



An Introduction to...

Jolly Phonics



All About Jolly Phonics and How Young Children Learn to Read and Write

Presentation for Parents

Fostering an interest and love of books...

Fostering a love of reading books gives children:

- ✓ A love of books
- ✓ An appreciation of the value of books, as well as how meaningful and useful the skill of reading is to everyday life
- ✓ A wider vocabulary through discussing the meaning of words
- ✓ A greater understanding of language

However, children need to 'crack the code' of English to become independent readers. Jolly Phonics gives the children the skills to do this.



What does **phonics** mean?

Phonics means the sounds that letters make:

- ✓ There are 26 letters in the English language
- ✓ There are 44 sounds
- ✓ There are over 140 ways to combine the 26 letters to make 44 sounds!

We **blend** sounds together to help us **read** (build up words)

We **segment** words into sounds to help us **spell** (break down words)



Teachers use a variety of teaching and learning approaches.

Teaching is fun and **multi-sensory**. Sounds are taught at a fast pace to get children blending. Children will learn through playful experiences including games, arts and crafts, the use of digital technologies etc. For each sound, they will learn:

- ✓ songs and rhymes
- ✓ an action for each sound
- ✓ to mark make, including correct letter formation
- ✓ to sorting objects by their sound
- ✓ to blend sounds through word building



The 5 Basic Skills

The 5 basic skills of Jolly Phonics are:

1. Learning the letter sounds (phonemes)
2. Learning letter formation (graphemes)
3. Blending
4. Identifying sounds in words (segmenting)
5. Tricky words



1. Learning the letter sounds

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

S (Tune: The Farmer in the Dell) Tune

The snake is in the grass
The snake is in the grass.
/sss! /sss!
The snake is in the grass.



Action: Weave your hand in an 's' shape, like a snake, and say /sss/.

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

A a

a (Tune: Skip to My Lou)

/a/-/a! Ants on my arm.
/a/-/a! Ants on my arm.
/a/-/a! Ants on my arm.
They're causing me alarm.



Action: Wiggle your fingers above the elbow, as if ants are crawling on you, and say a, a, a!

You will find the songs on YouTube and actions on the attachment.



1. Learning the letter sounds – the 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



1. Learning the letter sounds...

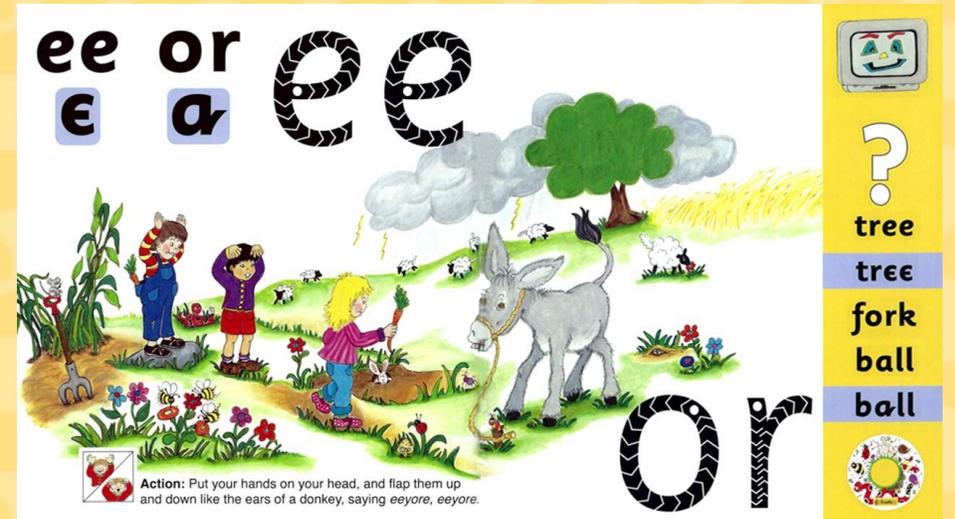
- *Jolly Phonics* teaches 42 letter sounds, divided into 7 groups.
- The first group of letters contains sounds that can be put together to make many simple, three letter words. The letter sounds are taught at a challenging pace and the children can start blending (reading) words within the first week, which is hugely motivating for them.
- Notice how /c/ is introduced relatively early on. This is because its letter formation is the basis for several others – /d, o, g, q/. If the children know how to write /c/, it will help them write the others more accurately.
- Notice too that /b/ and /d/ are not introduced close together. This is because many children often confuse the two when forming the letters, so it is important to get them right.



1. Learning the letter sounds – 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



Why do we use digraphs in written English?

- The English language has 44 sounds and only 26 letters*. This means that some sounds have to be written with more than one letter. Sounds written with two letters are called 'digraphs'. These are introduced and learned at a slightly slower pace.
- Notice that some sounds are different but are written using the same two letters. There is /oo/ as in 'book' and /oo/ as in 'moon', /th/ as in 'this' and /th/ as in 'three'. To help distinguish them, they are introduced initially in different sizes. Later on, the children will be expected to work out which sound is the right one by learning 'if one way doesn't work, try the other'. For example, when the children read 'moon', the short /oo/ doesn't work, but the long /oo/ does.



1. Learning the letter sounds – alternative spellings

Through time, children will learn alternative spellings of the vowel sounds:

Introduced as:

ai

(rain)

ee

(feet)

oa

(boat)

ay

(play)

ea

(leaf)

ow

(snow)

Taught later as:

a-e

(flame)

e-e

(these)

o-e

(bone)



Learning alternative spellings...

It is important to know that children's ability to blend and apply their learning in different contexts will vary. Work on digraphs continues into Primary 2 and beyond.

- Some sounds can be written in more than one way. For example, another common spelling of the /ai/ sound is 'ay', as in 'play'. It can also be written with the 'hop-over <e> digraph' as in 'flame'. Most of the other vowel sounds have alternative spellings too, including /ee/ and /oa/.
- Once the children have mastered one way of writing the vowel sounds, they can start to learn the alternatives for reading (in the beginning, it is much easier for the children to read words with alternative spellings than it is to write them correctly).
- Being able to read words with the alternatives exposes the children to a much wider vocabulary and will help them later on in their spelling, when they have to decide which alternative to use to write a word correctly. We have a progressive spelling programme, throughout the school, to support this.



2. Letter formation

Correct formation can be encouraged from the very beginning.

- ✓ Feel the letter formation – use of sandpaper and textured letters
- ✓ See the letter formation – use of multimedia resources, as well as demonstrations
- ✓ Write the letter in the air – explore patterns and make letter shapes

Letter Formation Handwriting Sheet with Rhymes

 Start with a c and then go upwards all the way. Go straight back down again and hooray - you made an a!	 Go straight down and halfway up again neatly. Then all the way around and join to the bottom to make a b!	 Start drawing a circle and curl around slowly. Stop before you finish and it makes it a c!	 Start with a c then climb a tree. Come back down and you have a d!	 Start in the middle and go across carefully. Then curl like a snail, and you have an e!	 Curl the top, go straight down and swing to the left. Go back up and cross the belly of your f!	 To begin writing a g you need a c. Then go up and back down to make a tail for a monkey.	 Start at the top, go straight down and back halfway. Then over a hump and down to the line to make an h!	 Go straight down, then take your pencil off to fly. Right up to the top, draw a dot and you have an i!
 Go straight down, under the line and then which way? A tiny curl to the left, then fly to the top and dot your j!	 Start at the top and whoosh straight down. Go halfway up and around. Go down and out with a flick. Your k is ready to kick!	 Start up high and then go down - you're doing well. Then the tiniest curl to the right and you have an l!	 Start at the top, down, up, over and down again. Up and over and down once more to finish your m!	 Start at the top, go down, then up and then... Go over and down to the bottom and there you have an n!	 Start at the top and go anti-clockwise, carefully and slow! When your circle comes back to the top you have an o!	 Start at the top, go down under the line and then back neatly! Then draw a curve that joins onto your line to make a p!	 Start with a c, go up, then down, then what do you do? Go under the line then flick to the right to make a q!	 Start at the top, go down and up but not too far. Then draw a small curl at the top to make your perfect r!
 S is curly, more or less. Start at the top and curl to the left. Bend down and right, then down and left to make an s.	 T isn't small or tall, it's in between. Start at the top, go down and curl up - woo! Go back down and then you've made the letter t!	 Start at the top, go down, bend to the right and go up - woo! Go back down and then you've made the letter u!	 V is made of lines, no curls or bends or humps to see. Diagonal down and then back up to make a v!	 Just like a v, there's only diagonal lines to do. Down, up, down, up is how you write w!	 Start at the top and draw a diagonal line from the left. Jump back to the top, go from right to left and you have an x!	 Go down, bend to the right then head up to the sky. Go down, under the line and swing left to make a y.	 Start on the left and go straight across the letter's head. Then diagonally down then from left to right to make a z!	

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In P3 children learn to join letters in handwriting.

**Jolly
Phonics**

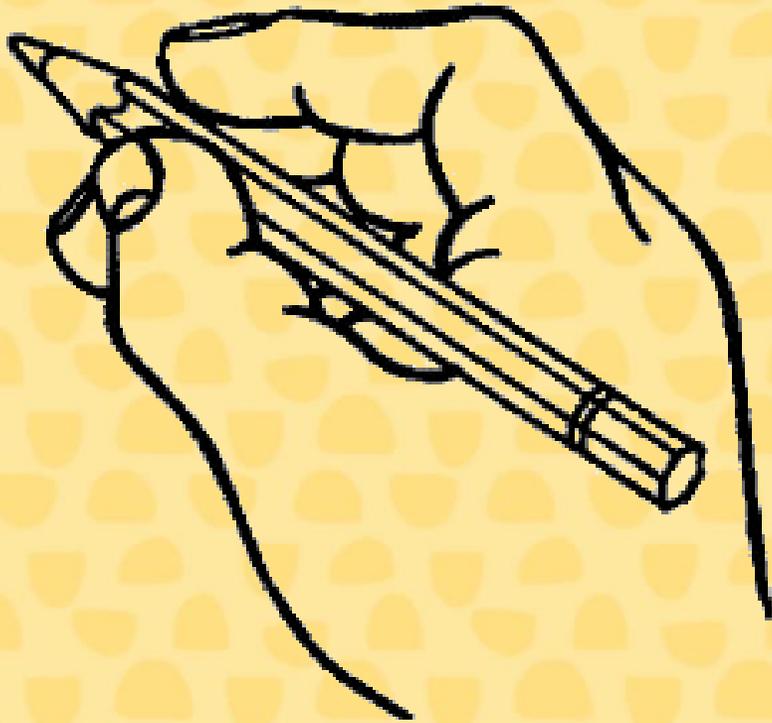
2. Letter formation

- Before children are ready to write words, they must first be able to form the letters correctly. A multi-sensory approach is used. From the very beginning, children are encouraged to feel the shape of each letter; see each letter written or animated in *Jolly Phonics for the Whiteboard*; and write each letter in the air with their finger.
- They are also encouraged to think how the letters fall into different 'types' of formation. For example, some letters start with a caterpillar /c/ (a, d, o, g, q); some are tall letters (b, d, f, h, k, l, t); some have tails that go below the line (g, j, p, q, y, f); and some look rather similar and can be confused, particularly 'b' and 'd'. Here it helps the children to use the descriptions 'first the bat and then the ball' (for 'b') and 'up the doggy's tail and down' (to describe the last part of forming 'd').
- Getting the formation correct from the very beginning will help the children when they write with a pencil and help prevent any bad habits forming (these are much harder to correct later on).

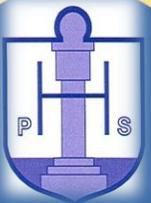


2. Letter formation – pencil hold

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



- ✓ ‘Tripod’ grip - produces the best results for both right- and left-handed children. The pencil goes between the thumb and first (index) finger. The next (middle) finger helps support the pencil. The other two fingers should be tucked away.
- ‘Froggy legs’ movement – Sometimes, it helps the children remember how to do this if you tell them it looks like ‘froggy legs’.



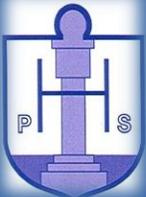
See video on Reading Thinglink to learn about pencil grips.

3. Blending

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



- Blending is the ability to run sounds together to hear a word and is essential for reading. This skill can be encouraged from the earliest stages by asking the children, for example, “Can you see the s-u-n?”
- There will be some children who can hear the word ‘sun’ straight away. They have a naturally good ear for sounds and will rarely have problems with learning to blend sounds by themselves. But for the majority, a little practice every day will be needed to improve fluency. For children who find learning to read and write more difficult, it will take longer and they will need more individual practice. Games like, ‘I Spy’ are great (I spy a t-r-ee.)
- A technique that helps all children at the beginning is to say the first sound in a word slightly louder, and then say the other sounds quickly afterwards. If you say the sounds too slowly, the children will have forgotten them by the time you finish. Don’t worry if you are almost saying the word initially, as the children need more support to begin with!

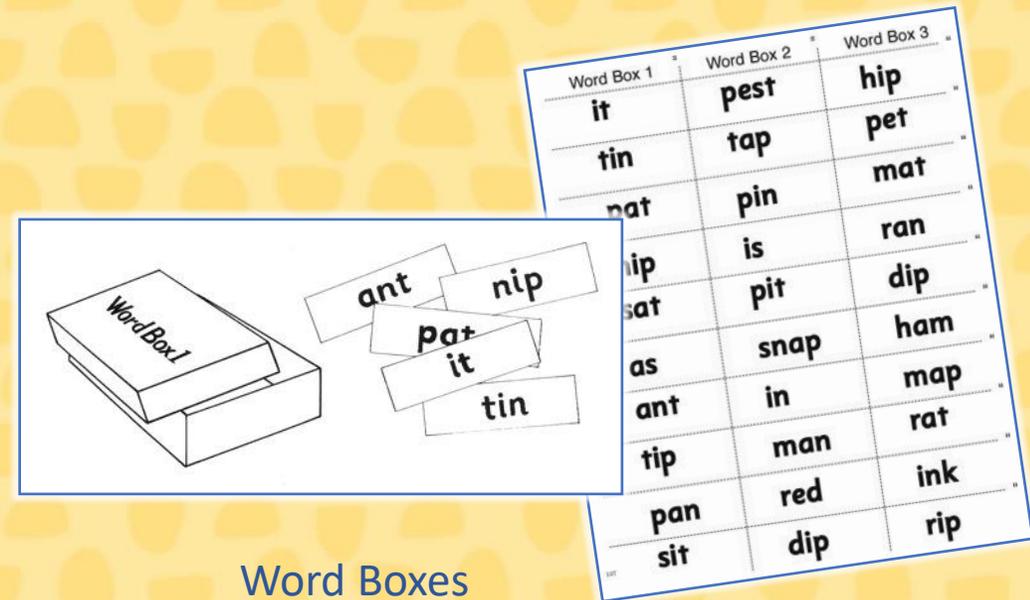


3. Blending – blending words

The number of regular words for blending grows with each new letter sound. Children's Jolly Phonics Homework Flipbooks will provide examples of words to blend and sound out. There will be lots of opportunities to develop and progress their skills in school.

'ar' words			Group 1, 2 and 3 words		
arm	bar	dark	mug	bit	loss
far	art	scarf	rot	tug	sell
hard	card	bark	but	let	drop
jar	park	part	not	huff	flap
farm	tart	har	gum	puff	bell
barn	car	ya	bump	from	drum
star	dart	sh	frost	belt	stick
sharp	ark	r	step	lit	pill
start	mark		lost	slim	grab
smart	spark		mud	tell	hill

Jolly Phonics Word Book



Word Boxes



3. Blending – blending harder words

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

Blending words with digraphs is a little bit harder as children have to remember that when they see a word like 'rain', for example, the 'a' and 'i' together say /ai/.

rain

Digraphs



Cards for word building

It's easier to blend words with consonant blends if they can say the consonant blend in one go: for example, 'pl-a-n' rather than 'p-l-a-n'. Other examples of consonant blends are 'tr, gr, cr, dr, fl, br, scr, spl'.)



4. Identifying sounds in words – phonological awareness



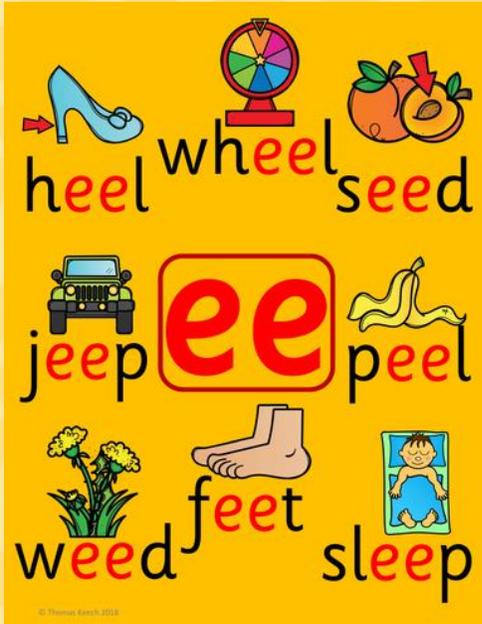
Phonological awareness can be encouraged from the very first lesson:

- As well as learning the skills for reading, the children must learn the skills for writing. In order to write down a simple word correctly, the children must listen to a word, identify the sounds in it and choose the letters to represent them.
- The ability to hear the sounds in a word is called ‘phonological awareness’. When the children are first introduced to the sound /s/, for example, they are asked “Is there a /s/ in ‘sun’?”, “Is there a /s/ in ‘mouse’?” “Is there a /s/ in ‘dog’?” They’re encouraged to think of words with the letter sound in it.
- Most children find it difficult to hear the sounds at first and will often give the wrong answer. With practice, they will start to hear them. Those children who can hear the sounds will find it easier to hear the /s/ in ‘sun’ and ‘snake’ than in ‘mouse’ because it is the initial sound. ‘I-Spy’ is a good game to play with the children to help them hear the initial sound in words.



4. Identifying sounds in words – hearing the sounds

Over time it is important that the children learn to identify all the sounds in a word. Lots of practice is needed before children can identify all the sounds in words:

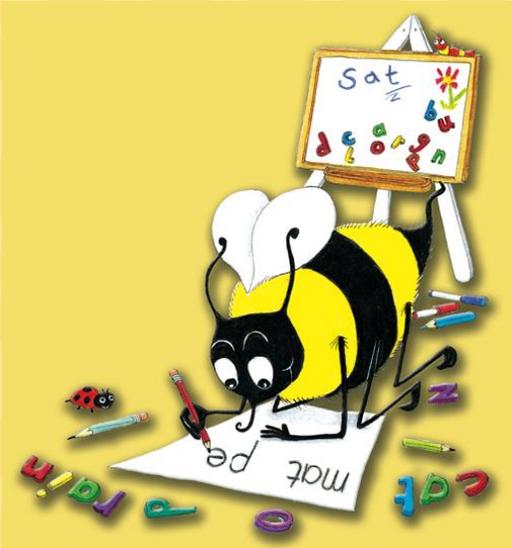


- ✓ **Sounding out words** - for example, “hat, h-a-t”. The children are encouraged to say it again, holding up a finger for each sound. In time, most children will be able to do this for themselves.
- ✓ **Word families** - (eg cat, hat, bat, fat, rat) or play games that require losing one or more sounds in a word.
- ✓ **Removing the first sound** – e.g. ‘pink’, children should respond with ‘ink’;
- ✓ **Chopping game** – e.g. ‘splash, plash, lash, ash, sh

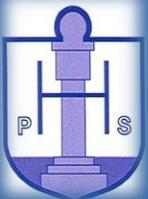


4. Identifying sounds in words – dictation

Dictation practice prepares the children for independent writing:



- ✓ Letter sounds
- ✓ Simple CVC words – e.g. ‘cat’, ‘hop’, ‘tin’
- ✓ Regular words with consonant blends and digraphs - e.g. ‘chips’, ‘shampoo’, toothbrush’
- ✓ Phrases and sentences
- ✓ Use of capital letters, finger spaces and full stops in sentences



4. Identifying sounds in words – simple dictation

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

oo It is m food
room ✓ ★
boot ✓
roof ✓
food ✓
sooh ✓
hoop ✓
It is my roof.



4. Identifying sounds in words – independent writing

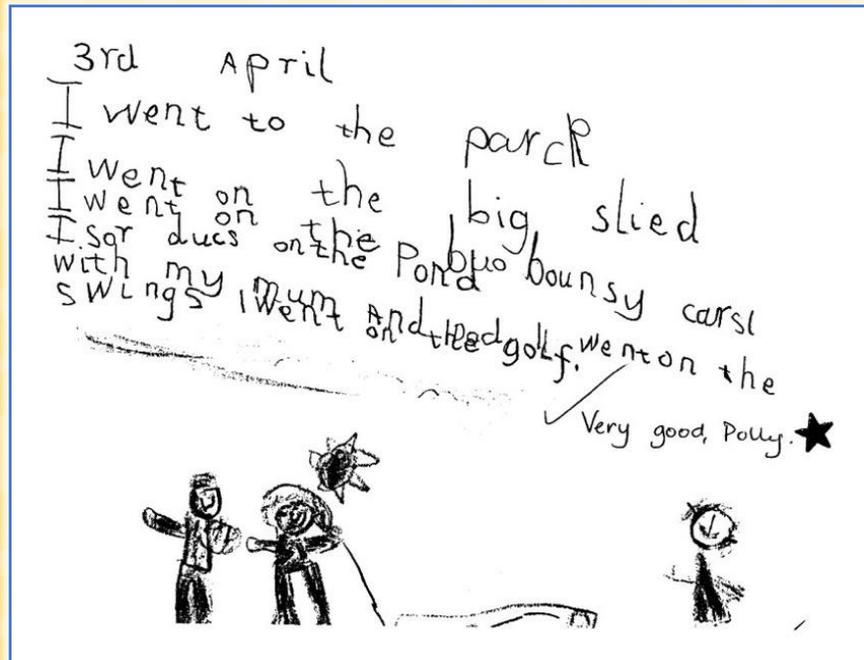
For children to write independently they need to know:

- ✓ 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 ried in
that wos fun.

4. Identifying sounds in words – independent writing

Steps towards independent writing:



- ✓ Teacher will scribe child's dictated story
- ✓ Child draws picture and makes marks to communicate their ideas
- ✓ Child overwrites (traces the letters)
- ✓ Child underwrites (copies writing above)
- ✓ Child attempts to write their own sentence
- ✓ Independent writing where child uses their skills to sound out and write words. At this stage, the focus is on 'having a go' rather than correct spelling.



5. Tricky words

Not all words in English can be written successfully by listening for the sounds, as some words have irregular spellings or use alternative spellings that the children haven't learnt yet. To **read** tricky words well, the children need to

- ✓ learn to recognise these in their 'Wordwalls' e.g. I, the, he, she, me, we, be, was, to, do, are, all. With practice, children will begin to transfer their learning and identify these words in other contexts like their reading book.
- ✓ Work out the 'tricky' bits e.g. want (the 'a' makes an 'o' sound when we read it)
- ✓ Have regular flashcard practice e.g. copy words in 'Wordwalls' booklet to create flashcards for playing matching games like 'Snap!'. Alternatively, swat the words called out with your hand or a wand!



5. 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> <hr/>	<p>Have another go</p> <hr/>
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(Click image to play animation.)



Parental support

Providing additional support at home helps children achieve the best results. Each week, your child will bring home learning activities. These will be outlined on your child's Google Classroom. Teachers will also provide regular 'hints and tips' to support and inform parents/carers. You will also find helpful resources by clicking on the buttons of the Primary 1 Reading Thinglink (see Classwork tab in Google Classroom).

- ✓ Phonics Flip Book
- ✓ Phonics Workbook
- ✓ Wordwalls Booklet
- ✓ Reading Book

