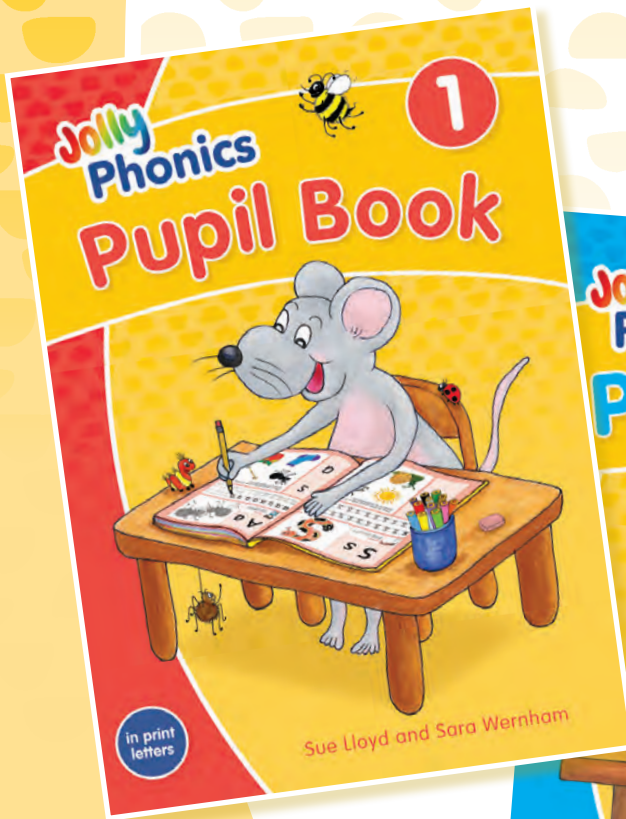


# Jolly Phonics

# Teacher's Book



in print  
letters

Sue Lloyd and Sara Wernham

## 3. Blending

When reading, children need to understand the meaning of the words. Before they can do this, they have to be able to work out what the words say. In order to do so, the children look at the letters, say the sounds, run them together and listen for the word. This process is a key phonic skill called blending. Blending is sometimes referred to as synthesising, which is why Jolly Phonics is known as a synthetic phonics programme.

With the ability to blend, children are able to read unknown regular words. They are also in a far better position to attempt more challenging words that are not completely decodable at this stage.

In the beginning, most children are not able to blend and need to be taught how. The teaching of aural blending can begin on the children's first day of school, using their Pupil Books. The children are shown the picture of the sun on their lesson page and asked if they can see a /s-u-n/. Only a few children in the class will hear the word after it has been split into its individual sounds. After a few more examples, using the pictures on the page – /s-p-ie-d-er/, /s-n-ai-l/ and /t-r-ee/ – one or two more children might be tuned in to hear the words. The following day, after teaching the next letter sound, a few examples from the /a/ page could be called out, such as /a-n-t/ and /a-rr-ow/. Any object on the page could be used, although short words are preferable. Each day, a few more children will be able to hear the words. Some children have a natural ability for blending, but success comes to all in the end.

Once children can hear the word when an adult says the letter sounds, they are ready to say the sounds for themselves and try listening for the word. Blending needs practice and should be started as soon as possible. On most days, teachers should try to write short regular words, such as *tap*, *pan*, *pit*, *sit* and *pin*, on the board or on flashcards, making sure that the words use only those sounds that have been taught. The children then say the sounds and listen for the word. The daily Word Bank in the Teacher's Book is useful for this activity. In addition, there are words to blend each day on the lesson pages in Pupil Book 1 (except for /s/ and /a/, which show only the sounds). Children should not use any actions when blending words.

The children who can hear the words understand how the alphabetic code works for reading. They realise that it is something they can work out for themselves. This knowledge fascinates them and their confidence grows.

For most children, blending is relatively easy. However, some children find it difficult and need to be taught exactly what to do. There are two main reasons for children not being able to hear the word when they have said the sounds:

### 1. They do not know the letter sounds well enough

As soon as the child sees a letter, the sound should come automatically to them. If they have to pause to think, they lose track of the word. To correct this, it is necessary to revise the sounds regularly with flashcards, actions and other letter-sound activities.

### 2. The letter sounds are wrongly emphasised

The emphasis should be on the first letter sound, for example, on the /d/ of /d-o-g/. If the children put the emphasis on the last letter sound, they may try to start the word with that sound and fail to hear the word.

There are two types of sound in English. One type makes a pure, continuous sound: examples include /sssss/, /fffff/, /rrrrr/, /mmmm/, /nnnnn/ and /vvvvv/. The other type has a schwa on the end. The schwa, which sounds like /uh/, is an unstressed vowel sound, and it can be heard on the end of many letter sounds. For example, /b/ cannot be said without a schwa: /buh/. All sounds should be said with as little schwa as possible.

In blending, the first sound needs to be louder than the others. This helps the children to remember how the word starts. The sounds that follow in the word need to be spoken softly and quickly, and the schwa should be avoided where possible. This technique has been found to be effective and about three quarters of the children master it quite quickly. Although blending is more difficult for the other children, all they need is more practice. Frequently, in a whole-class situation, the children who are good at blending call out the answer quickly and the less able copy them, as they do with letter sounds on flashcards. To remedy this situation, teachers can provide an extra blending session for the weaker children.

### Initial consonant blends

Blending skills can be improved if the children practise saying the initial consonant blends. Examples of common consonant blends are: /cr/, /fl/ and /str/. The children look at the individual letter sounds and blend them together, so it is important that they only practise blends which contain the letter sounds they know. For example, if the sound /w/ has not been introduced, /sw/ should not be given to the children to blend. Being able to say blends fluently makes it easier for the children to read words with initial consonant blends. They are encouraged to work out the word by saying the blend, followed by the individual sounds: for example, /pl-a-n/, not /p-l-a-n/. In Pupil Book 1, words with initial consonant blends are introduced from page 11 onwards.

When blending words with digraphs, the children have to remember to look at the two letters and say one sound. This more complicated skill is mastered when regular words using the digraphs are blended. For example, when the /ai/ sound has been taught, flashcards can be held up showing regular /ai/ words, like *pain*, *rain*, *train*, *Spain*, *hail* and *snail*. The children say the sounds and blend them together to read the word. Alternatively, the words could be written on the board.

### Consonant-vowel combinations

pa	pe	pi	po	pu
la	le	li	lo	lu
ra	re	ri	ro	ru
fra	fre	fri	fro	fru
sta	ste	sti	sto	stu
gra	gre	gri	gro	gru

# Letter Sound /ch/

## Flashcards

- Revise some of the sounds already taught, which include /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/, /z/, /w/, /ng/, /v/, /oo/, /oo/, /y/, /x/.

## Introducing the letter sound

- Introduce the sound /ch/. Use a story such as the one below, along with the action:

The children in Charlie's class are studying transport. Their teacher has arranged an outing to a transport museum. In the afternoon, the children get to ride on a steam train. They are very excited. They all climb into the carriage. The train starts chugging: "ch, ch, ch, ch." The train goes faster: "ch, ch, ch, ch!" Then, steam comes out of the funnel and the whistle blows. "Choo! Choo!" The next day at school, all the children pretend to be trains, going, "ch, ch, ch, ch!" They chuff around, pretending to stop at lots of different places so that the passengers can get on and off.

- The children move their arms at their sides like a steam train and say *ch, ch, ch, ch*.

## Letter formation

- The sound /ch/ is written with two letters. When two letters make one sound it is called a digraph.
- Explain how to write the digraph <ch>.
- The children practise writing <ch>, <ng>, <v>, <oo>, <y> and <x> in their books.

## Blending

- Show the children the words *chop*, *chain*, *torch* and *bunch* in their books.
- Say the sounds with the children, and then blend the sounds together to read the word.
- Encourage the children to point to the dot underneath each sound as they say it.

## Identifying the sounds

- Show the children the four pictures in their books and ask them to listen carefully. Say the word for each one: *chick*, *bench*, *cheese*, *chimney*.
- The children count the sounds in each word, colour in the correct number of dots, and write <ch> in the correct 'sound' dot [**3** *ch-i-ck*; **4** *b-e-n-ch*; **3** *ch-ee-se*; **5** *ch-i-m-n-ey*].

## Answers

## Word bank

*chain, chat, cheek, chin, chip, chop, coach, much, rich, such, torch, check, chess, chick, chill, bench, bunch, chest, chimp, lunch, munch, pinch, speech, drench*

- Call out the word *rich*. The children say the sounds, holding up a finger for each one: /r-i-ch/. Write the letters on the board as they do so.
- Blend the sounds with the class to read the word. Repeat with some of the other words.
- Use the word bank regularly to practise blending.

## Listen and write

- Call out the sound /ch/, as well as some of the previous sounds. Ask the children to write the letter(s) for each one.
- Say the words *chin*, *chat*, *much* and *coach*. The class listen for the sounds and write the words.

## Further ideas

- Sing the /ch/ song from Jolly Songs and pin up the /ch/ section of the Wall Frieze.
- Form a line and pretend to be a train, chuffing around and saying, "Ch, ch, ch, choo, choo!"

# Letter Sound /sh/

## Flashcards

- Revise some of the sounds already taught, which include /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/, /z/, /w/, /ng/, /v/, /oo/, /ool/, /yl/, /xl/, /chl/.

## Introducing the letter sound

- Introduce the sound /sh/. Use a story such as the one below, along with the action:

Mrs Shaw has just had a baby. The baby is called Shannon. Sam is the baby's elder brother. Sam thinks Shannon is okay, but she cries a lot. While his mother tries to get Shannon to sleep, Sam goes and plays with his toys. He plays with his cash register. It makes a very loud "ting" when the cash drawer opens. "Shshshsh," whispers Mrs Shaw, putting her finger to her lips. "Shannon is nearly asleep. Let's go downstairs for a while." "Okay," says Sam, adding, "shshshsh," as they tiptoe quietly from the room.

- The children place their index finger against their lips, saying *shshshsh*.

## Letter formation

- Explain how to write the digraph <sh>.
- The children practise writing <sh>, <v>, <oo>, <y>, <x> and <ch> in their books.

## Blending

- The children look at the words *dish*, *shop*, *sheep* and *brush* in their books. They say the sounds and blend them together to read each word.

## Identifying the sounds

- Show the children the four pictures in their books and ask them to listen carefully. Say the word for each one: *shoe*, *shell*, *fish*, *mushroom*.
- The children count the sounds in each word, colour in the correct number of dots, and write <sh> in the correct 'sound' dot [2 *sh-oe*; 3 *sh-e-ll*; 3 *f-i-sh*; 6 *m-u-sh-r-oo-m*].

## Word bank

*ash, bash, cash, dish, fish, hush, mash, rash, rush, shed, sheep, sheet, shin, ship, shoot, shook, shop, shot, short, shut, wish, shell, shock, brush, crash, fresh, shelf, shift, shrimp, splash, mushroom, shampoo, shopping, paintbrush*

**Answers**

sh

ACTION

Place your index finger against your lips, and say shshshsh.

I

sh sh sh sh sh sh sh

v v oo oo y y x x ch ch

dish

•••••

shop

•••••

sheep

•••••

brush

•••••

Colour in the correct number of sounds for each word. Write the letters for the /sh/ sound in the correct dot.

- Call out the word *shelf*. The children say the sounds, holding up a finger for each one: /sh-e-l-f/. Write the letters on the board as they do so.
- Blend the sounds with the class to read the word. Repeat with some of the other words.
- Use the word bank regularly to practise blending.

## Listen and write

- Say the words *rash*, *shed*, *wish* and *sheet*. The class listen for the sounds and write the words.

## Tricky word: I

- The word *I* is tricky; instead of being written as it sounds, it uses its letter name. It is very shy, so it puffs itself up into its capital letter.
- Show the children the tricky word in their books. Together, work out the tricky part and underline it in purple.

## Further ideas

- Sing the /sh/ song from Jolly Songs and pin up the /sh/ section of the Wall Frieze.
- Make sheep with cotton wool fleeces.
- Pin up the Tricky Word Wall Flower for *I*.

69

# Unit 13: Alternatives

## Revision

- Use flashcards to revise some of the 42 basic sounds, plus <a\_e>, <e\_e>, <i\_e>, <o\_e>, <u\_e> and <ay>, <oy>, <ea>, <y>, <igh>, <ow>, <ir>, <ur>, <ew>.
- Remind the class that <y> can say /y/, /ee/ or /ie/ and that <ow> can say /oa/ or /ou/.
- Call out some of the basic sounds and ask the children to write the letter(s) for each one.

## Alternatives: <aw>, <au> and <al>

- Say the words *crawl*, *haul* and *tall* and write them on the board.
- Ask the children what sound they can hear in the middle of each word [/or/] and how the sound is written [*crawl*, *haul*, *tall*]. Underline the spelling of the sound /or/ in each word.
- Explain that there are three main alternative ways to write the sound /or/: <aw>, <au> and <al>.
- Write some more words with these spellings on the board and read them with the children: <aw> *jaw*, *draw*, *shawl*, *straw*, *jigsaw*; <au> *haunt*, *launch*, *August*, *laundry*, *applaud*; <al> *all*, *hall*, *talk*, *small*, *walk*. Underline the alternative spelling of the sound /or/ in each word.

## Word and picture matching

- Ask the children to look at the jigsaw pieces in their books. The children read the words and join them to the correct pictures.
- Point out the silent <n> in the word *autumn*.

## Animal anagrams (See page 137)

- The children go to page 48 in their books. They look at the set of anagrams, unscramble the letters

## FURTHER PRACTICE

It is important to practise the skills needed for reading and writing on a regular basis.

### Blending and sounding

*rob*, *add*, *far*, *wool*, *quest*,

*cube*, *argue*, *oilcan*, *smuggler*, *footprint*

- Call out each word. The children say the sounds, holding up a finger for each one. Write the letters on the board as they do so and blend the word.
- Practise blending the words with the class (as well as in pairs or individually, if extra practice is needed).

**Answers**

**Unit 13**

The /or/ sound can also be written as <aw>, <au> or <al>. Match the words and pictures in the jigsaw pieces. Then colour the pictures.

38

and write the words.

### Reading sentences

- Write these sentences on the board for the class to read. Point out the tricky words and blend any unknown words with the children:
  1. I went for a long walk.
  2. We go camping in August.
  3. Why did she yawn so much?
  4. Where do you keep your chalk?

# Unit 13: Handwriting

## The Alphabet (See page 137)

- Show the children the alphabet at the back of their books (Pupil Book 2, page 48).
- Remind the children that when we say the alphabet, we use the letter names and not the sounds.
- The children say the alphabet, pointing to each letter as they say it. Encourage them to pause between the groups: A–E; F–M; N–S; T–Z.
- Call out some of the alphabet letters and ask the children to point to them in their books. Ask the children whether they are red, yellow, green or blue.
- Remind the children that knowing which colour group each letter belongs to will help them find words more quickly when they start using a dictionary.

## Handwriting

- Show the children the letters <e>, <z>, <s>, <v>, <w> and <x> on their lesson page.
- These letters do not start with a vertical stroke or a caterpillar /c/: <e> and <z> are the only letters that start by going around or across to the right. The letter <s>, like <f>, starts by going up and back around just a little before changing direction. The letters <v>, <w> and <x> start by going diagonally down to the line.
- The children practise writing the letters. They trace inside the outline letters and then write over the dotted letters.

## Writing the alphabet

- The children complete each section of the alphabet, writing in capital letters. This time all the capital letters are missing. The children use a red pencil for A to E, a yellow pencil for F to M, a green pencil for N to S and a blue pencil for T to Z.

## FURTHER PRACTICE

It is important to practise the skills needed for reading and writing on a regular basis.

## Blending and sounding

*rib, rack, coil, hint, zest,*

*mew, value, wobbly, skewer, fantastic*

- Call out each word. The children say the sounds, holding up a finger for each one. Write the letters on the board as they do so and blend the word.
- Practise blending the words with the class (as well as in pairs or individually, if extra practice is needed).

**Answers**

Practise writing these letters.

Can you write the alphabet? Remember to use the correct colour for each section.

- Remind the children that all capital letters are tall, and they start at or near the top. None of the capitals go under the line.

## Listen and write

- Call out the following words: *pen, bug, six, pond, gift, rash, south, pinch, queen, raincoat*. The children listen for the sounds and write the words.
- Call out some of the alphabet letters and ask the children to write the capital letters.

## Reading sentences

- Write these sentences on the board for the class to read. Point out the tricky words and blend any unknown words with the children:
  1. I need to do the laundry.
  2. Why is the beanstalk so tall?
  3. Come and play on the seesaw.
  4. Where is the strawberry cake?

# Unit 11: Alternatives

## Revision

- Use flashcards to revise soft <g>, soft <c>, <ph>, <ck> and some of the alternative vowel spellings: <ai>, <a\_e>, <ay>; <ee>, <e\_e>, <ea>; <ie>, <i\_e>, <y>, <igh>; <oa>, <o\_e>, <ow>; <ue>, <u\_e>, <ew>; <ou>, <ow>; <oi>, <oy>; <er>, <ir>, <ur>; <aw>, <au>, <al>. Point out that <y> can say /y/, /ee/ or /ie/.
- Call out some of the sounds and ask the children to write the different spellings of that sound.

## Vowel hand (See page 181)

- The children use the vowel hand at the back of their books (Pupil Book 3, page 41) to practise saying the short and long vowel sounds.
- The children then look at the last two panels on the second row. Each panel has a picture and two words [hug/huge; rod/road]. The children read the words and write the one that matches the picture on the line [hug/road].

## Alternatives: <er>, <ir>, <ur>

- Show the children the /er/ words at the top of their lesson page.
- Remind the children that there are three main ways to write the sound /er/: <er>, <ir> and <ur>.
- Read the words with the class and look at the letters making the sound /er/ in each one.

## <er>, <ir> or <ur>?

- The children look at the first word next to the three large spellings of the sound /er/: *dinner*.
- Ask the class which letters in *dinner* make the sound /er/ [er]. The children write over the dotted word *dinner* on the first line in the large <er> spelling.

## FURTHER PRACTICE

It is important to practise the skills needed for reading and writing on a regular basis.

### Blending and sounding

*arm, socks, count, swimmer, slug, joy, toil, tomboy, oyster, spoilsport*

- Call out each word. The children say the sounds, holding up a finger for each one. Write the letters on the board as they do so and blend the word.
- Practise blending the words with the class (as well as in pairs or individually, if extra practice is needed).

**Answers**

## Unit 11

er, ir, ur

There are three main ways to write the /er/ sound.

butter	helicopter	river	number
third	birthday	twirl	thirsty
purple	Thursday	curl	Saturday

Read the words below and write them in the correct /er/ spelling.

dinner  
shirt  
purse  
letter



dinner  
letter  
sister  
diver

shirt  
bird  
girl  
first



bird  
fur  
sister  
girl

hurt  
diver  
first  
turn



purse  
fur  
hurt  
turn

32

- The children read the remaining words and identify the letters making the sound /er/ in each one.
- They then write the words in the corresponding spelling: <er>, <ir> or <ur>.
- Note: Remind the children that the <e> in *purple* and *purse* is shown in light type because it is silent.

### Reading sentences

- Write these sentences on the board for the class to read. Point out the tricky words and blend any unknown words with the children:
  1. Turn your shirt inside out.
  2. The little bird's wing was hurt.
  3. My family once flew in a helicopter.
  4. You are always better at singing than me.



# Unit 11: Tricky Words

## Flashcards

- Revise the tricky words *should, would, right, two, four, goes, does, made, their, once, upon, always*.

## Tricky words

- Introduce three new tricky words: *also, of* and *eight*. Show the children the words in the brown flowers at the top of their lesson page. Say each word and encourage the children to find the tricky part.
- In the word *also*, the <a> is tricky because it says /or/ and the <o> makes its long vowel sound.
- In the word *of*, the <f> is tricky because it says /v/.
- In the word *eight*, the <igh> is tricky because it makes the sound /ai/.
- The children write inside the outline letters, using a brown pencil or pen. They might also find it helpful to underline the tricky parts in purple.

## Look, copy, cover, write, check

- On a separate sheet of paper, the children practise writing the tricky words, using the Look, Copy, Cover, Write, Check method used in Pupil Books 1 and 2.

## Fill in the gaps

- The children write inside the outline letters, write over the dotted letters and fill in the missing letters.

## Also, of or eight?

- The children decide which tricky word is missing and write the correct word to complete each sentence.

## Listen and write

- Say the following sentences. The children listen carefully and write them in their books:

**Answers**

Write over the dotted letters and add the missing letters.

also of eight

Finish these sentences by adding 'also', 'of' or 'eight'.

There are lots of sheep on the farm.

I also saw some cows in the barn.

I counted eight chickens in the yard, too.

Listen and write.

I also have a green tie.

Her dog had eight pups.

We saw a herd of goats.

Read the tricky words and colour the flowers using either pink or brown.

does made their once upon always

- I also have a green tie.
- Her dog had eight pups.
- We saw a herd of goats.

## Reading the tricky words

- The children read the tricky words in the flowers (*does, made, their, once, upon, always*) and colour the edge of the flowers pink or brown.

## FURTHER PRACTICE

It is important to practise the skills needed for reading and writing on a regular basis.

### Blending and sounding

*hump, click, bunch, spill, sixteen, toy, spoil, boiler, tinfoil, cowboy*

- Call out each word. The children say the sounds, holding up a finger for each one. Write the letters on the board as they do so and blend the word.
- Practise blending the words with the class (as well as in pairs or individually, if extra practice is needed).

### Reading sentences

- Write these sentences on the board for the class to read. Point out the tricky words and blend any unknown words with the children:
  1. The carpet is really dirty.
  2. I saw eight cygnets by the river.
  3. A flock of birds flew across the sky.
  4. We will also see my sister on Thursday.

# Jolly Phonics Teacher's Book

is an essential guide to using  
Pupil Books 1, 2 and 3 in the classroom

Jolly Phonics is a **multisensory** programme that teaches young children the skills they need to read and write fluently in their first year of school. This book is a **comprehensive resource** for teachers who want to teach the programme alongside the Jolly Phonics Pupil Books. It offers a set of **structured lesson plans** that give **step-by-step guidance** on all aspects of the lesson, including the pupil book activities. It also provides an in-depth introduction to Jolly Phonics and a summary of key points to help teachers get started.



## Pupil Book 1

- Daily lessons introduce the 42 main letter sounds of English.
- Regular activities practise the five key skills for reading and writing.
  - Structured segmenting activities progress from identifying initial sounds to hearing all the sounds in a word.

## Pupil Books 2 and 3

- Weekly units cover key topics such as Alternatives, Handwriting, Tricky Words and Words and Sentences.
- Regular lessons introduce and revise the main alternative vowel spellings, capital letters, alphabet and new tricky words. Pupil Book 3 introduces <ph>, soft <c>, soft <g> and the /air/ spellings.
- Guided writing and reading comprehension activities introduce basic sentence structure and reading for meaning.

The material in the Jolly Phonics Teacher's Book and Pupil Books is recommended by Cambridge Assessment International Education to support the Cambridge Primary English curriculum framework.

**Jolly  
Phonics**

To see the full range of Jolly Phonics products,  
visit our website at [www.jollylearning.co.uk](http://www.jollylearning.co.uk)

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