Jolly Phonics

Parent/Teacher Guide

A helpful guide for parents and teachers

Learn to read and write with Jolly Phonics!

There are essentially two stages to literacy learning:

Phonics - giving the basic ability to read and write
Grammar - giving the broader skills to be able to communicate well

Jolly Phonics teaches both stages thoroughly and enjoyably through the primary/elementary years at school. In the first stage the letter sounds are taught in a fun, multisensory way. Children learn how to use the letter sounds to read and write words.

In the second, grammar stage, the structure of the language is taught. This includes parts of speech, spelling, punctuation and more. Children learn how to express themselves accurately and well.

This guide provides advice for parents and teachers. It explains the principles behind Jolly Phonics, which enable the excellent results.

Towards the end of this guide is an overview of the *Jolly Phonics* materials. Resources suitable for supporting children at home are also highlighted.

Phonics Stage

Jolly Phonics uses the synthetic phonics method, which means that the letter sounds are taught first, on their own, and children are then taught to blend sounds together to say ('synthesise') the word.

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 are written with two letters, such as *ee* and *or*. These are called digraphs. Both *oo* and *th* can make two different sounds, as in *book* and *moon*, *that* and *three*. To distinguish between these two sounds, the digraph is represented in two forms. This is shown below.

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

Each sound is taught with an action, which helps children remember the letter(s) that represent it. For the sound 's' for instance, they hear a story about going for a walk and suddenly seeing a snake. They weave their hands, pretending to be that snake, saying *sss*. In this way, one letter sound can be taught each day. As a child becomes more confident, the actions are no longer necessary. There is a list of all of the letter sounds and their corresponding actions on page 8 of this guide.

Children should learn each letter by its sound, not its name. For example, the letter *a* should be called *a* (as in *a*nt) not *ai* (as in *ai*m). Similarly, the letter *n* should be *n* (as in *n*et), not *en*. This will help in blending. The names of each letter will be taught 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 alternatives a-e (gate) and ay (day) follow later. Examples can be found in the Jolly Phonics Word Book.

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. The letter *c* is introduced in the early stages as this forms the basic shape of some other letters, such as *d*. 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*.

The *Jolly Phonics DVD*, *My First Letter Sounds, Jolly Stories* and *Finger Phonics* books show the correct formation of each letter. A good guide is to remember that no letter starts on the baseline.

Jolly Phonics offers the option of two typefaces, *precursive,* preferred in the UK, and *print*, preferred in North America. While *print* looks more like everyday printed letters, *precursive* eases the transfer to joined-up (cursive) writing with the 'exit' strokes on some of the letters. Joined-up writing improves the fluency of writing, and also the spelling, as words are remembered more easily when written in one continuous movement.

3. Blending

Blending is the process of saying the individual sounds in a word and then running them together to make the word. For example, 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. Try little and often with words like *b-u-s, t-o-p, c-a-t* and *h-e-n*. It is easier if the first sound is said slightly louder. There are lists of suitable words in *The Phonics Handbook* and the *Jolly Phonics Word Book*.

Remember that some sounds (digraphs) are represented by two letters, such as *sh*. Children should sound out the digraph (*sh*), not the individual letters (*s-h*). With practice they will be able to 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 in class 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). When sounding out a blend, encourage children to say the two sounds as one unit, so *fl-a-g* not *f-l-a-g*. This will lead to greater fluency when reading.

Some words in English have an irregular spelling and cannot be read by blending, such as *said, was* and *one*. Many of these are common words. The irregular parts have to be remembered. These are called 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. This is also called segmenting and is the reverse of blending.

Start by having your 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 example, has four letters but only three sounds, *f-i-sh*.

Rhyming games, poems and the *Jolly Songs* also help tune the ears to the sounds in words. Other games to play are:
a) Add a sound: what do I get if I add a *p* to the beginning of *ink*? Answer: *pink*. Other examples are *m-ice, b-us,* etc.
b) Take away a sound: what do I get if I take away *p* from *pink*? Answer: *ink*. Other examples 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

There are different ways to learn words with irregular or 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 example, the word *was* is said as 'wass', to rhyme with *mass*, the word *Monday* is said as 'M-on-day'.
3) Mnemonics. The initial letter of each word in a saying gives the correct spelling of a word. For example, *laugh* - Laugh At Ugly Goat's Hair.
4) Using joined-up (cursive) writing also improves spelling.

Decodable Storybooks

Once a child has begun to learn the letter sounds they will be able to pick them out in words. They should then move on to working out whole words through blending. It is easier if reading begins with storybooks that use simple regular words. Such words are easily read from the 'code' of writing and so are described as 'decodable storybooks'. The *Jolly Phonics Readers* are an example of such storybooks.

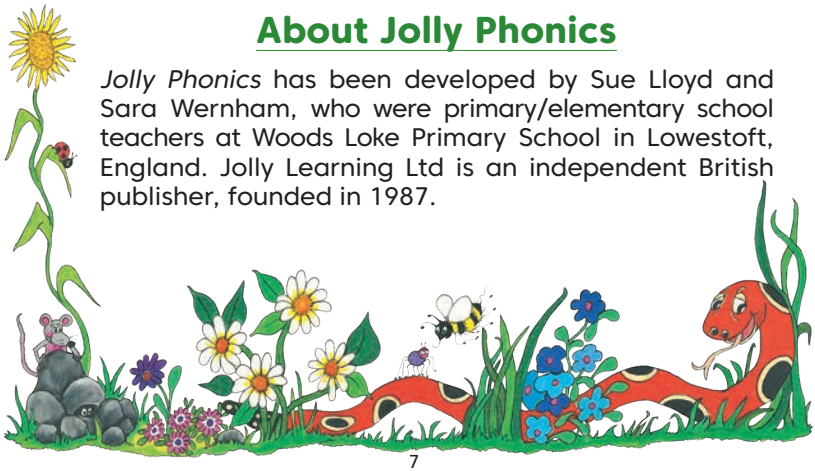
Once there is fluency in reading, the most important skills for a child will be comprehension and the understanding of more words. This can be developed by asking a child questions about a story they have just read.

Children's achievement in the Phonics stage

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. For spelling the gain is usually slightly more. In addition, it is typical for all children to do well, whatever their social background, and whether English is their first language or not, with boys doing as well as girls.

About Jolly Phonics

Jolly Phonics has been developed by Sue Lloyd and Sara Wernham, who were primary/elementary school teachers at Woods Loke Primary School in Lowestoft, England. Jolly Learning Ltd is an independent British publisher, founded in 1987.



The Actions

1

s Weave hand in an *s* shape, like a snake, and say *Ssssss*.
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 by 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.*

2

c k Raise hands and snap fingers as if playing castanets and say *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 you are 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.*

3

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, 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 deflating a toy fish, and say *Ffffff.*
b Pretend to hit a ball with a bat and say *b, b, b.*

4

ai Cup hand over ear and say *ai, ai, ai.*
j Pretend to wobble on a plate and say *j, j, j.*
oa Bring hand over mouth as if you have done something 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 *ee-or, ee-or.*

5

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, and pretend to lift a heavy weight above your 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.).

6

y Pretend to be eating a yoghurt and say *y, y, y.*
x Pretend to take an x-ray of someone with a 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 *sh, sh, sh.*
th **th** Pretend to be naughty clowns and stick out tongue a little for the th, and further for the **th** sound (this and **th**umb).

7

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 *er, er, er.*
ar Open mouth wide and say *ah.* (British English)
Flap hands as if a seal and say *ar, ar, ar.* (Nth Am English).

Grammar Stage

The Phonics stage of *Jolly Phonics* covers the first year of teaching at school. *Jolly Phonics* continues with grammar (including punctuation) and spelling lessons for the next 6 years at school, with each year termed Grammar 1 through to Grammar 6.

The teaching is active and multisensory, with colours (matching those used by Montessori schools) and actions for parts of speech and continues to revise and extend children's phonic knowledge. There are two lessons a week covering grammar, punctuation and spelling topics.

The Grammar stage is divided into two halves: Grammar (and Punctuation) and Spelling.

1. Grammar

The term 'grammar' is used broadly, and includes parts of speech and anything to do with the structure of the language such as punctuation and issues with word meaning such as comparatives and superlatives, and homophones (which sound alike, but have different spellings and meanings).

Capitals: Children are introduced to reading and writing capital letters during the initial Phonics stage of teaching, once they have learnt the main letter sounds. Capitals are revised regularly throughout Grammar 1, alongside alphabetical order.

Alphabet, Dictionary and Thesaurus Skills: Learning the letter names, and their position in the alphabet, allows children to find words easily in a dictionary. In Grammar 1 and 2, these dictionary skills are practised regularly so that children can put words into alphabetical order and use a dictionary to check the spelling and meaning of words. It also helps them to use a thesaurus to find 'synonyms' (words with a similar meaning, like 'shout' and 'yell') and 'antonyms' (opposites like 'huge' and 'tiny'), and so expand their vocabulary.

Nouns: From the start in Grammar 1, children are taught the difference between common nouns (such as 'cat') and proper nouns (such as names like 'John'). This distinction is important as proper nouns need to start with a capital letter.

Later, they are introduced to collective, possessive, concrete and abstract nouns (Grammar 3 and 4), while in Grammar 6 they learn that nouns can be countable or uncountable and that some, called gerunds, are formed from verbs (like the activities 'gardening' and 'skiing').

Verbs: From the beginning, children are taught that verbs can take place in the present, past and future. In Grammar 1 and 2 they regularly practise verbs in the simple tenses (I play, I played, I will play); in Grammar 3 they are introduced to the continuous tenses (I am playing, I was playing, I will be playing); and in Grammar 5 they learn the perfect tenses (I have played, I had played, I will have played). At this point they also learn that when a sentence has an object the verb is 'transitive' but when there is no object it is 'intransitive'. In Grammar 6 they look at how verb forms change, depending on whether the sentence is written in the active or passive voice, or when it is a modal verb or imperative.

The verb 'to be' is important because it is so common and is used in the continuous tenses. However, it has an irregular conjugation. It is taught in Grammar 2, ready for teaching the continuous tense in Grammar 3 (eg: I am walking).

Other Parts of Speech: Pronouns, adjectives and adverbs are first introduced in Grammar 1, followed by conjunctions and prepositions in Grammar 2, and this teaching is revised and extended throughout the later levels. There is a strong focus on comparatives and superlatives, such as 'bigger' and 'biggest', in the middle years.

Plurals: The most common way to make a word plural is to

add ‘s’ or ‘es’ (cat**s**, dish**es**). This is taught in Grammar 1 and is extended in subsequent levels to include tricky plurals like ‘mice’ and ‘children’, as well as the plurals for words ending in ‘y’ (tray**s**, pupp**ies**), ‘o’ (potato**es**, pianos), ‘f’ and ‘fe’ (roof**s**, lea**ves**, kni**ves**) and ‘us’ (cact**i** or cactus**es**).

Sentences and Punctuation: Early in Grammar 1, children are taught the concept of a sentence, with a capital letter at the start and a full stop (period) at the end. Other punctuation is introduced too: speech marks and question marks (Grammar 1); commas, exclamation marks and apostrophes (Grammar 2); hyphens (Grammar 3); and parenthese, colons and semicolons (Grammar 5 and 6).

From Grammar 3 on, the teaching of sentence structure is developed further: children learn how to identify the subject and object of a sentence, and how to use phrases and clauses effectively in their writing. They are taught how to organise sentences into paragraphs (Grammar 3) and are encouraged to use cohesion, using ‘connective’ words to link their ideas in a fluid way (Grammar 6).

Proofreading: To spell and punctuate correctly, children must check their work for mistakes and be able to correct them. These proofreading skills are first introduced in Grammar 2 and are extended in Grammar 4, when the children look at grammatical agreement and the effect that changing a word can have on the rest of the sentence.

Homophones and Homographs: Homophones are words that sound the same but that have different spelling and meanings, such as ‘there’, ‘their’ and ‘they’re’ and ‘to’, ‘two’, and ‘too’. Homographs are words that share the same spelling but mean different things, such as ‘The birds **fly** away’ and ‘There’s a **fly** in my soup’. There is a strong focus on homophones throughout the levels, particularly in Grammar 4, while homographs are taught in Grammar 5.

2. Spelling

A wide range of spelling concepts and patterns will be taught thoroughly, enabling children to consolidate and extend their knowledge. This provides children with a framework of rules that they can apply in their spelling. In the weekly spelling lesson children will be given a list of words to learn to spell as well as plenty of dictation.

Alternative Spellings: Having first learnt one way of writing each letter sound, the children are taught the alternative spellings for many vowels:

ai (rain)	a-e (as in gate), ay (as in day)
ee (bee)	e-e (as in these), ea (as in leaf)
ie (tie)	i-e (as in time), igh (as in high), y (as in fly)
oa (boat)	o-e (as in bone), ow (as in slow)
ue (cue)	u-e (as in cube), ew (as in few)
or (British English), o (American English) (fork)	al (as in talk), au (haul), aw (saw)
ou (loud)	ow (cow)
oi (boil)	oy (boy)
er (fern)	ir (bird), ur (turn)

To make it clear in the text below we use < > brackets to show spellings, and sloping lines / / to show sounds.

Note that spelling <ow> can be pronounced both as in slow, and as in cow.

The spelling <ue>, along with the spellings <u-e> and <ew> can be spoken in different ways. While some words always have the long u (cue, cube, few) other words have the long u in British English, and the long oo in American English (due, duke, new), and yet other words consistently have the long oo (blue, flute, crew).

The teaching of these alternative spellings starts in the Phonics stage and continues in Grammar 1 (the first Grammar year).

Words ending in -y: Children are taught that words ending

with the sound /ee/ usually end with <y>, as in funny, happy. (This spelling rule is introduced in the yellow Jolly Phonics Readers, Level 2).

Doubling Rule: In Grammar 1, children are taught that words with a short, stressed vowel sound have a doubled consonant before the next syllable (fatter, bedding, hilly, hottest, button), whereas words with any other vowel do not (sailor, leaflet, silent, hotel, booking, sooner). This is a widely reliable spelling rule, and children need to be able to identify the short vowels.

Silent Letters: In Grammar 2, the children are first introduced to words that have a silent letter, such as the 'b' in lamb, 'w' in wrist and 'k' in knight. While they are not spoken when read, they have to be written when the word is spelt.

Soft c, soft g and ph: In Grammar 2, children are taught that the letter <c> is typically spoken as an /s/ when it is followed by <e, i> or <y> in a word (such as ice, city, cycle). Similarly the letter <g> is typically spoken as a /j/ (as in gem, magic, gym). The spelling <ph> for /f/ is also taught (as in photo).

Unusual Spelling Patterns: English has many unusual spelling patterns and these are taught progressively from Grammar 2. Examples are <wa> saying /wo/ (as in wash, swan), <ou> saying /u/ (as in touch, young). In Grammar 3, the unusual spelling patterns are developed further, with <a> saying /ai/ (as in baby, crazy), <e> saying /ee/ (as in email, secret), <i> saying /ie/ (as in icy, child), <o> saying /oa/ (as in open, hello), and so on.

This is taken further in Grammar 4, 5 and 6, with <ear> saying /er/ (as in earth) and <gh> saying /g/ (as in ghost, dinghy) in Grammar 4, <ch> saying /sh/ (as in chef) and <sure> saying /shor/ (as in sure) in Grammar 5 and <ough> saying /off/ (as in cough), /uff/ (as in rough), /oa/ (as in dough), /or/ (as in bought), /oo/ (as in through) and /ou/ (as in drought) in Grammar 6.

Schwa: The schwa is the weak vowel sound of the <e> in children,

or the <o> of carr**o**t. It happens to be the most common vowel in English. It is specifically taught in Grammar 4 and is a strong focus in later levels, particularly when it appears in common suffixes like '-ity' and '-ety'.

Prefixes and Suffixes: In Grammar 2, children are taught that one or more syllables can be added to a word to change, or add to, its meaning. Prefixes are added at the beginning ('**un**happy', '**mid**day') and suffixes come at the end ('power**ful**', 'power**less**'). Adding a prefix is usually straightforward, but there are several spelling rules for adding a suffix that starts with a vowel (for example, -ed, -ing, -er, -est, -able), and these are regularly revised throughout the levels.

Children's achievement in the Grammar stage

The most dramatic improvements to result from the Grammar stage will be found in the children's writing. The children will spell and punctuate more accurately, use a wider vocabulary and have a clearer understanding of how language works. This enables children to express themselves better and more accurately, in speech as well as in writing.

Jolly Phonics and Grammar resources

A wide range of fantastic *Jolly Phonics and Grammar* resources are available for use both at home and school. Here, we run through a selection of resources.

For further details on all of our resources, you can download a copy of our catalogue at *www.jollylearning.co.uk*. Alternatively, you can view all resources - alongside sample pages allowing you to view the insides of resources - via our online shop.

Many of our resources are also suitable for use at home. These are marked with a ✪ .

1. Early Learners and Home Learning

Whilst the *Jolly Phonics* programme is aimed at children aged 4-5, we have a number of wonderful resources that can be introduced to children at an earlier age, for parents or at nurseries.

✪ *all resources*

These resources include the *Bumper Book of Phonics Fun*, the *Jolly Phonics Activity Books*, *My First Letter Sounds* and *Jolly Stories*. They contain a mixture of activities, stories and writing practice to gradually introduce children to the 42 letter sounds.

Whilst these resources can also be used in the primary setting, additional resources for the classroom (many of which can also be used at home) can be found on page 18.

2. Core Teaching Resources

The core teaching resources of the *Jolly Phonics* programme provide different options for delivery of content. There is a choice between: the interactive classroom software, *Jolly Phonics for the Whiteboard*; black-and-white photocopiable *The Phonics Handbook*; and the full-colour *Jolly Phonics Teacher's and Pupil Books*.

Each of these core teaching resources provide the key content, but are supplied in different ways and for different budgets. They can be used alongside each other, or independently, to provide your children with the highest quality education.

After the initial year of Jolly Phonics, we also have core teaching resources for the additional six years of Jolly Grammar, teaching key spelling, punctuation and grammar concepts. For each year we once again have black-and white photocopiable *Grammar Handbooks*, as well as full-colour *Jolly Grammar Teacher's and Pupil Books*.

3. Decodable Readers

Our range of over 145 *Jolly Phonics Decodable Readers* give children the opportunity to practice their blending skills and start reading.

all readers

These books are decodable, meaning that the text only contains words using letter sounds and spelling patterns that children have already been taught, meaning it is always within their reach. Tricky words are shown in each book, alongside reading comprehension topics and a handy checklist detailing the skills and knowledge requirements in order to tackle it.

E-readers also available to download via www.jollylearning.co.uk

	Little Word Books	Read and See	Orange (Level 0)	Red (Level 1)	Yellow (Level 2)	Green (Level 3)	Blue (Level 4)	Purple (Level 5)
Books per pack	14	24	21	24	24	18	18	6
Pages per book	12	8	12	8	12	16	16	16
New Tricky Words Introduced	-	-	7 Book 7 Only	4	10	20	20	11
Total Tricky Words Covered	-	-	7 Book 7 Only	11	21	41	61	72
New Alternative Spellings Introduced	-	-	-	-	1	5	12	10
Total Alternative Spellings Covered	-	-	-	-	1	6	18	28
Sentences per page	1 Word	1-3 Words	1	1	2	4	4	4
Closest Book Band	-	-	Pink (1)	Pink & Red (1 & 2)	Yellow (3)	Blue & Green (4 & 5)	Orange & Turqoise (6 & 7)	Purple (8)

4. Additional Classroom Resources

We have a wide range of resources, for both the *Jolly Phonics* and the *Jolly Grammar* programmes, that are perfect for supporting your children's learning. These include exciting *DVDs*, a wide range of *posters*, *songs*, *puppets*, *Finger Phonics Books*, *workbooks*, *flashcards*, *magnetic letters*, *reading assessments*, *apps*, *Big Books, plays* and more!

Many of these resources can be found bundled together in our *Starter Kit* and *Classroom Kit*, enabling you to get all the best Jolly Phonics resources in one go. Many of these items are also suitable for use at home.

Additionally, we have a selection of *Jolly Phonics apps* available to download on Apple and Android phones and tablets.
These apps include a wide variety of games for children and teaching resources for teachers.

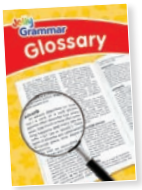
all apps

Download on the App Store

GET IT ON Google Play

Spelling, punctuation and grammar resources

As the programme systematically progresses through the primary years, children are introduced to brand new spelling, punctuation and grammar concepts (all the while revising and consolidating previously learnt knowledge). A selection of exciting resources to support this learning include the *Jolly Dictionary*, *Blends Wheels*, *workbooks*, *Big Books* and more!



For further information on all of our Jolly Phonics and Grammar resources, please visit our online shop at www.jollylearning.co.uk.

Jolly Phonics and Grammar Training

We have a range of opportunities for anyone looking to undertake training, be it a beginner to phonics or someone simply looking for a refresher course. These options include a mixture of online and in-house training.

1. Whole School Training

Our network of over 350 international Jolly Phonics Professional Trainers are independent, experienced teachers who use Jolly Phonics extensively in their schools. They have achieved excellent results with the programme and are keen to share their experiences.

Our trainers are able to provide tailor-made training to meet the needs of your school. Sessions are developed to ensure that there is consistent teaching of the programme throughout your school.

2. Attend a scheduled course

Meet and network with other teachers. Get lots of practical ideas and advice from trainers who have used the programme successfully for a number of years and seen the difference it can make to children's learning. Choose from a range of courses available around the world.

3. Online courses

Packed with audio, text and digital footage, these courses provide an interactive and flexible way to study. They will equip you with the skills, knowledge and understanding you need to teach the programme effectively to your class.

Full details for all of our training options can be found via our website at www.jollylearning.co.uk/training

Frequently Asked Questions

What is the difference between precursive and print letters?
Precursive letters have exit strokes (little flicks) at the end of each letter, which will encourage joined-up handwriting. Print letters do not have these.

Unfortunately, we do not offer any of our resources in fully cursive letters.

Where can I purchase Jolly Phonics and Grammar materials?
All of our resources are available via our online shop, and we ship worldwide! You can find this at:
www.jollylearning.co.uk/product-category/uk-shop

We also have a wide range of stockists all over the world who you can purchase from. This may enable you to save both time and money on delivery. Full contact details for all of our stockists can be found here: *www.jollylearning.co.uk/stockists-2*

How can I see proven success with the programme?
We have a wide range of Case Studies and Research that has been undertaken all over the world, all showing schools that have improved their levels of literacy with the programme. You can view all of these via the Evidence section of our website:
www.jollylearning.co.uk/evidence

Do you have any free resources available?
Alongside sample pages for all of our resources within each individual listing on our online shop, we also have an entire Resource Bank filled with useful materials.

These include fun activity worksheets, helpful teaching guides and explanatory videos of the key skills, amongst so much more. To view all of these resources, please visit the Resource Bank:
www.jollylearning.co.uk/resource-bank

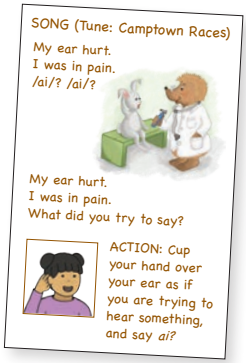
How to use Jolly Phonics and Grammar!

Here, you can see how the Jolly Phonics and Grammar resources tie together to build confident and fluent readers and writers!

This spread will show the teaching of the *ai* letter sound through various resources within the programme.

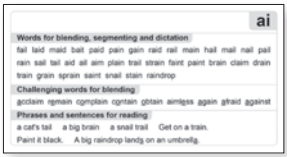
Introduce the new letter sound with our core teaching resources

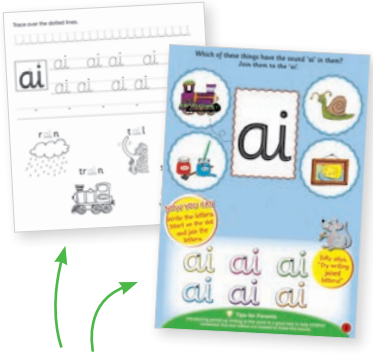
Tell the story, sing the song and perform the action



Practice blending skills with our decodable readers

Practice blending, segmenting and dictation with our word banks





Develop writing and fine motor skills in our workbooks and activity books

Discover fun activities to support learning of the new letter sound

Progress through the years as alternative spellings of the letter sound are introduced. Starting with common alternative spellings <a_e> (as in 'snake') and <ay> (as in 'play'), all the way through to more complex alternatives like <ei> (as in 'vein') and <eigh> (as in 'weigh').

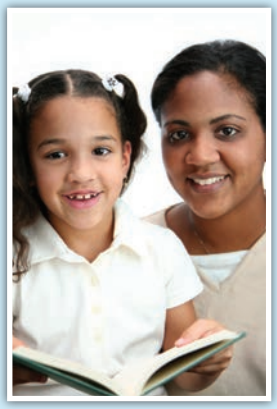
To find out more information about the Jolly Phonics and Grammar programme, please visit www.jollylearning.co.uk.

Jolly Phonics

Connect with us

Email: info@jollylearning.co.uk

www.jollylearning.co.uk



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