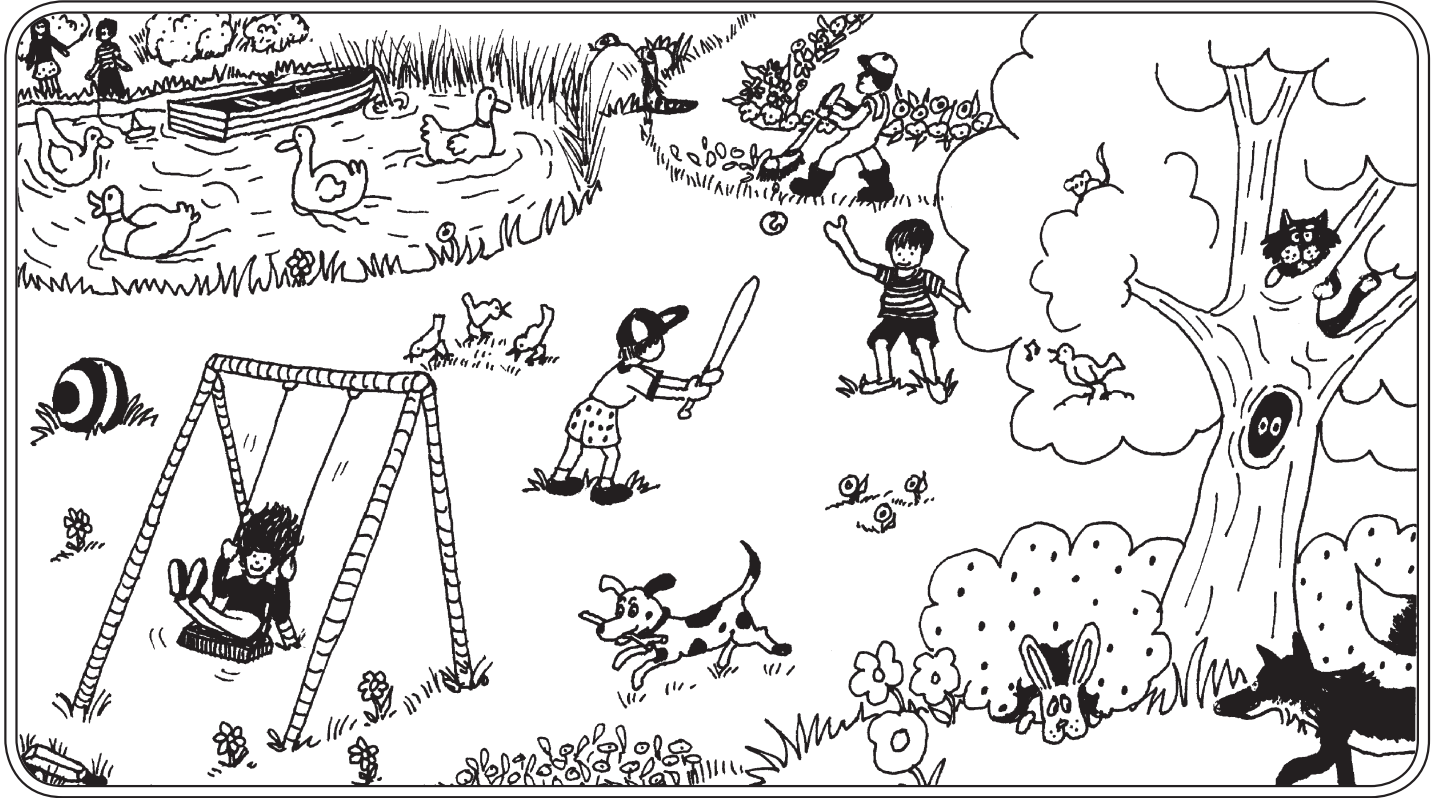


Is sand green? _____



Is the sun hot? _____

At the Park



1. The dog is carrying a _____ .

stick / stone

2. There is a cat in the _____ .

boat / tree

3. The fox is looking at the _____ .

cat / rabbit

4. The ducks _____ on the pond .

quack / quit

5. The boys have a bat and _____ .

ball / wall

6. The bird in the tree is _____ .

singing / swinging

Ages
4+

Jolly Phonics Handbook

A complete resource for teaching reading
and writing in the classroom

Jolly Phonics is a **multisensory** programme that teaches young children the skills they need to read and write fluently in their first year of school. This book is a **comprehensive resource** for teachers who want the flexibility of teaching the programme with worksheets and other photocopiable resources in the classroom. It offers **step-by-step guidance** on all aspects of the teaching across the year, as well as a wealth of practical ideas and fun activities for the children.

The principal aim of Jolly Phonics is to teach children the **five key skills** that they need to apply the **English alphabetic code** successfully in their reading and writing. Once the children have mastered these skills, the programme continues to extend and consolidate the learning, with the aim of **bringing fluency to the children's reading and writing** of words, phrases, sentences and stories. The teaching is divided into three steps.

Step 1

- Detailed daily lesson plans and worksheets introduce the 42 main letter sounds of English.
- Fun actions and stories make the learning of the letter sounds memorable.
- Regular activities promote the five key skills for reading and writing: learning the letter sounds, letter formation, blending, segmenting and learning to read and write the tricky words.

Steps 2 and 3

- Weekly units cover key topics such as Alternatives, Handwriting, Tricky Words and Words and Sentences.
- Daily practice of the letter sounds, blending and segmenting ensure that no one is left behind.
- Regular lessons introduce and revise the main alternative vowel spellings, capital letters, alphabet and new tricky words. Step 3 introduces <ph>, soft <c>, soft <g>, and the /air/ spellings.
- Guided writing and reading comprehension activities for every unit introduce basic sentence structure and reading for meaning.
- Detailed timetables outline the scope and sequence of the programme, alongside comprehensive guidance on how to teach the four topics in each Step.

The material in the Jolly Phonics Handbook is recommended by Cambridge Assessment International Education to support the Cambridge Primary English curriculum framework.



To see the full range of Jolly Phonics products,
visit our website at www.jollylearning.co.uk

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ISBN 978-1-84414-842-4



Reference: JL8424

