

Jolly Phonics

Leading the teaching
of literacy



An Introduction

Jolly Phonics is for children aged 2 to 6



Jolly Phonics is a thorough foundation for reading and writing. It uses the **synthetic phonics** method of teaching the letter sounds in a way that is fun and multi-sensory. Children learn how to use the letter sounds to read and write words.

This guide provides background advice for parents and teachers. It explains the principles behind *Jolly Phonics* so that your understanding of the teaching, and your ability to help a child, is much greater.

Most of the material (*details are on pages 9–12 of this guide*) is suitable for use in school. Much of it is also well suited to use at home, and these are the items that have been illustrated. The items can be used together, or individually.

All children benefit from praise and encouragement whilst learning. You should be guided by the pace at which a child wants to go. If interest is being lost, leave the teaching for a while. Not all children find it easy to learn and blend sounds; extra practice will lead to fluency.

The **five basic skills** for reading and writing are:

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



1. Learning the letter sounds

In *Jolly Phonics* the 42 main sounds of English are taught, not just the alphabet. The sounds are in seven groups. Some sounds, called digraphs, are written with two letters (*ee* and *or*). *oo* and *th* can each make two different sounds, as in *book* and *moon*, *that* and *three*.

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

Each sound has an action which helps children remember the letter(s) that represent it. As a child progresses you can point to the letters and see how quickly they can do the action and say the sound. One letter sound can be taught each day. As a child becomes more confident, the actions are no longer necessary.

Children should learn each letter by its sound, not its name. For instance, the letter *a* should be *a* (as in *ant*) not *ai* (as in *aim*). Similarly, the letter *n* should be *nn* (as in *net*), not *en*. This will help in blending. The names of each letter can follow later.

The letters have not been introduced in alphabetical order. The first group (*s, a, t, i, p, n*) has been chosen because they make more simple three-letter words than any other six letters. The letters *b* and *d* are introduced in different groups to avoid confusion.

Sounds that have more than one way of being written are initially taught in one form only. For example, the sound *ai* (*rain*) is taught first, and then *a-e* (*gate*) and *ay* (*day*) follow later.



2. Learning letter formation

It is very important that a child holds their pencil in the correct way.



The grip is the same for both left- and right-handed children

The pencil should be held in the 'tripod' grip between the thumb and first two fingers. If a child's hold starts incorrectly, it is very difficult to correct later on.

A child needs to form each letter the correct way. Particular problems to look for are -

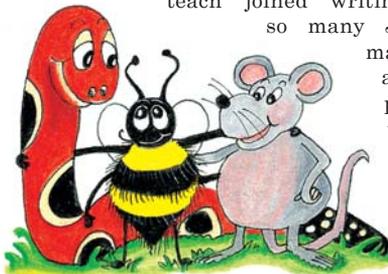
- the *o* (the pencil stroke must be anticlockwise, not clockwise)
- *d* (the pencil starts in the middle, not the top)
- there must be an initial downstroke on letters such as *m* and *n*

In time a child will need to learn joined-up (cursive) writing. It helps the fluency of writing and improves spelling. When words are written in one movement it is easier to remember the spelling correctly. *Jolly Phonics* uses the Sassoon Infant typeface which is designed for children learning to read and write. Many of the letters (such as *d* and *n*) have a joining tail at the end (an 'exit' stroke) to make it easier to transfer into joined-up writing. Some schools do not

teach joined writing early on,

so many *Jolly Phonics*

materials are available in print letters, without the joining tails.



3. Blending

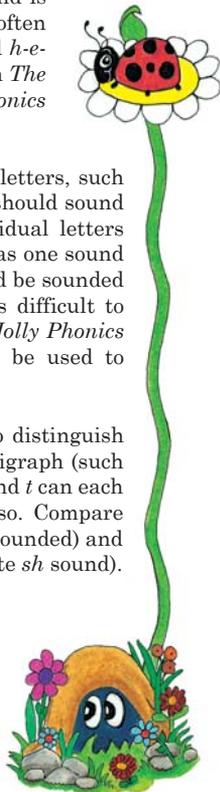


Blending is the process of saying the individual sounds in a word and then running them together to make the word. For instance sounding out *d-o-g* and making *dog*. It is a technique every child will need to learn, and it improves with practice. To start with you should sound out the word and see if a child can hear it, giving the answer if necessary. Some children take longer than others to hear this. The sounds must be said quickly to hear the word. It is easier if the first sound is said slightly louder. Try little and often with words like *b-u-s*, *t-o-p*, *c-a-t* and *h-e-n*. There are lists of suitable words in *The Phonics Handbook* and the *Jolly Phonics Word Book*.

A sound that is represented by two letters, such as *sh*, is called a digraph. Children should sound out the digraph (*sh*), not the individual letters (*s-h*), so they can blend the digraph as one sound in a word. So, a word like *rain* should be sounded out *r-ai-n*, and *feet* as *f-ee-t*. This is difficult to begin with and takes practice. The *Jolly Phonics Regular Word Blending Cards* can be used to improve this skill.

You will find it helpful to be able to distinguish between a blend (such as *st*) and a digraph (such as *sh*). In a blend the two sounds, *s* and *t* can each be heard. In a digraph this is not so. Compare *mishap* (where both the *s* and *h* are sounded) and *midship* (which has the quite separate *sh* sound).

Some words in English have an irregular spelling and cannot be read by blending, such as *said*, *was* and *one*. Unfortunately, many of these are common words. The irregular parts have to be remembered. These are the tricky words.



4. Identifying sounds in words

The easiest way to know how to spell a word is to listen for the sounds in that word. Even with the tricky words an understanding of letter sounds can help.

Start by having a child listen for the first sound in a word. Games like I-Spy are ideal for this. Next try listening for the end sounds, as the middle sound of a word is the hardest to hear.

Begin with simple three-letter words such as *cat* or *hot*. A good idea is to say a word and tap out the sounds. Three taps means three sounds. Say each sound as you tap. Take care with digraphs. The word *fish*, for instance, has four letters but only three sounds, *f-i-sh*.

The *Jiglets* help identify the sounds in words. Rhyming games, poems and the *Jolly Jingles* also help tune the ears to the sounds in words. Other games to play are:
a) Add a Sound: what is it if I add a *p* to the beginning of *ink*. Answer: *pink*. Others are *m-ice*, *b-us*, etc.
b) Take Away a Sound: what do I get if I take away *p* from *pink*. Answer: *ink*. Others as above, and *f-lap*, *s-lip*, *c-rib*, *d-rag*, *p-ant*, *m-end*, *s-top*, *b-end*, *s-t-rip*, etc.

5. Spelling the tricky words

Tricky words are the irregular such as *said*, *was* and *the*. These words cannot be read by blending. There are several ways of learning tricky spellings:

- 1) Look, Cover, Write and Check. Look at the word to see which bit is tricky. Ask the child to try writing the word in the air saying the letters. Cover the word over and see if the child can write it correctly. Check to make sure.
- 2) Say it as it sounds. Say the word so each sound is heard. For instance, the word *was* is said as '*wass*' to rhyme with '*mass*', the word *Monday* is said as *Mon-day*.
- 3) Mnemonics. The initial letter of each word in a saying gives the correct spelling of a word. For instance, *laugh* – Laugh At Ugly Goat's Hair.
- 4) Using joined-up writing also improves spelling.

The Actions

s Weave hand in an *s* shape, like a snake, and say *sssss*
a Wiggle fingers above elbow as if ants crawling on you and say *a, a, a*
t Turn head from side to side as if watching tennis and say *t, t, t*
i Pretend to be a mouse, wriggling fingers at end of nose and squeak *i, i, i*
p Pretend to puff out candles and say *p, p, p*
n Make a noise, as if you are a plane – hold arms out and say *nnnnnn*

ck Raise hands and snap fingers as if playing castanets, saying *ck, ck, ck*
e Pretend to tap an egg on the side of a pan and crack it into the pan, saying *eh, eh, eh*
h Hold hand in front of mouth panting as if out of breath and say *h, h, h*
r Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say *rrrrrr*
m Rub tummy as if seeing tasty food and say *mmmmmm*
d Beat hands up and down as if playing a drum and say *d, d, d*

g Spiral hand down, as if water going down the drain, and say *g, g, g*
o Pretend to turn light switch on and off and say *o, o, o*
u Pretend to be putting up an umbrella and say *u, u, u*
l Pretend to lick a lollipop and say *llllll*
f Let hands gently come together as if toy fish deflating, and say *fffff*
b Pretend to hit a ball with a bat and say *b, b, b*

ai Cup hand over ear and say *ai*
j Pretend to wobble on a plate and say *j, j, j*
oa Bring hand over mouth as if something is wrong and say *oh!*
ie Stand to attention and salute, saying *ie ie*
ee or Put hands on head as if ears on a donkey and say *eeeyore, eeyore*

z Put arms out at sides and pretend to be a bee, saying *zzzzzz*
w Blow on to open hand, as if you are the wind, and say *wh, wh, wh*
ng Imagine you are a weightlifter, pretend to lift a heavy weight above head, saying *ng...*
v Pretend to be holding the steering wheel of a van and say *vvvvvv*
oo oo Move head back and forth as if it is the cuckoo in a cuckoo clock, saying *u, oo; u, oo* (Little and long oo)

y Pretend to be eating a yogurt and say *y, y, y*
x Pretend to take an x-ray with an x-ray camera and say *ks, ks, ks*
ch Move arms at sides as if you are a train and say *ch, ch, ch*
sh Place index finger over lips and say *shshsh*
th th Pretend to be naughty clowns and stick out tongue a little for the th, and further for the th sound (this and thumb)

qu Make a duck's beak with your hands and say *qu, qu, qu*
ou Pretend your finger is a needle and prick thumb saying *ou, ou, ou*
oi Cup hands around mouth and shout to another boat saying *oi! ship ahoy!*
ue Point to people around you and say *you, you, you*
er Roll hands over each other like a mixer and say *ererer*
ar Open mouth wide and say *ah* (British English)
7 Flap hands as if a seal, and say *ar, ar, ar* (Nth American English)

Storybooks

A child will benefit greatly from a love of reading for pleasure. This can come from being read to. Once a child has begun to learn the letter sounds they will be able to pick them out in words. It is easier if reading begins with storybooks that use simple words, gradually progressing to books with harder words. Once there is fluency in a child's reading, the most important skills to learn are comprehension and a wider understanding of words. These skills can be developed by asking a child questions about a story they have just read.



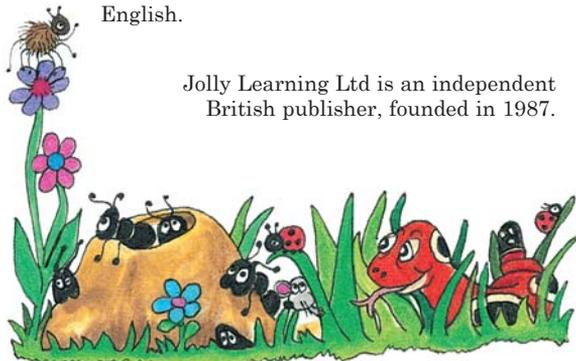
About Jolly Phonics

Jolly Phonics has been developed by Sue Lloyd and Sara Wernham, primary/elementary school teachers at Woods Loke Primary School in Lowestoft, England.

Independent studies find that, after one year's teaching, children taught with *Jolly Phonics* have an average reading age around 12 months ahead of their actual age. Their spelling age is usually slightly further ahead. Boys typically do as well as girls.

Jolly Phonics is multisensory and has been developed so the adult can use it confidently and easily, even at the end of an exhausting day! The material is compatible with British or North American English.

Jolly Learning Ltd is an independent British publisher, founded in 1987.





Using Jolly Phonics video

Shows how the principles of synthetic phonics can be taught in the classroom and at home. It covers the five basic skills for reading and writing, as well as other concerns such as special needs and research findings.

ISBN 1 870946 71 5 Brit English, ISBN 1 870946 72 3 Nth Am English

Jolly Phonics DVD

Both Jolly Phonics Videos and more are now available on DVD. The DVD covers all the letter sounds and the five basic skills for reading and writing. There are fun bonus activities for children, sections from the Using Jolly Phonics video and an extra section explaining the letter sounds of English, ideal for those learning English as a foreign or second language.

1 84414 070 9 BritEng. 1 84414 071 7 NthAm Eng.
1 84414 072 5 NthAm Eng (in print letters)



JP Letter Sound Poster

A poster showing the 42 letter sounds, each with a reminder of the action. Useful for home, or classroom revision with older children.



Jiglets

Flexible, magnetic jigsaw puzzles encourage children to spell words from their sounds. Two packs of four.

Animal Jiglets ISBN 1 870946 33 2
Vehicle Jiglets ISBN 1 870946 34 0

Stencils

For young children to help with pencil control and letter formation. Made of durable, washable plastic, they clip the paper in place. Pack of eight.

ISBN 1 870946 35 9



Jolly Phonics Videos 1 and 2

Fun videos teaching children the 42 letter sounds and cover the five basic skills for reading and writing. Each of the two 60 minute videos is in four parts.

Video 1 1 870946 67 7 Brit Eng Video 1 1 870946 69 3 NthAm Eng
Video 2 1 870946 68 5 Brit Eng Video 2 1 870946 70 7 NthAm Eng
Video 1 1 844140 34 2 NthAm Eng (in print letters)
Video 2 1 844140 35 0 NthAm Eng (in print letters)

Finger Phonics books 1-7

Ideal to use with your child after watching the videos. Each of the seven books deals with one group of letter sounds. Cut-out letter shapes show children's fingers the correct formation, while the actions help them to remember the correct sound.

Finger Phonics bks 1-7 ISBN 1 870946 31 6



Jolly Phonics Workbooks 1-7

A fun way for children to build on the skills they've learned. The books cover simple letter recognition, cursive writing and the alternative spellings of the vowels. Ages 4+.

Jolly Phonics Workbooks 1-7 ISBN 1 870946 50 2

Jolly Songs

A collection of songs set to popular tunes for each of the 42 letter sounds in Jolly Phonics. These songs are sung by children (in British English) on the CD. Perfect for use at home, one-to-one teaching or small groups. Also includes recordings of all the 42 letter sounds and examples of words being blended from their sounds.

ISBN 1 84414 069 5



Jolly Phonics Puppets

Bring the Jolly Phonics characters of Inky Mouse, Bee and Snake to life with these three soft, plush puppets.

Inky Mouse ISBN 1 870946 17 0
Snake ISBN 1 870946 18 9
Bee ISBN 1 870946 19 7
Set of all three ISBN 1 870946 20 0

Jolly Phonics Read and See

These themed word books can be read by students once they've learned the letter sounds. An illustration of each word they read is hiding under a flap.

Pack 1 ISBN 1 903619 24 6 (12 books, basic words)
Pack 2 ISBN 1 903619 40 8 (12 books, digraphs)



Jolly Phonics Starter Kit

Everything a teacher needs to get started with Jolly Phonics. A set of classroom materials comes in a bright carrying case for neat and easy storage.

ISBN 1 844140 31 8 British English
ISBN 1 844140 33 4 Nth Am Eng
ISBN 1 844140 32 6 Nth Am, (print Itrs)

• The Phonics Handbook • Finger Phonics Big Books 1-7 • JP Word Book • Using Jolly Phonics video • JP Videos 1&2 • JP Alternative Spelling & Alphabet Posters • JP Tricky Word Wall Flowers • JP Letter Sound Strips • JP Wall Frieze • JP Cards

The Phonics Handbook

The best place to start when teaching Jolly Phonics to a class. The Phonics Handbook is a complete resource for teaching reading, writing and spelling. ISBN 1 870946 07 3 Brit English
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Jolly Phonics Word Book

A bank of words listed according to letter groups, initial and final consonant blends, alternative vowel spellings and tricky words.

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Jolly Phonics Wall Frieze

More than just the alphabet, this classroom frieze shows the 42 main letter sounds. In seven sections. 9.33m/30' 6"

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Jolly Phonics Letter Sound Strips

A set of 30 strips for each child to help them remember the spelling of sounds. Letter sounds are on one side and alternative vowel spellings on the other. ISBN 1 903619 10 6

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Jolly Jingles

This illustrated big book of short songs, and a CD featuring Canadian children singing, offer an interactive way to reinforce letter sounds and develop reading skills.

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The Grammar Handbooks 1 and 2

These books introduce grammar, spelling and punctuation for the two years after Jolly Phonics. There are 36 lessons in each book and lots of photocopiable games and activities. They include actions for each area of grammar.

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ISBN 1 870946 85 5 British English

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Jolly Grammar Big Books 1 and 2

These books allow new grammar concepts to be taught to the whole class.

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Jolly Phonics Cards

A pack of four boxes for whole-class use: letter sounds, blending words, alternative vowel spellings and tricky words.

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JP Tricky Word Wall Flowers

Enables teachers to create a bright wall display reminding students of the tricky words they have been taught.

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Jolly Readers

Interesting storybooks for children who are just ready to read. Controlled vocabulary enables them to read the words from their letter sound knowledge. There are only a few essential tricky words, and these are shown at the back of each book. There are three series, Inky Mouse and Friends, General Fiction and Nonfiction. There are 6 different books in each series pack.

Jolly Dictionary

Designed to help children improve their reading and writing, and become independent learners. The 6,000+ age-appropriate words have carefully selected definitions that children find easy to read and understand.

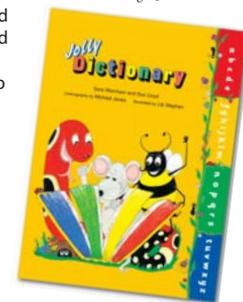
- Divided into four colour sections to help children learn how to use and find their way through the dictionary
- A Pronunciation Guide for each word using joined digraphs and showing the stress

ISBN 1 84414 000 8

British English

ISBN 1 84414 001 6

Nth American English (in print letters)



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