

# Jolly Phonics



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# Jolly Phonics



## 'Jolly Phonics'

A fun and child centered approach to teaching literacy through synthetic phonics



- It builds on the sound discrimination skills that have been developed in FS1 (Phase 1 of the 'Letters and Sounds' document).

**Jolly  
Phonics**



# Letters and Sounds Document

## Letters and Sounds:

Principles and Practice of High Quality Phonics



Primary  
National Strategy

department for  
education and skills

Creating Opportunity  
Releasing Potential  
Achieving Excellence

## Linking Phase Two and Phase One

## Seven aspects and three strands

Phase One activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

### Letters and Sounds: Phase One

#### Aspect 1: Environmental sounds

Encourage children to use language for talking by asking open questions such as 'What does it feel like to be in the tunnel?'

Making large movements with swirling ribbons helps to develop physical skills necessary for writing.

Join children in their play to extend their talk and enrich their vocabulary.

Using a more unusual play area helps children to use language for a range of purposes.

Children enjoy experimenting with the sounds different objects can make.

Explore with children the sounds different animals make, including imaginary ones such as dragons.

### Letters and Sounds: Phase Two

#### Summary

Children entering Phase Two will have experienced a wealth of listening activities. Some children may be able to blend and segment words orally. Some will also be able to recognise spoken words that rhyme and be able to produce a string of rhyming words, but usually to do this does not prevent moving on to Phase Two as these speaking and listening activities continue (see Appendix 5 - Assessment).

The purpose of this phase is to teach at least 18 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some of the words and to spell them. Children entering Phase Two should be able to write the letters on paper or on whiteboards. During the phase they will be introduced to reading two-plate words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, to.

The teaching materials in this phase suggest an order for teaching letters and provide a selection of picture words made up of the letters that are taught. These words are for use in the activities – providing a starting point for reading and segmenting for spelling. This is not a list to be worked through slavishly, but to be selected from as needed for an activity. It must always be remembered that phonics is the step up to word recognition. Automatic reading of words – decodable and tricky – is the ultimate goal.

Letter progression (one set per week)

|        |    |   |   |    |    |
|--------|----|---|---|----|----|
| Set 1: | s  | a | t | p  |    |
| Set 2: | i  | n | m | d  |    |
| Set 3: | g  | o | e | r  |    |
| Set 4: | ck | u | u | k  |    |
| Set 5: | h  | b | l | ll | ss |

Magnets boards and letters

Magnetic boards and letters are very effective in helping children to identify letter shapes and develop the skills of blending and segmenting. For this task, teaching resources can be demonstrated to an entire learning group or class or on a large magnetic board followed by children working in pairs with a small magnet board to secure the learning objective. Working in pairs in this way provides many opportunities for children to discuss the task in hand and engage their understanding. Once children are adept at manipulating magnetic boards and letters they can use them to develop many further activities suggested in Phase Two and beyond.

### Seven aspects and three strands

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- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

While there is considerable overlap between these aspects, the overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. The boundaries between each strand are flexible and not fixed; practitioners should plan to integrate the activities according to the developing skills and interests of the children in the setting.

Each aspect is divided into three strands:

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension)

Activities within the seven aspects are designed to help children:

1. listen attentively;
2. enlarge their vocabulary;
3. speak confidently to adults and other children;
4. discriminate phonemes;
5. reproduce audibly the phonemes they hear, in order all through the word;
6. use sound-talk to segment words into phonemes.

The ways in which practitioners and teachers interact and talk with children are critical to developing children's speaking and listening. This needs to be kept in mind throughout all phase one activities.

Letters and Sounds: Phase One

Letters and Sounds: Phase Two

# Jargon Buster!



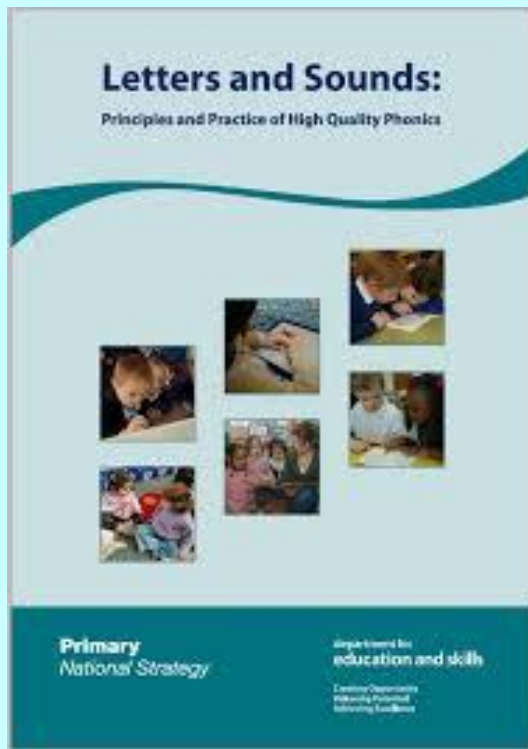
- **Grapheme** –  
The letter as it is written



- **Phoneme** – The sound that is produced  
and can be heard.

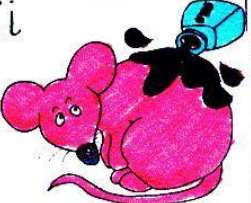

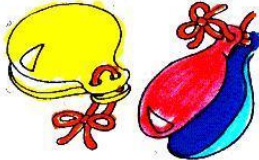

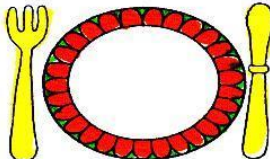
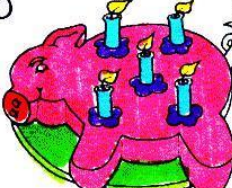




Some **phonemes** (sounds) are made up of  
more than one **grapheme** (letters)



- Jolly Phonics is a systematic synthetic phonics programme which teaches 42 sounds. It uses a kinesthetic approach to help children make the link between these phonemes and their graphemes – it is multi sensory.
- Jolly Phonics dovetails very well with the 'Letters and Sounds' document we are teaching.



|   |   |  |   |  |   |
|---|---|--|---|--|---|
| <p>Aa</p>    | <p>Bb</p>    | <p>Cc</p>   | <p>Dd</p>     | <p>Ee</p>     | <p>Ff</p>    |
| <p>Gg</p>    | <p>Hh</p>    | <p>Ii</p>   | <p>Jj</p>    | <p>Kk</p>     | <p>Ll</p>    |
| <p>Mm</p>     | <p>Nn</p>    | <p>Oo</p>   | <p>Pp</p>    | <p>Qu qu</p>  | <p>Rr</p>    |
| <p>Ss</p>   | <p>Tt</p>   | <p>Uu</p>  | <p>Vv</p>   | <p>Ww</p>    | <p>Xx</p>   |
| <p>Yy</p>  | <p>Zz</p>  | <p></p>  | <p>ch</p>  | <p>sh</p>   | <p>th</p>  |

# Letter Groups in Jolly Phonics

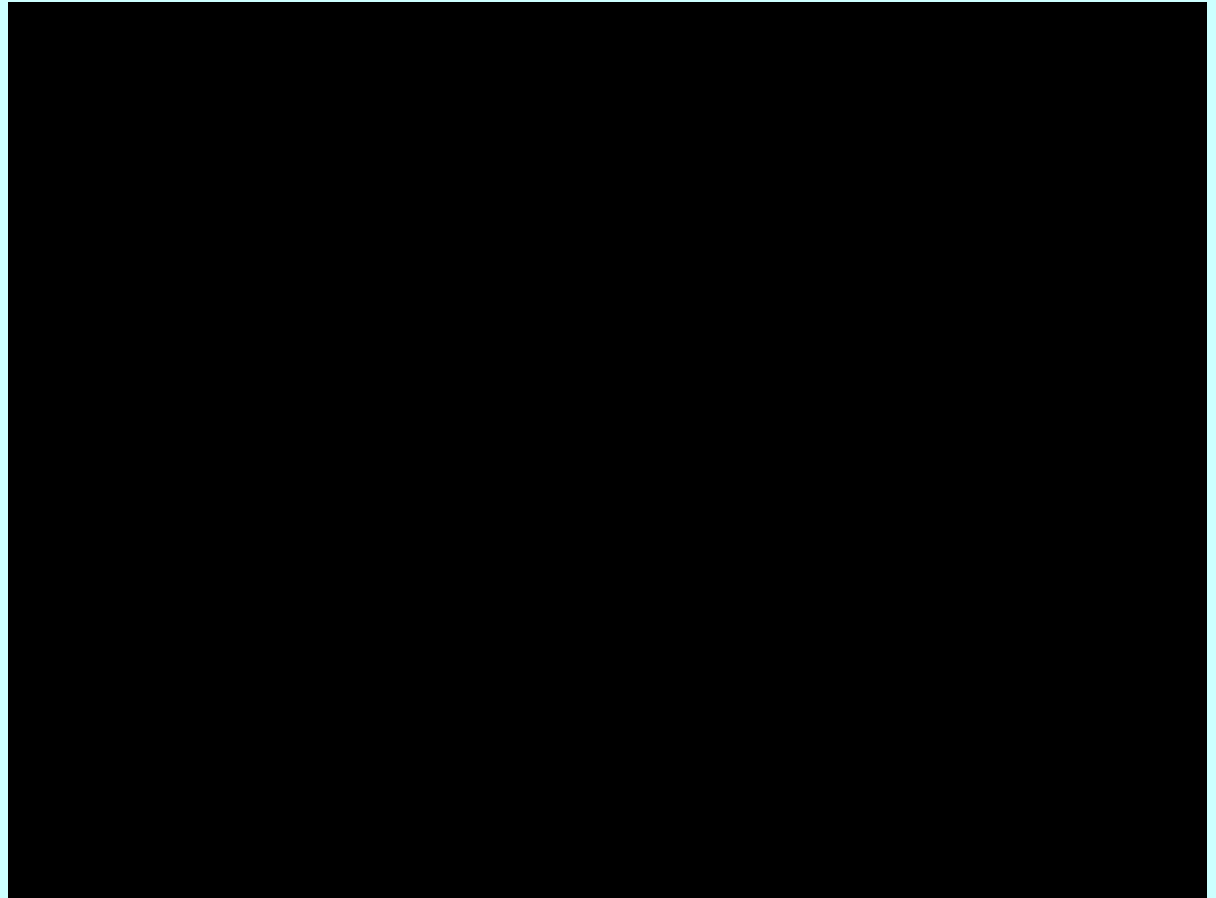


[Jolly Phonics Letter Sounds \(British English\) - YouTube](#)

Sets 1-7

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

articulation





Here is the link to the Jolly Phonic songs:

**S s**

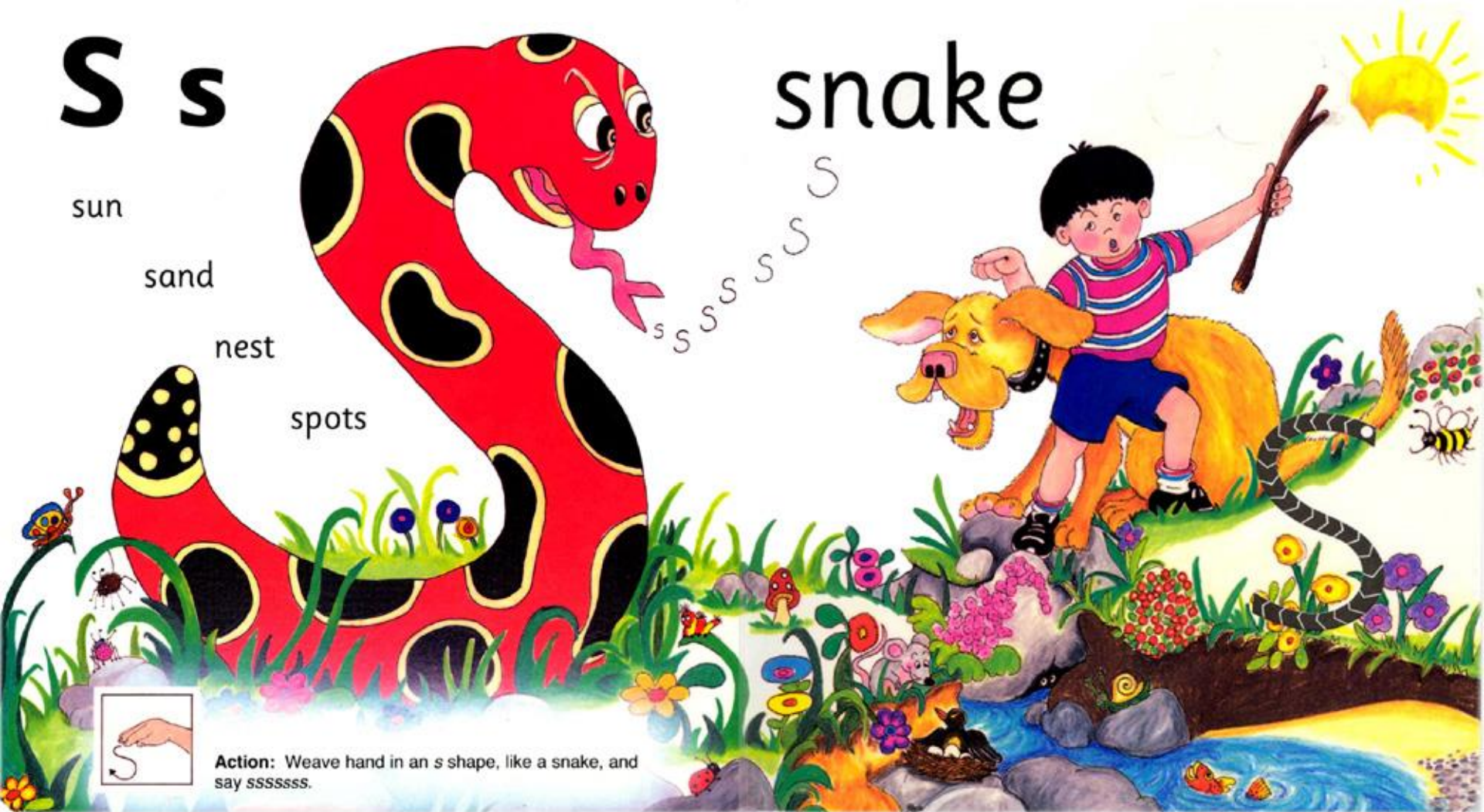
sun

sand

nest

spots

snake

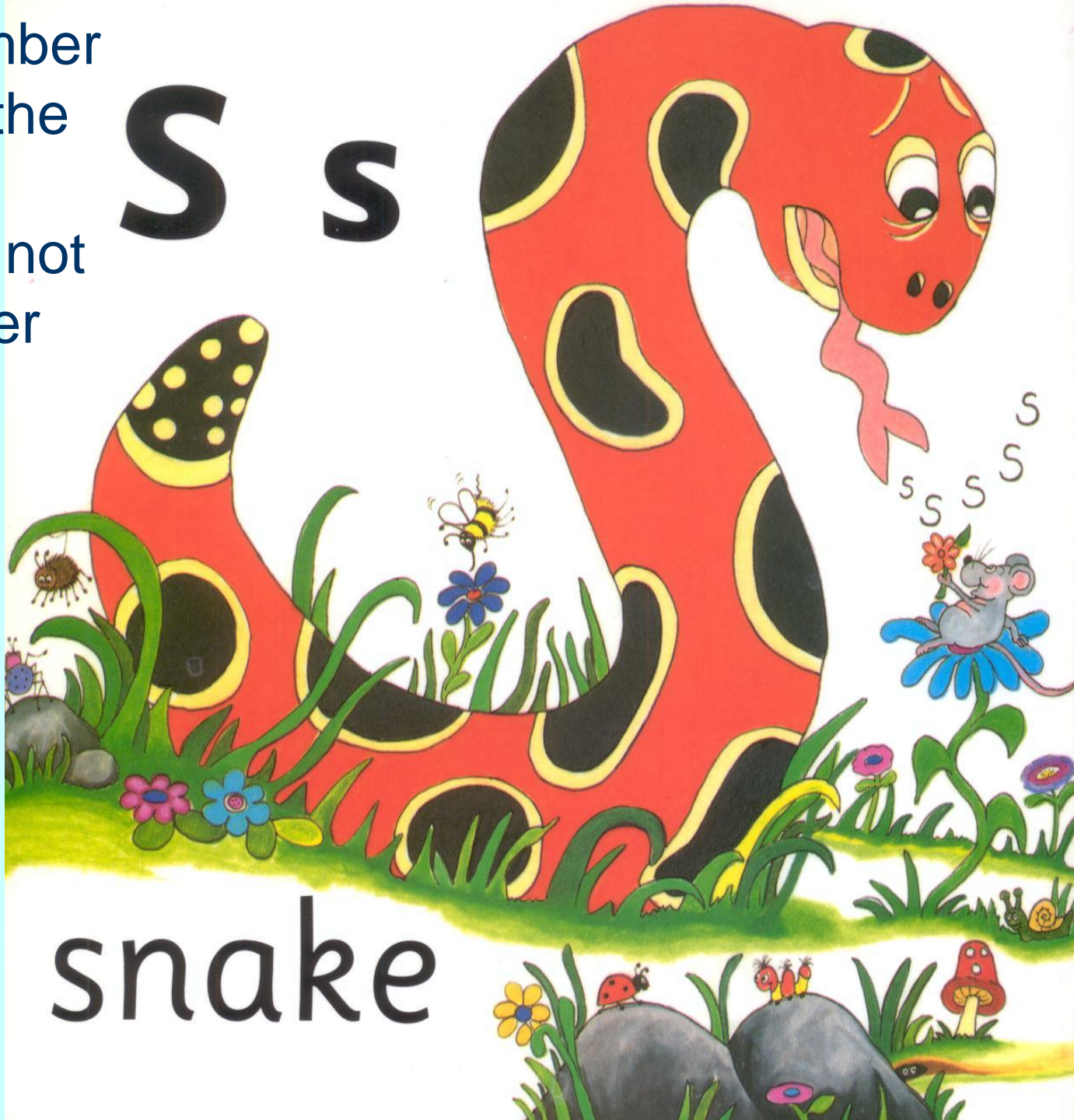


<https://www.youtube.com/watch?v=eCjJYB07aSU>

Remember  
to use the  
letter  
sound, not  
the letter  
name.



S s



snake

A a



ants

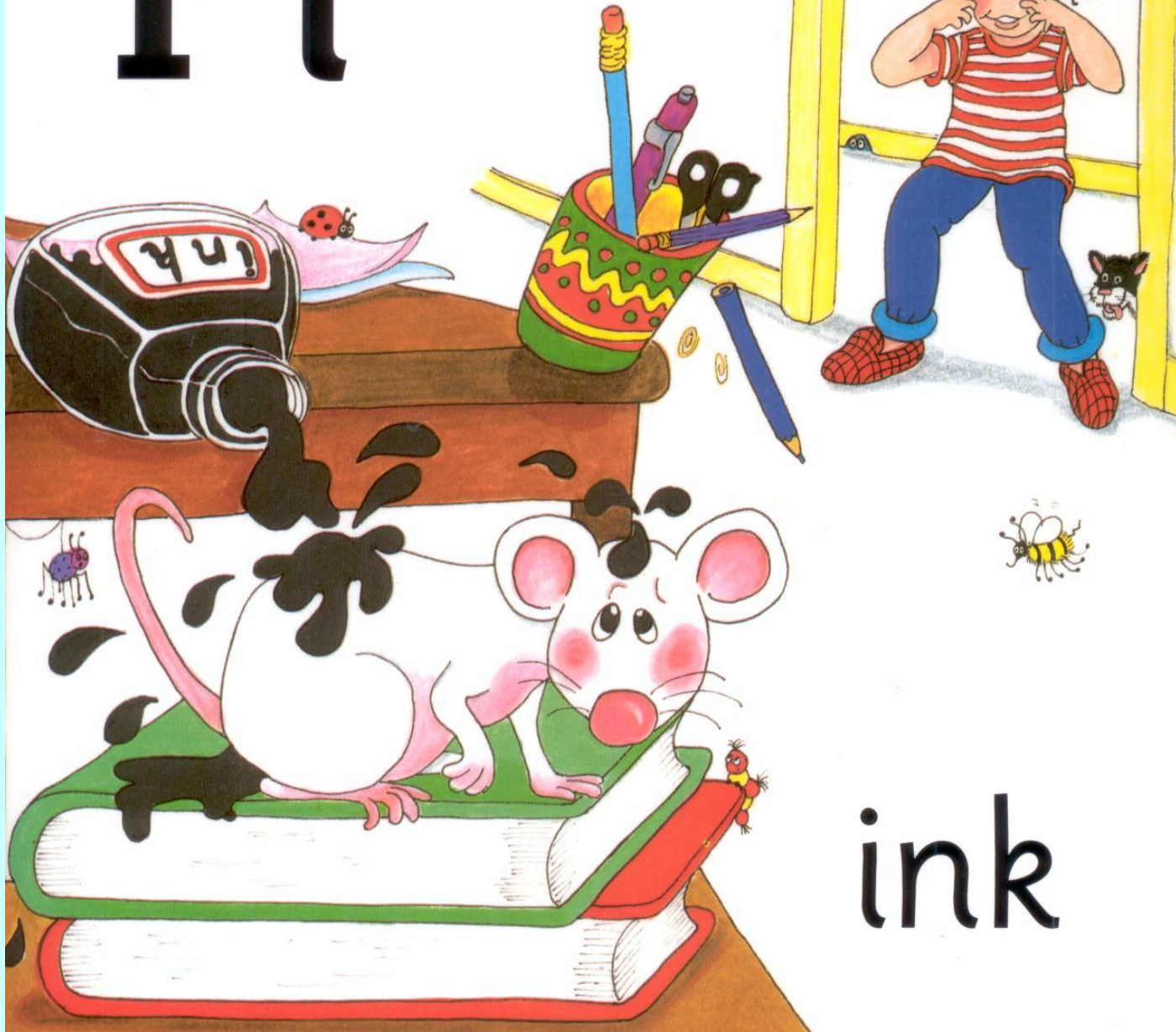
T t



tennis



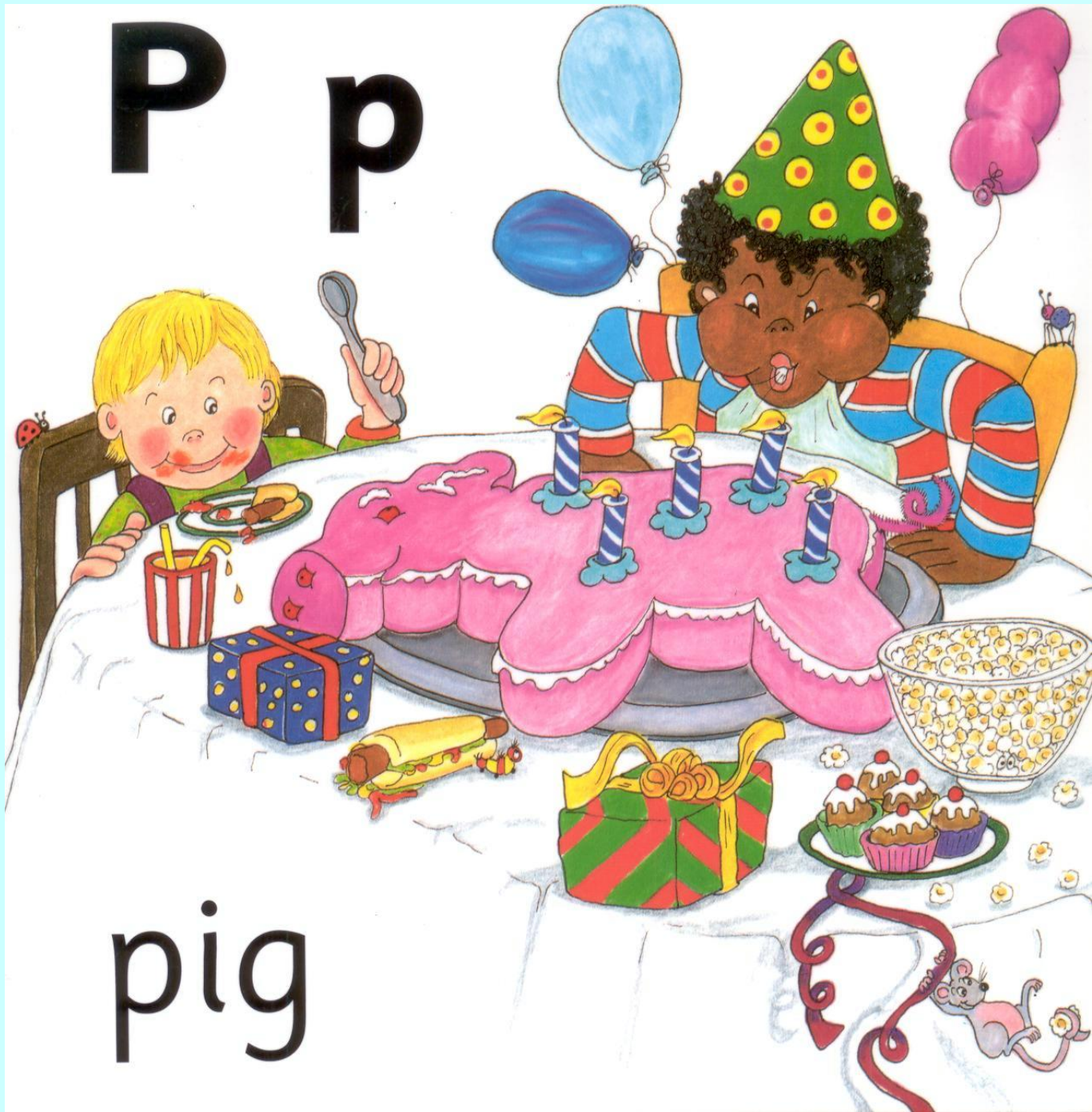
I i



ink

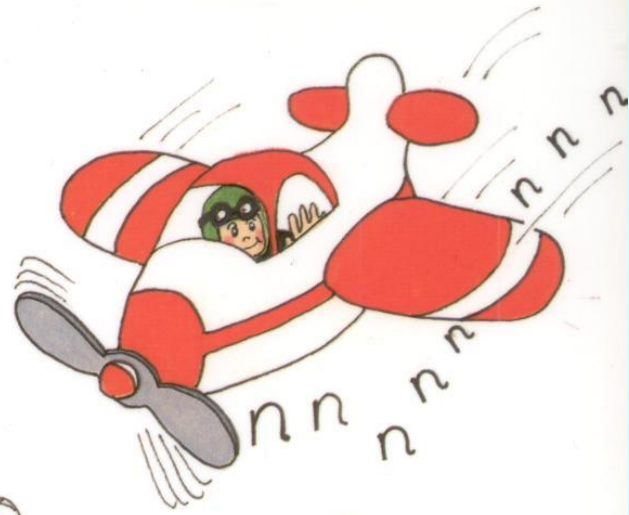


P p



pig

N n



net





C c

K k



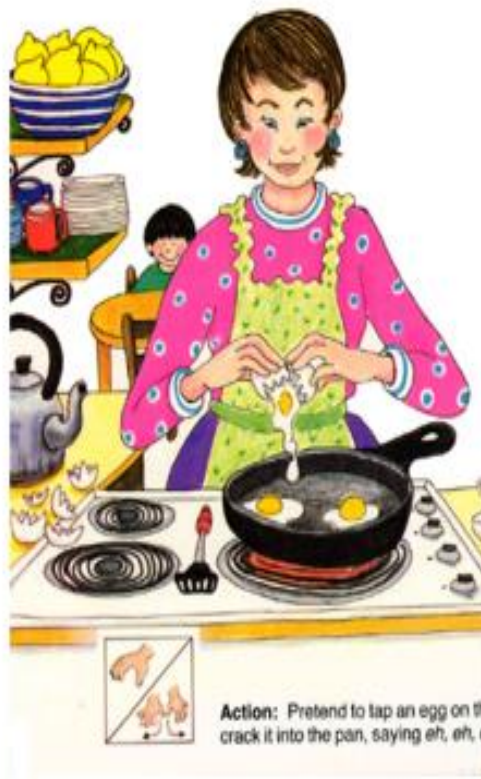
castanets



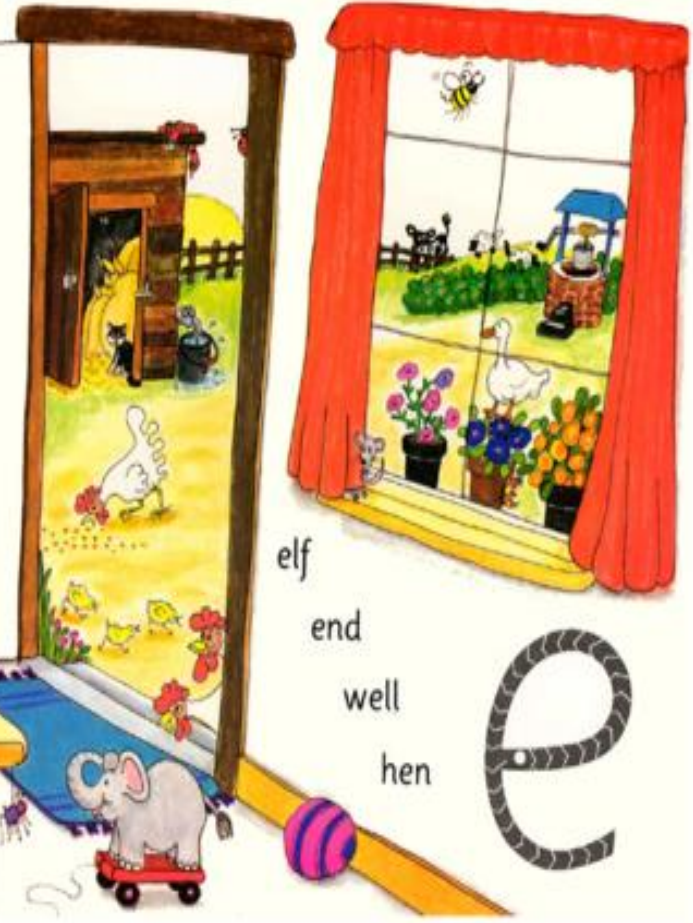


E e

egg



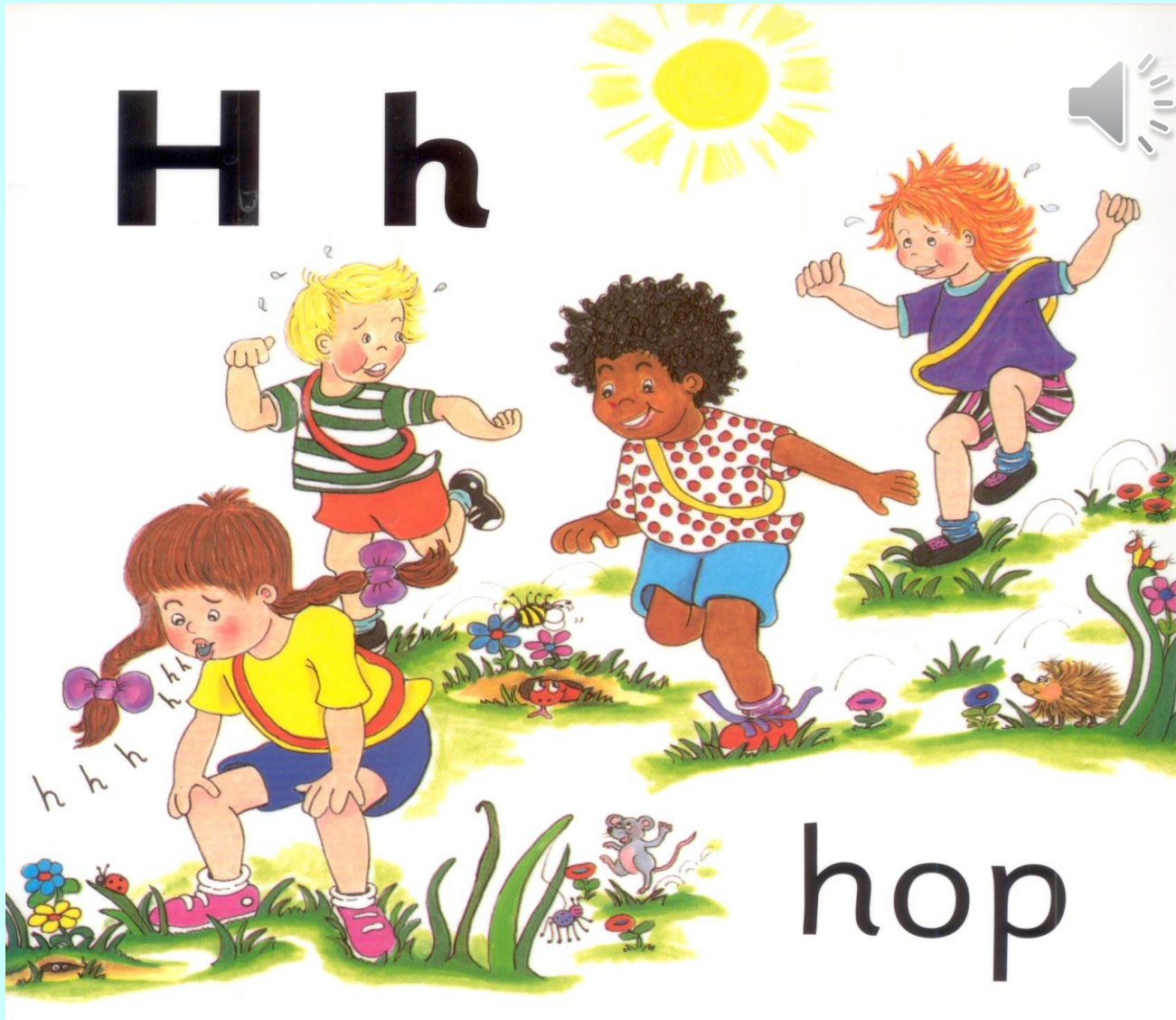
Action: Pretend to tap an egg on the side of a pan and crack it into the pan, saying eh, eh, eh.



elf  
end  
well  
hen

e

H h



hop

R r

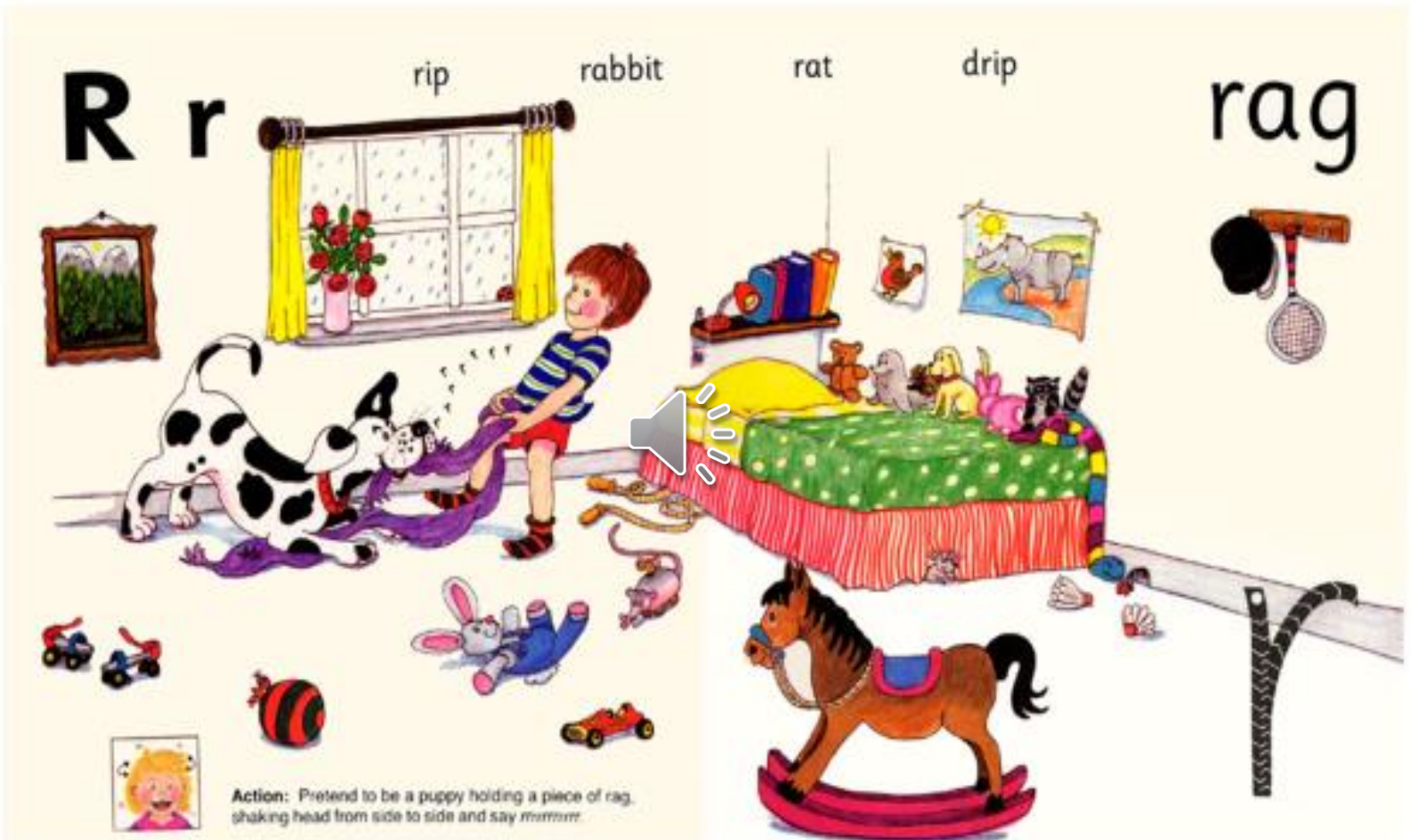
rip

rabbit

rat

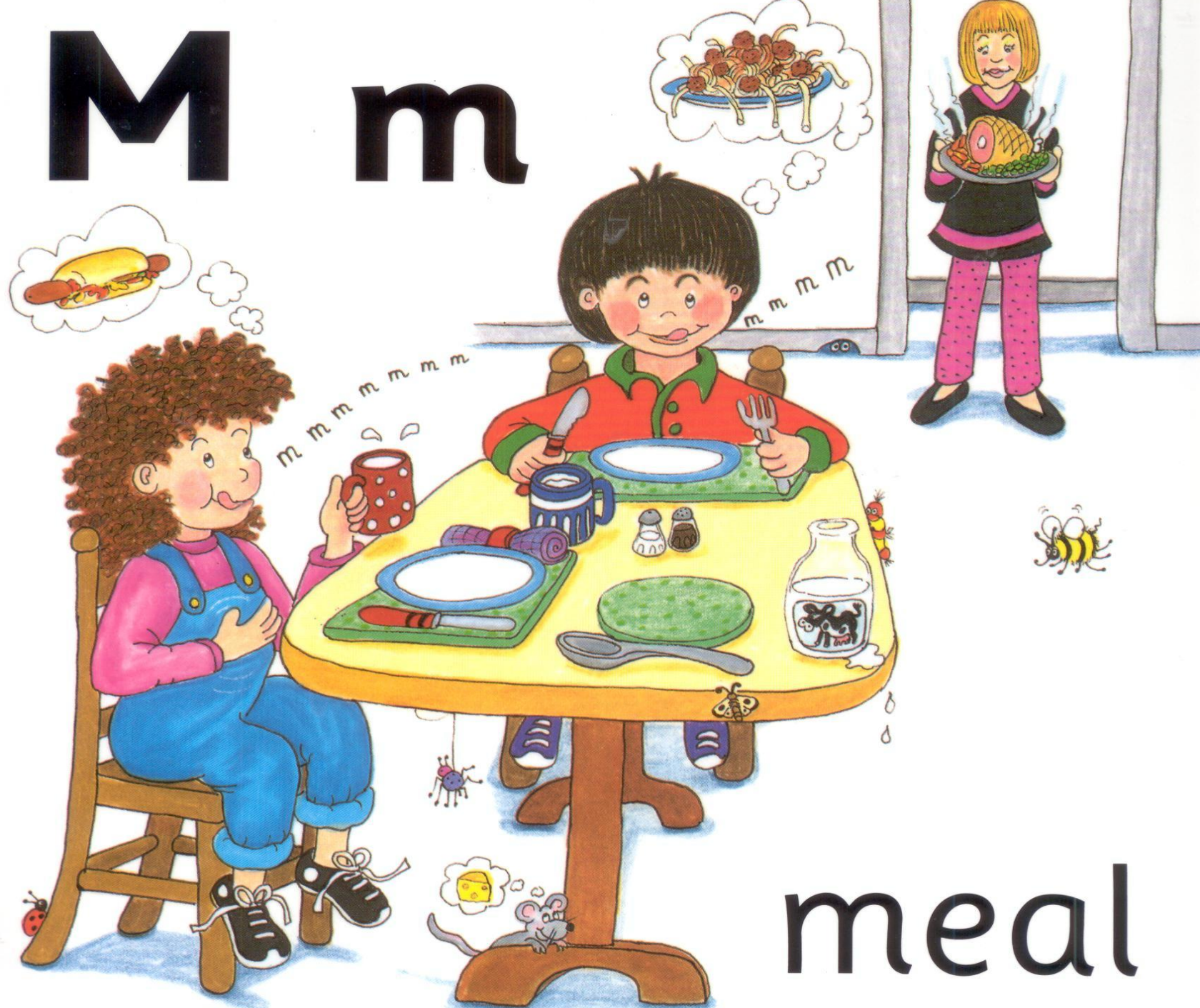
drip

rag



**Action:** Pretend to be a puppy holding a piece of rag, shaking head from side to side and say *mrrrrr*.

# M m



meal

D d

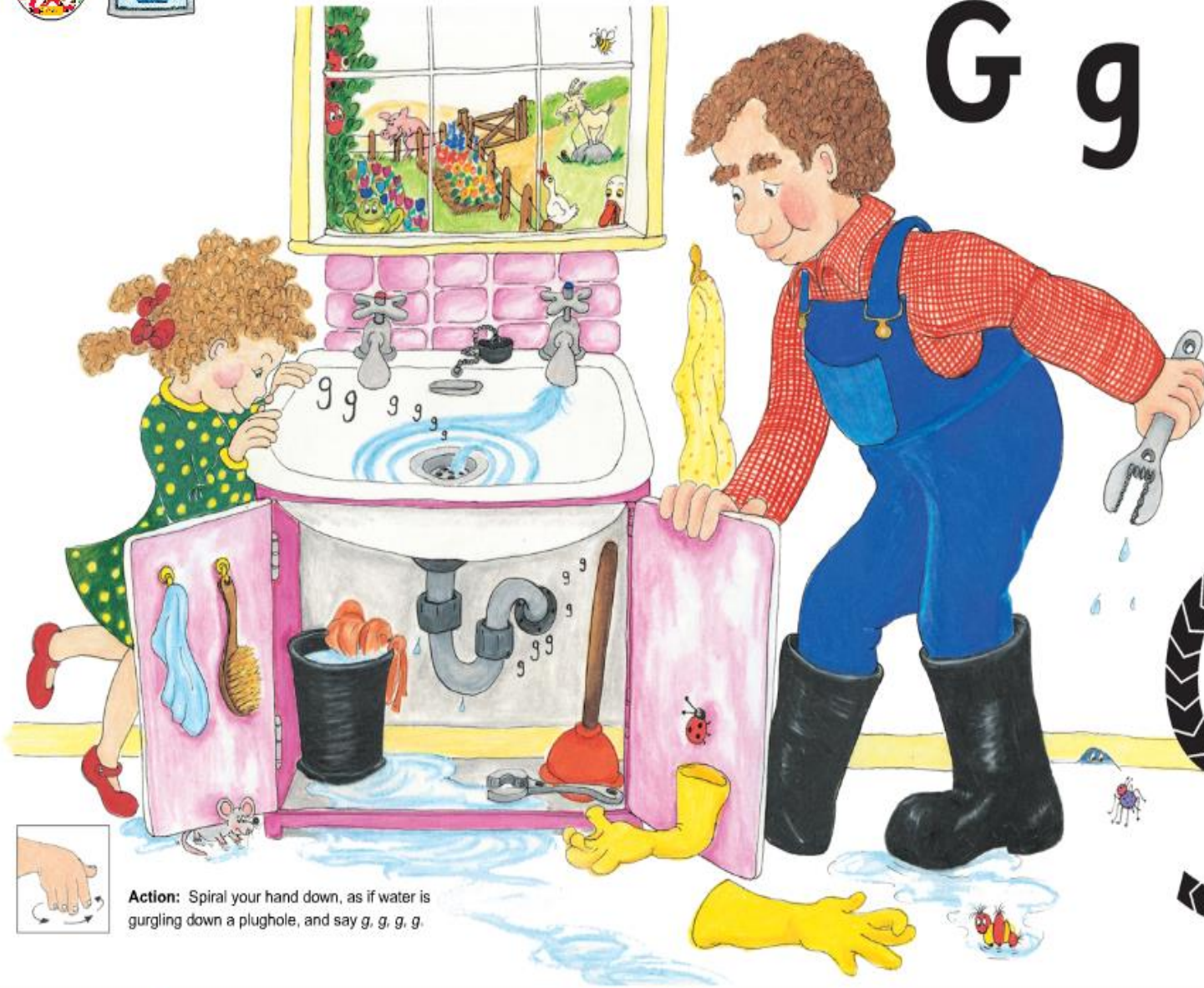


drum



# G g

# g



**Action:** Spiral your hand down, as if water is gurgling down a plughole, and say *g, g, g*.



on

U u

under

up

sun

cup



u u



Action: Pretend to be putting up an umbrella and say u, u, u, u.

umbrella

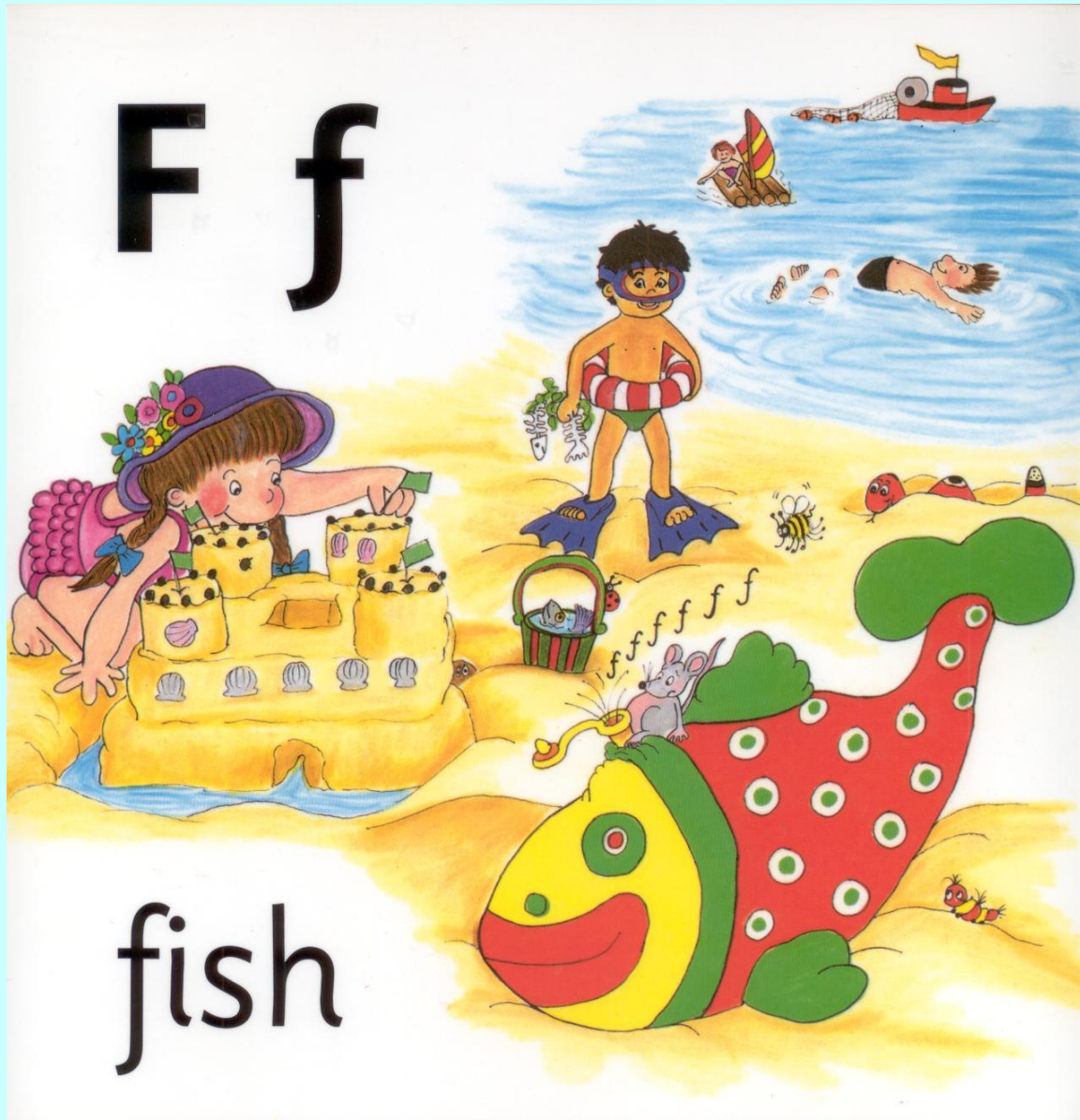


L L



lollipop

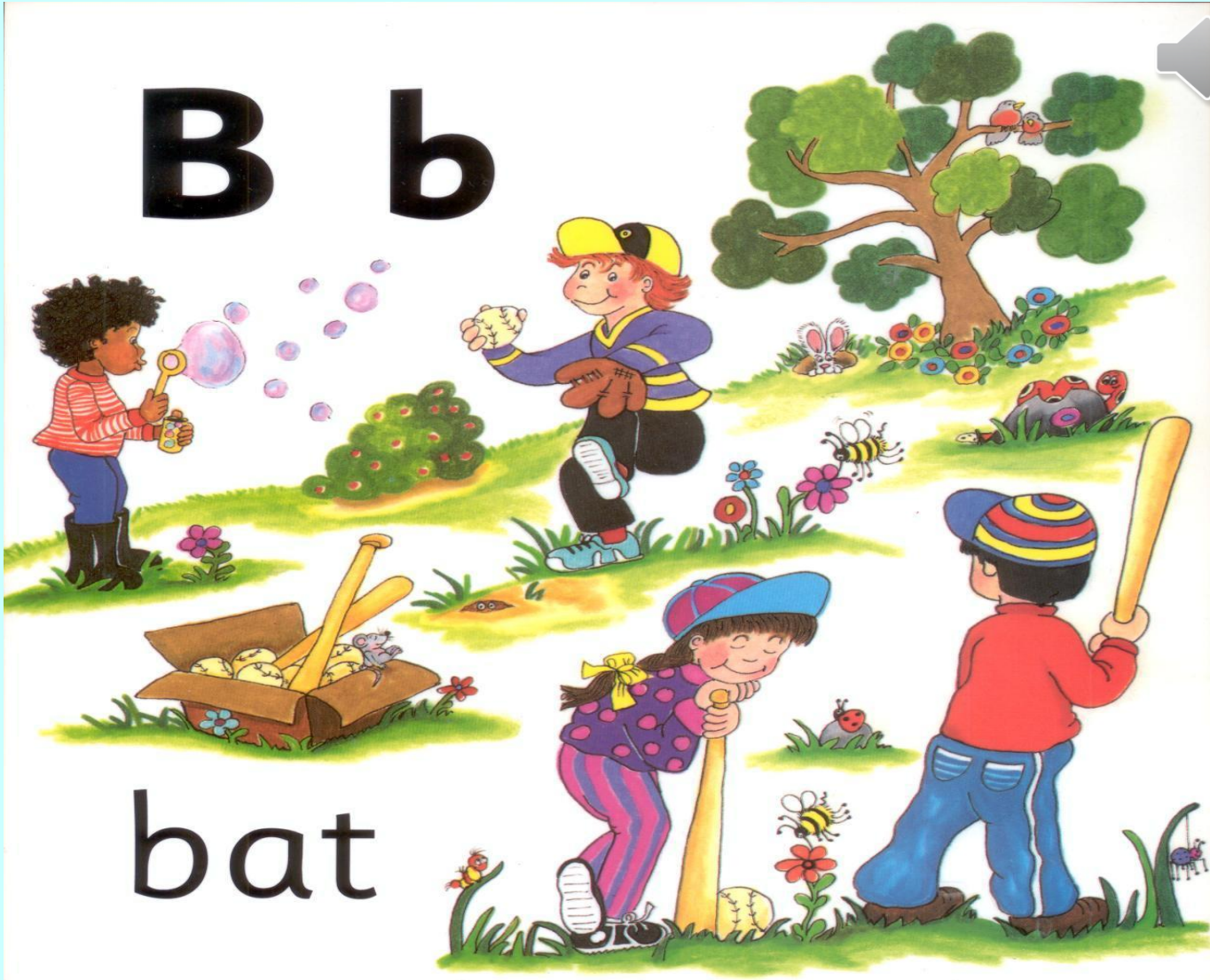
F f



fish



B b



bat

# Some sets are more tricky than others!

- ai, j, oa, ie, ee, or
- z, w, ng, v, oo, oo
- y, x, ch, sh, th, th
- qu, ou, oi, ue, er, ar

# j

# J j

# j

Tune: *Jingle Bells*

Jelly and jam,  
jelly and jam,  
jiggling on the plate.  
Oh, what will I eat with it?  
*/j/-/j/-/j/-/j/-/j/.*



**Action:** Pretend to wobble on a plate, and say *j, j, j, j.*



# oa

## oa



**Action:** Bring a hand over your mouth, as if something has gone wrong, and say oh!

**oa** *Tune: The Muffin Man*

Oh, did you see  
the billy goat?  
/oa/-/oa/-/oa/  
/oa/-/oa/-/oa/.

Oh, did you see  
the billy goat,  
under the old oak tree?



# ie

## ie



**Action:** Stand to attention and salute, saying *ie ie!*

### ie

*Tune: The Farmer in the Dell*

The captain said, “/ie/-/ie/!”

The captain said, “/ie/-/ie/!”

“Stand up straight!

Don't be late!”

The captain said, “/ie/-/ie/!”



# ee or

## ee / or

**ee or** *Tune: Twinkle, Twinkle,  
Little Star*

See the donkey  
in its stall.

“Eeyore!  
/ee/-/or/!”  
is its call.



**Action:** Put your hands on your head,  
and flap them up and down like the ears  
of a donkey, saying eeyore, eeyore.





# Z

## Z z



**Action:** Put your arms out at your sides and flap them like a bee, saying ZZZZZZZZ.

**Z** *Tune: Did You Ever See a Lassie?*

Did you ever hear  
a bee buzz,  
a bee buzz,  
a bee buzz?  
Did you ever hear  
a bee buzz,  
“/zzz/!”, like this?



# W

W w



**Action:** Blow onto your open hand, as if you are the wind, and say *wh*, *wh*, *wh*.

**W**

*Tune: He's Got the Whole World in His Hands*

I see the clouds moving,  
/w/-/w/-/w/.

I see the kites flying,  
/w/-/w/-/w/.

I see the trees bending,  
/w/-/w/-/w/.

The **wind** is blowing strong!



# ng

## ng

### ng

*Tune: If You're Happy and You Know It*

If you're strong and you know it,  
say "/ng/!"

If you're strong and you know it,  
say "/ng/!"

If you're strong and you know it  
and you really want to show it...  
...if you're strong and you know it,  
say "/ng/!"



**Action:** Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying ng....



# V

# V v



**Action:** Pretend to be driving along in a van, saying vvvv.

**V** Tune: *Go In and Out the Windows*

Drive Vic's van  
round the village.  
Drive Vic's van  
round the village.  
Drive Vic's van  
round the village  
– /v/-/v/-/v/-/v/-/v/!



# oo and oo

oo



**Action:** Move your head back and forth, like the cuckoo in a cuckoo clock, calling u, oo; u, oo.

oo oo

*Tune: Go In and Out the Windows*

Who wants to  
be a cuckoo?  
Who wants to  
be a cuckoo?  
Who wants to  
be a cuckoo?  
loo-loo!, loo-loo!,  
loo-loo!



# sh

## sh

### sh

*Tune: Where, Oh Where, has  
My Little Dog Gone?*

Hush! Hush! Hush!  
Don't make a sound.  
Be as quiet  
as you can be.  
The baby's asleep  
and I'm tired out.  
Sh! /sh!-/sh!-/sh!-/sh!!



**Action:** Place your index finger over your lips, and say shshshsh.



# th and th

th

th th (Tune: *Did You Ever  
See a Lassie?* Track 33)

Did you ever hear  
a rude clown  
make this sound  
and that sound?

Did you ever hear  
a rude clown  
say /th/-/th/, /**th**/-/th/?



**Action:** Pretend to be a rude clown and stick out your tongue a little for *th* (as in *this*), and further for *th* (as in *thumb*).

# qu

Qu / qu



**Action:** Make a duck's beak with your hands, and say qu, qu, qu.

## qu

*Tune: The Wheels on the Bus*

The duck in the pond  
quacks, "/qu/-qu/-qu/,"  
"/qu/-qu/-qu/,"  
"/qu/-qu/-qu/."

The duck in the pond  
quacks, "/qu/-qu/-qu/,"  
all around the pond.





# ou and ow

ou

ow



**ou** (Tune: *The Mulberry Bush* Track 35)

I pricked my thumb  
with a needle.

/ou/-/ou/-/ou/!

/ou/-/ou/-/ou/!

I pricked my thumb  
with a needle.

/ou/-/ou/, **ouch!**



**Action:** Pretend your finger is a needle and prick your thumb, saying *ou, ou, ou!*

# oi

## oi

## oy

# oi

(Tune: *Old MacDonald* Track 36)

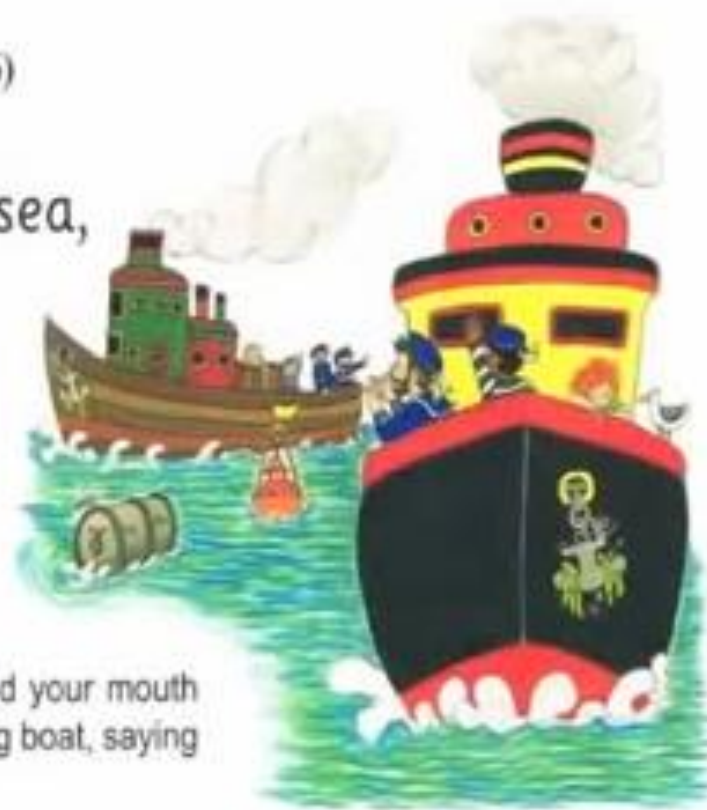
The sailors met upon the sea,

*/oi/-/oi/, /oi/-/oi/, /oi/.*

They found some oil

way down deep.

*/oi/-/oi/, "Ship ahoy!"*



**Action:** Cup your hands around your mouth and pretend to shout at a passing boat, saying *Oi! Ship ahoy!*

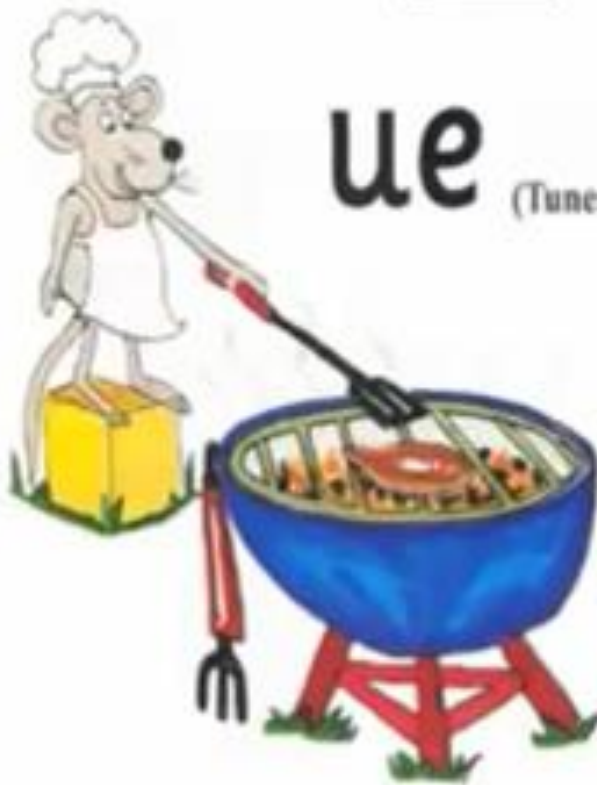
# ue

ue

ew

ue

u



## ue

(Tune: *The Muffin Man* Track 37)

I'd like to have a barbecue.

/ue/-/ue/-/ue/,

/ue/-/ue/-/ue/.

I'd like to have a barbecue  
with you, and you, and you!



**Action:** Point to people around you, and say you, you, you.

# er

# er



**Action:** Roll your hands over each other, like a mixer, and say er-er-er-er.

## er

*Tune: The Wheels on the Bus*

The mixer in the bowl  
goes lerl-lerl-lerl,  
lerl-lerl-lerl,  
lerl-lerl-lerl.

The mixer in the bowl  
goes lerl-lerl-lerl,  
mixing the food together.



# ar

# ar



**Action:** Open your mouth wide, and say *ah*.

## ar

*Tune: Campdown Races*

“Open wide,”  
the doctor said.  
/ar!! /ar!!  
“Let me look  
at your sore throat.  
Please say, ‘/ar/!’”

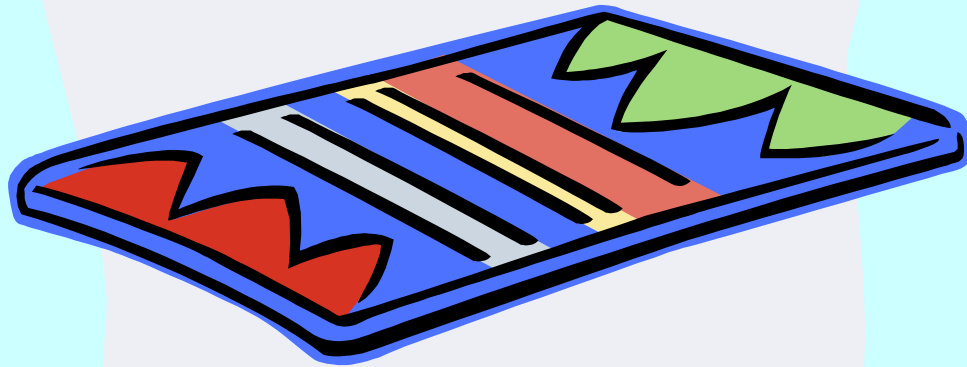


# Oral Blending and Segmenting

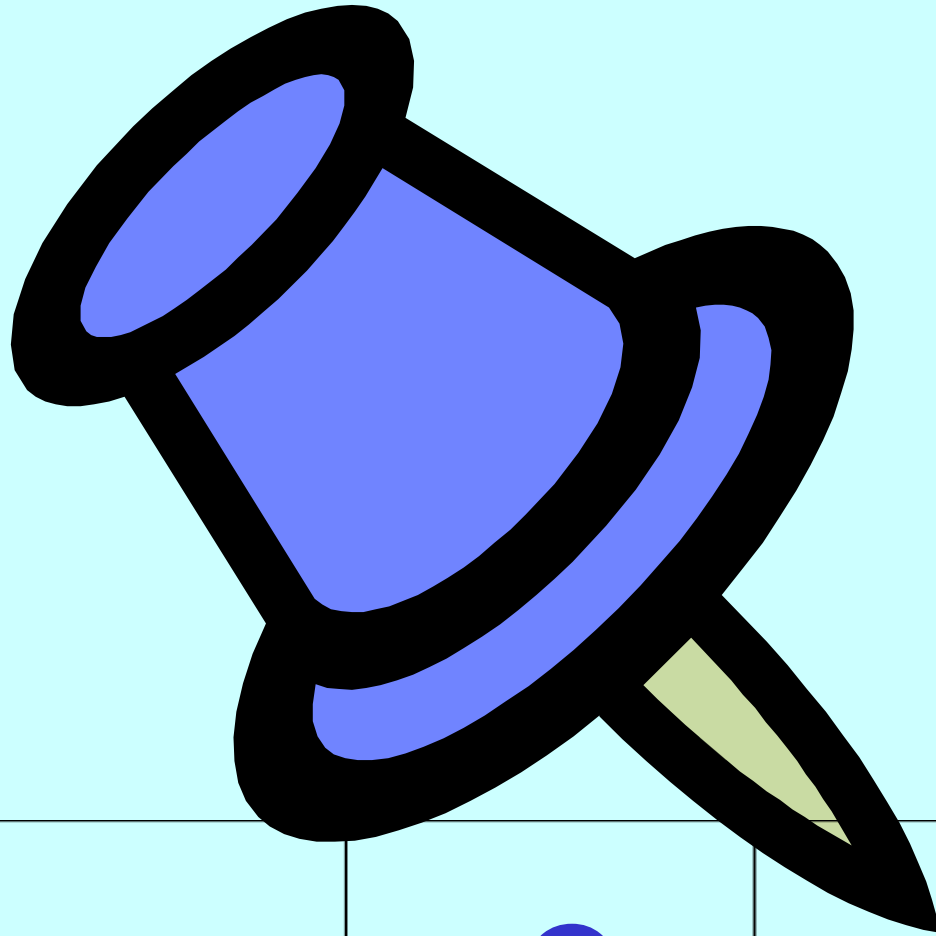
- Jolly phonics provides children with the skills that they need to independently de-code words and blend them together when reading and writing.

Lets give it a try!.....

read



|          |          |          |
|----------|----------|----------|
| <p>m</p> | <p>a</p> | <p>t</p> |
|----------|----------|----------|



|                 |                 |                 |
|-----------------|-----------------|-----------------|
| <p><b>p</b></p> | <p><b>i</b></p> | <p><b>n</b></p> |
|-----------------|-----------------|-----------------|



Write –  
sound  
out



|   |   |    |
|---|---|----|
| s | o | ck |
|---|---|----|

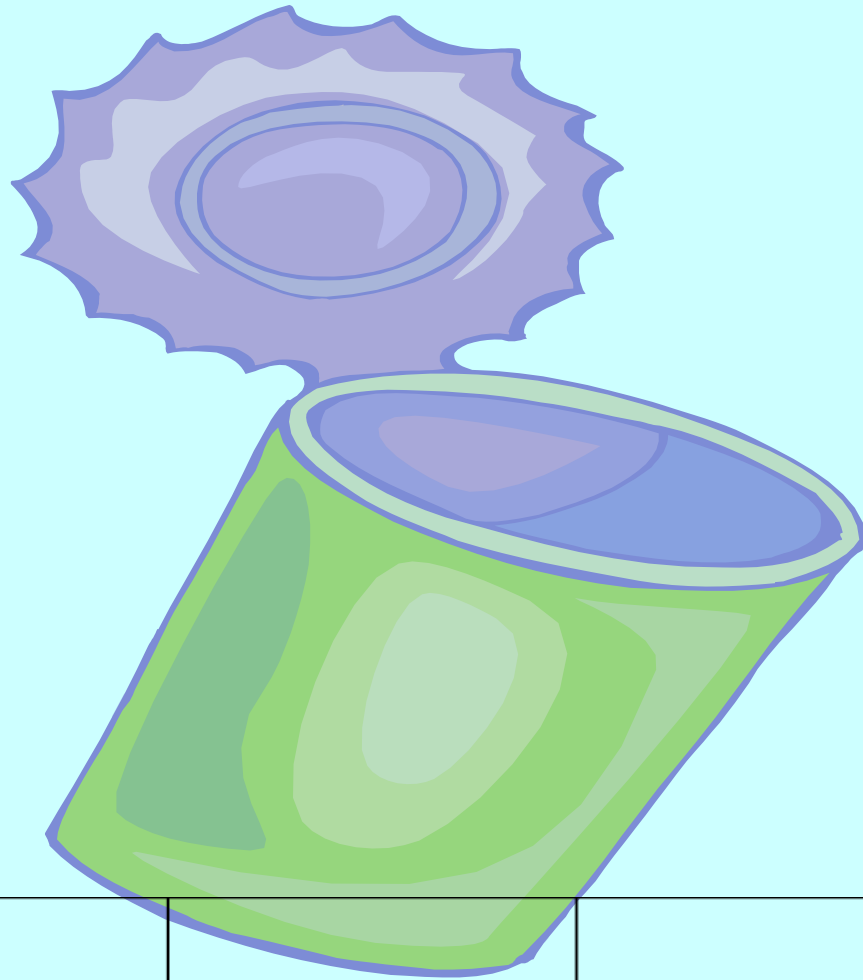


d

o

g

Read  
Sound  
out -  
blend



|          |          |          |
|----------|----------|----------|
| <b>t</b> | <b>i</b> | <b>n</b> |
|----------|----------|----------|



c

a

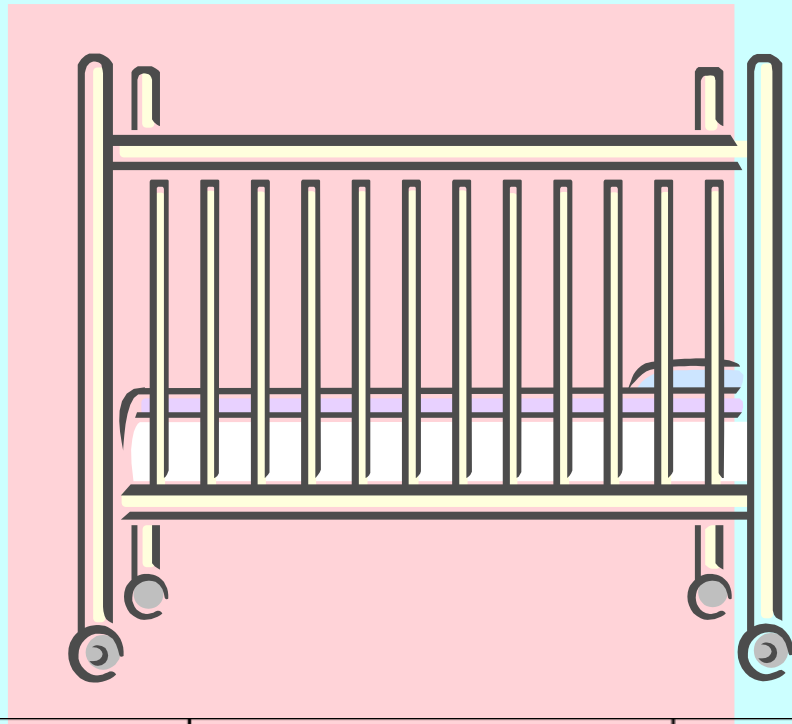
t



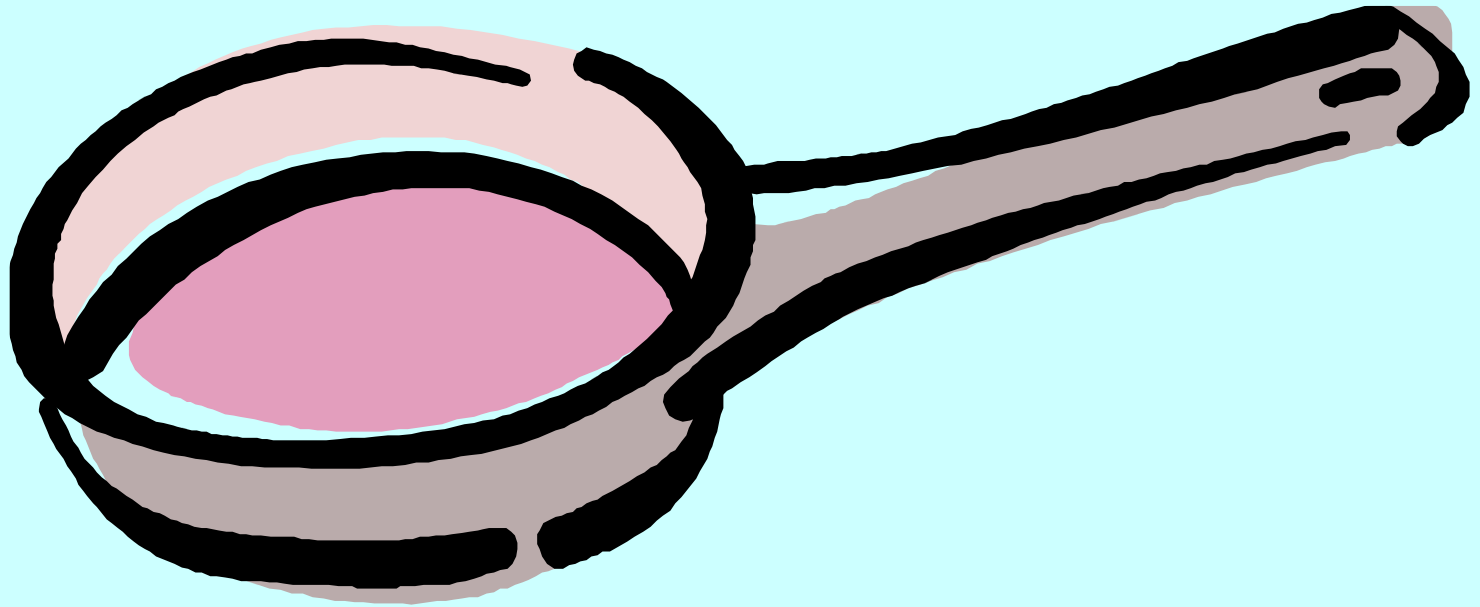
p

o

t



|   |   |   |
|---|---|---|
| C | O | T |
|---|---|---|



**p**

**a**

**n**

# Two graphemes, only one phoneme

- Now let's try using set 6 and 7 sounds. Some of these sounds are made up of two letters. They still only produce one sound!



ai

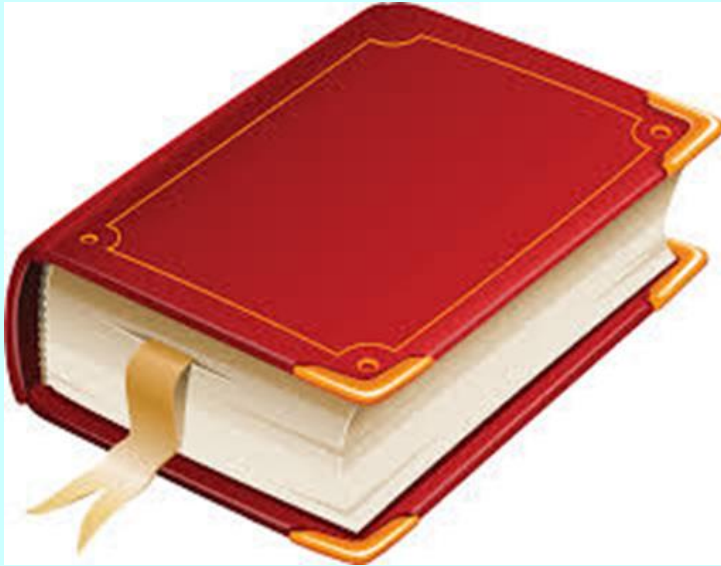


p  
●

ai  
●

n  
●

# oo and oo



|   |    |   |
|---|----|---|
| b | oo | k |
| ● | ●  | ● |



|   |    |   |
|---|----|---|
| m | oo | n |
| ● | ●  | ● |

ng



|   |   |    |
|---|---|----|
| h | a | ng |
|---|---|----|

● ● ●

|   |   |    |
|---|---|----|
| l | o | ng |
|---|---|----|

● ● ●

air



|   |     |
|---|-----|
| h | air |
|---|-----|

# Thank you for listening!

Here is your “WOW”  
star for super listening  
this morning!

