

Jolly Phonic Information for Parents

The five basic skills in Jolly Phonics 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 sounds. For each sound there is an action which helps the children remember the sound the letter makes. As the letters are taught, they are stuck into a Sound Book, which is brought home. If possible, go through the Sound Book with your child every day.

The letters are not 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. Sounds with more than one way of being written are first taught in one form only. For instance, the sound 'ai' (rain) is on the Sound Sheet. The alternatives 'a-e' (cake) and 'ay' (day) will be taught later.

2. Letter Formation

It is very important that your child holds the pencil correctly. If the hold starts incorrectly it is very difficult to get it right later on. The correct formation for each letter can be seen on the bottom of each Sound Sheet. Many of the letters have a joining tail at the end to make it easier to transfer into joined up writing.

3. Blending

Blending is a process of saying the sounds in a word and then running them together to make the word, e.g. c-a-t is cat. It is a technique your child will need to learn, and it improves with practice. Some children take longer to do this than others. To start with you should sound out the word and see if your child can hear it. The sounds must be said quickly to hear the word. It is easier if the first sound is said slightly louder, e.g. b-u-s.

To give you child practise at blending, she/he will bring home Word Boxes. Please listen to your child blending the sounds to read the word and then send it back to school. Once your child has been through the Word Boxes they will bring home a reading book. Please listen to him/her regularly.

It is important that your child understands what she/he has read. You can help by talking about the story with your child.

4. Identifying sounds in words

If your child is going to be able to write independently she/he will need to be able to hear the sounds in words and to write the letters for those sounds.

When your child is able to hear the sounds in words he/she may bring home words with which to practise their new writing skill. These words are for you to call out. He/she has to listen for the

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sounds and write down the letters for those sounds. This is the first step towards your child becoming an independent writer.

5. Tricky Words

Some words cannot be sounded out or spelt correctly by listening for the sounds in them. These are called the 'Tricky Words' and have to be learnt. As your child becomes more fluent at reading and writing, he/she will be taught how to cope with Tricky Words.

Finally ...

This all sounds a great deal of work, but it goes in stages and is spread over a considerable period of time. Little and often is best. Your child may be tired after school but don't worry. It is better to leave it than push too hard. There is no doubt that the effort on your part, at this stage, is well worth it.

AUTUMN TERM STEP 1

This term we will be teaching the 42 main sounds and introducing the first 12 tricky words:

I, he, she, be, to, do, the, me, we, was, are, all

Please refer to our class webpage or look on the board outside the classroom door for weekly information.

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