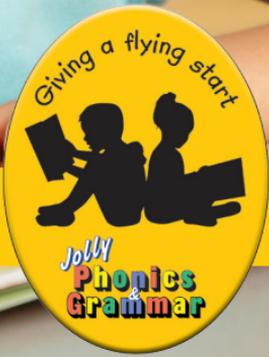




**Parent / Teacher Guide**



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 are descriptions of the *Jolly Phonics* materials. Those marked with a \* are especially suitable for use at home.



## 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 *ant*) not *ai* (as in *aim*). Similarly, the letter *n* should be *n* (as in *net*), 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.



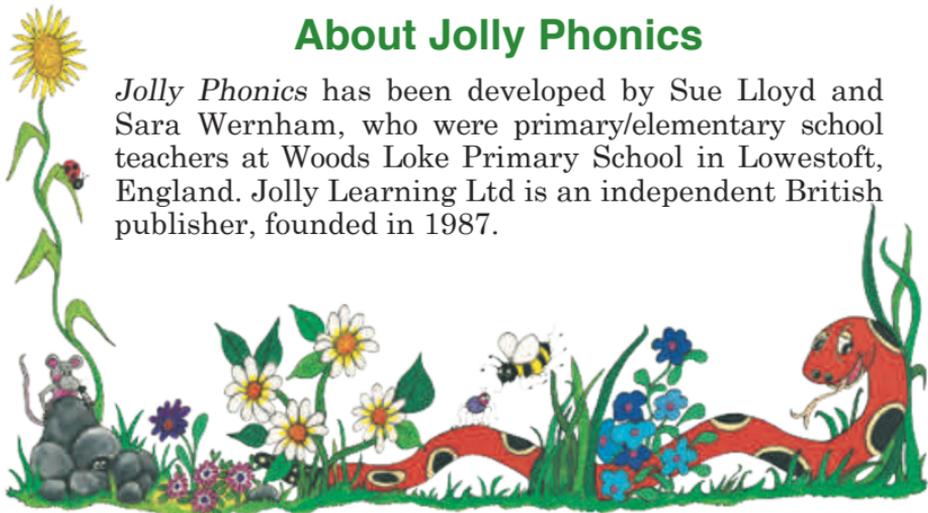
Once there is fluency in reading, the most important skills for a child will be comprehension and the understanding of more words. This can be developed by asking a child questions about a story they have just read.

### *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



- 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 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*.

- c** 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 *rrrrr*.  
**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 deflating a toy fish, 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, 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*.



- z** Put arms out at sides and pretend to be a bee, saying *Zzzzz*.  
**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 *Vvvvv*.  
**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 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 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 *er, er, er*.  
**ar** Open mouth wide and say *ah*. (British English)  
**ar** 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 learned 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.



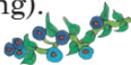
**Nouns:** From the start in Grammar 1, children are taught the difference between common nouns (such as ‘cat’) and proper nouns (such as names like ‘John’). This distinction is important as proper nouns need to start with a capital letter.

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’ (cats, dishes). 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' (trays, puppies), 'o' (potatoes, pianos), 'f' and 'fe' (roofs, leaves, knives) and 'us' (cacti or cactuses).



**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 parentheses, 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 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 mistake 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 short, stressed vowel sound have 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 and Soft g:** 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.



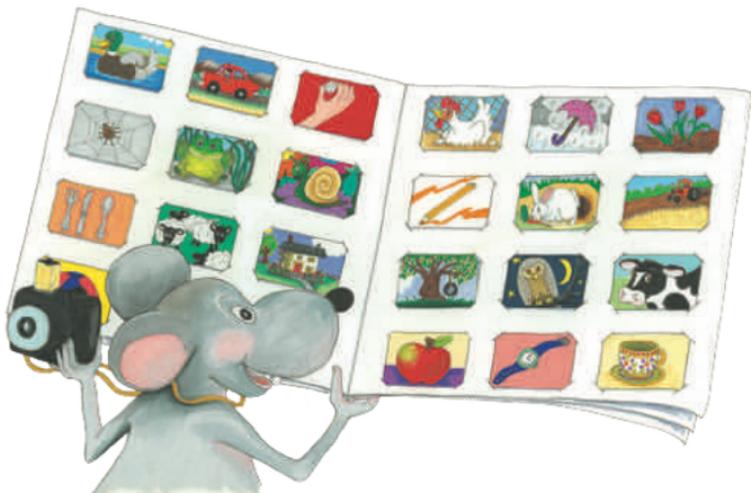
**Schwa:** The schwa is the weak vowel sound of the <e> in children, or the <o> of carrot. It happens to be the most common vowel in English. It is specifically taught in Grammar 4 and is a strong focus in later levels, particularly when it appears in common suffixes like ‘-ity’ and ‘-ety’.

**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.



# Phonics Stage Products

For children just starting to learn to read and write, look at products in this phonics stage. Those with an asterisk \* are suitable for use at home. For later years, look at the Grammar stage products that follow.

## My First Letter Sounds\* (for age 2+)

A board book for introducing all the letter sounds.

## My Jolly Phonics\* (for age 3+)

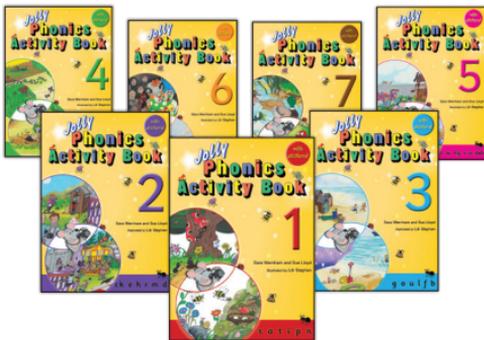
The My Jolly Phonics Kit has a varied and exciting range for a child just starting to learn to read. The attractive case contains:

- Jolly Phonics Activity Books 1-7
- Jolly Phonics DVD
- Jolly Phonics Games CD (Single User)
- Jolly Songs
- Jolly Stories
- Jolly Phonics Letter Sound Poster
- Plus FREE triangular grip pencils (red, yellow, blue & graphite) and an eraser



## Sounds Like Fun DVD\* (for age 2+)

First shown on the popular Cartoonito TV Channel, this DVD has 39 episodes, each introducing a different letter sound in a fun and engaging way. The episodes are based on Jolly Phonics.



## Jolly Phonics Activity Books 1 - 7\* (for age 3+)

With stories for each letter sound, letter formation practice, colouring, puzzles and stickers, these colour books are absorbing for a child as they learn to read.



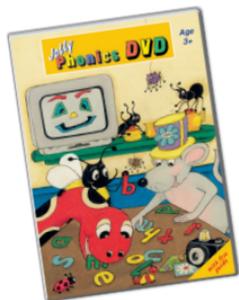
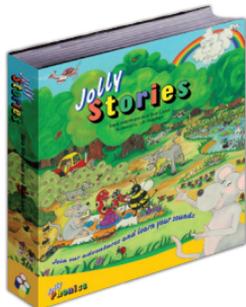
## Jolly Phonics Workbooks 1-7\*

(for age 4+)

An enjoyable way for children to build on the skills they have learned. The 7 black and white books cover simple letter recognition, joined-up writing and the alternative spellings of the vowels. Strategies for tricky spellings and challenging puzzles for developing phonic skills are also provided.

## Jolly Stories\*

Join the adventures of Inky Mouse and her friends. Follow them through seven stories as they learn the 42 letter sounds. This beautifully illustrated board book has 40 spreads, each covering one or two letter sounds. Each spread has a number of words for reading and spelling, and a Jolly Phonics action. A large letter is embossed, so that it can be felt by children.



## Jolly Phonics DVD\*

The DVD covers all the letter sounds and the five basic skills for reading and writing. There are fun bonus activities for children, 'Using Jolly Phonics' footage for adults and a section explaining the letter sounds of English, ideal for those learning English as a foreign or second language.

## Finger Phonics Books 1-7\*

Ideal to use with your child after watching the DVD. 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.



## Jolly Phonics Magnetic Letters\*

A tub of 106 lower case magnetic letters. Consonants are in red and vowels are in blue. Includes joined digraphs.



## Finger Phonics Big Books 1-7

These big books allow letter sounds to be introduced to the whole class. They have the same content as the Finger Phonics Books.

## Jolly Songs\*

An audio CD and A4 book with songs set to popular tunes for each of the 42 letter sounds in *Jolly Phonics*. Perfect for use at home, or in small groups.

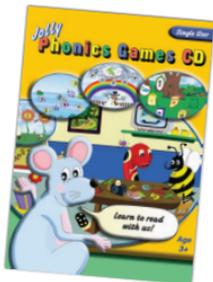


## The Phonics Handbook Core resource

The Phonics Handbook is a complete resource for teaching reading, writing and spelling to a whole class. Includes photocopy masters and detailed lesson plans.

## Jolly Phonics Games CD\*

Enter the interactive world of Inky Mouse and her friends as they help your child to learn to read and write. With 20 fun activities, the games come in different levels, easy, medium or hard, ideal for children (ages 3-6 years). Available as Single User (for home use) or Site Licence (for schools).



## Jolly Phonics Letter Sounds App\*

Join Bee and her friends as they explore the enchanting letter sounds garden and discover the main 42 letter sounds of English through a series of captivating games.



## Jolly Phonics Lessons App

This comprehensive app provides daily lesson plans for each of the 42 letter sounds. It provides teachers with easy to follow plans enabling them to deliver lessons which imbed the key skills.



## Jolly Songs App\*

This interactive app has been developed to support children as they learn the 42 letter sounds and includes all of the actions to the sounds.



## Jolly Phonics Word Book

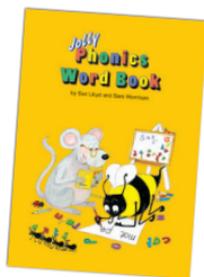
A bank of words listed according to letter groups, initial and final consonant blends, alternative vowel spellings and tricky words.



Core resource

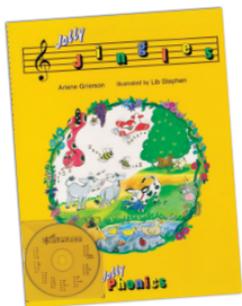
## Jolly Phonics Pupil & Teacher's Books (for age 4+)

These books support class teaching, giving practice on the skills taught. The separate teacher's book gives guidance. There are both black and white and the more extensive colour series available.



## Jolly Phonics for the Whiteboard Core resource

A comprehensive and interactive set of lesson plans, with one for every day of the school year. Teaches every aspect of *Jolly Phonics* including the alternative spellings. Includes Jolly Songs, Jingles and Flash Cards so it can be used on its own. It even includes printable worksheets for pupils for every lesson.



## Jolly Jingles

An audio CD and big book with another set of traditional songs for each of the 42 letter sounds sung by Canadian children. Ideal for classroom use.

## Jolly Phonics Read and See\*

These themed word books help children practice sounding out and blending once they've learned the letter sounds. An illustration of each word they read is hiding under a flap. Each pack contains 12 books.





## Jolly Phonics 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.

## Jolly Phonics Puppets\*

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



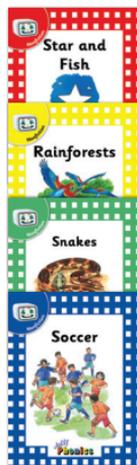
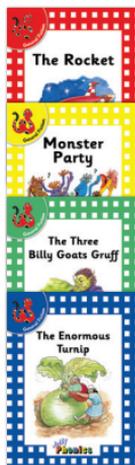
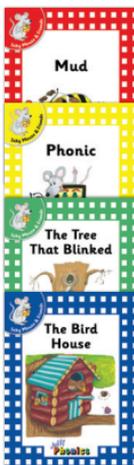
## Jolly Phonics Decodable Readers\*

Level 1

Level 2

Level 3

Level 4



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 start of each book. There are 4 levels each with 3 series, Inky Mouse and Friends, General Fiction and Nonfiction. Each series pack, in each level, has six different books.



## Jolly Phonics Wall Frieze

Comes in 7 illustrated strips for putting up around the classroom.

## Jolly Phonics Tricky Wall Flowers

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



## Jolly Phonics Alternative & Alphabet Posters

A two-poster pack with alternative vowel spellings on one and the alphabet on the other.

## Jolly Phonics Tricky Word Hat

A plush hat that can be used with the Tricky Word Wall Flowers. Includes a bag of 72 small velcro pads for attaching the words.



## Jolly Phonics Picture Flashcards\*

A pack of 60 double-sided flashcards, each with a letter and word on one side and a colourful picture (and dots for the letter sounds) on the other. Includes the alternative spellings.

## Jolly Phonics Cards

Four sets of flashcards for whole class use: letter sounds, blending words, alternative vowel spellings and tricky words. A total of 300 black and white cards.



## Jolly Phonics Letter Sound Strips

A set of 30 identical strips for a class, to help children remember the spelling of sounds. Letter sounds are on one side and alternative vowel spellings on the other.

## Jolly Phonics Starter Kit Extended



This is an extensive set of *Jolly Phonics* for the classroom, all in a bright carrying case:

- The Phonics Handbook*
- Jolly Phonics DVD*
- Jolly Phonics Wall Frieze*
- Jolly Phonics Cards*
- Jolly Phonics Word Book*
- Finger Phonics Big Books 1-7*
- Jolly Phonics Letter Sound Strips*
- JP Alt Spelling & Alphabet Posters*
- JP Tricky Word Wall Flowers*
- Jolly Songs*
- Jolly Phonics Readers Level 1 (18 books)*
- Jolly Phonics Readers Level 2 (18 books)*

## Jolly Phonics Classroom Kit

This is a comprehensive set of *Jolly Phonics* including more decodable readers and resources, again in a bright case:

- The Phonics Handbook*
- Jolly Phonics DVD*
- Jolly Phonics Word Book*
- Jolly Phonics Big Books, set of books 1 - 7*
- Jolly Phonics Letter Sound Strips*
- Jolly Phonics Cards*
- Jolly Phonics Alternative & Alphabet Posters*
- Jolly Phonics Tricky Word Wall Flowers*
- Jolly Phonics Wall Frieze*
- Jolly Phonics Puppets*
- Jolly Phonics Tricky Word Hat*
- Finger Phonics set of books 1 - 7*
- Jolly Phonics Resources CD*



- Jolly Jingles (Big Book and CD)*
- Jolly Songs (A4 Book and CD)*
- Read & See Pack 1 (all 12 titles)*
- Read & See Pack 2 (all 12 titles)*
- Jolly Phonics Readers Levels 1, 2, 3 & 4*
- Plus FREE PowerPoint presentation CD and 30 Parent Guides*

## Jolly Phonics Extra\*



Designed for children who need extra help for any reason, the *Jolly Phonics Extra* kit has a TalkingPEN which responds to the Letter Sound Book, the 71 flashcards and the 54 *Jolly Phonics Readers* enclosed. Also included are four sets of *Pupil Books 1-3*, and a *Teacher's Book*. Children are amazed at how the TalkingPEN responds to letters, words and images on the page, giving them immediate audio feedback. Personal edition also available.

# Grammar Stage Products



## The Grammar Handbooks

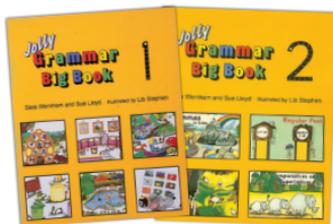
1, 2, 3, 4, 5 and 6

Core resource

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

## Grammar Big Books 1 and 2

These books allow new grammar concepts to be taught to the whole class for the first two grammar years.



## Grammar Pupil & Teacher's Books 1, 2, 3, 4 and 5

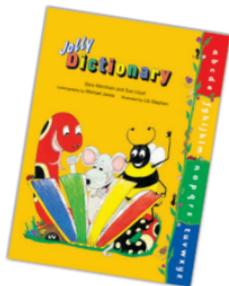
Core resource

These write-in colour books are for class use in teaching the first 5 years of grammar, spelling and punctuation.



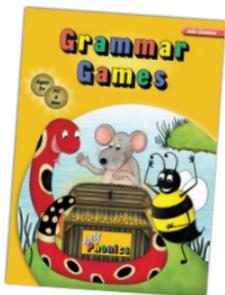
## Jolly Dictionary\*

Award winning and beautifully illustrated, the Jolly Dictionary has 6,000+ age-appropriate words with carefully written definitions that children find easy to read and engaging. Divided into 4 colour-coded sections for ease of use and includes a child-friendly pronunciation guide.



## Grammar Games\*

A suite of 15 enjoyable interactive games for playing on a computer or a laptop. They practise the grammar, punctuation and spelling taught in the first few years. Available on Single User (for home use) or Site Licence (for schools).

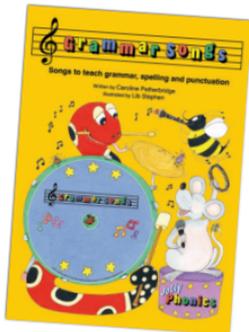


## Grammar 1 Workbooks 1-6\*

An enjoyable way for children to build on the early grammar and spelling they have been taught. A set of black and white write-in books.

## Grammar Songs\*

An audio CD and A4 book with songs set to catchy, popular tunes to reinforce much of the grammar, punctuation and spelling being taught.



For more information visit our website:  
[www.jollylearning.co.uk](http://www.jollylearning.co.uk)





Jolly Learning Ltd

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