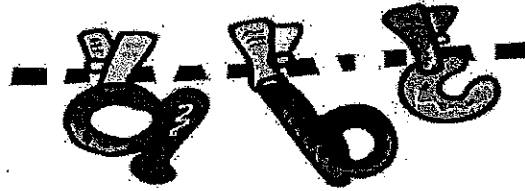


Helpful ideas to promote your child's learning



Phonics



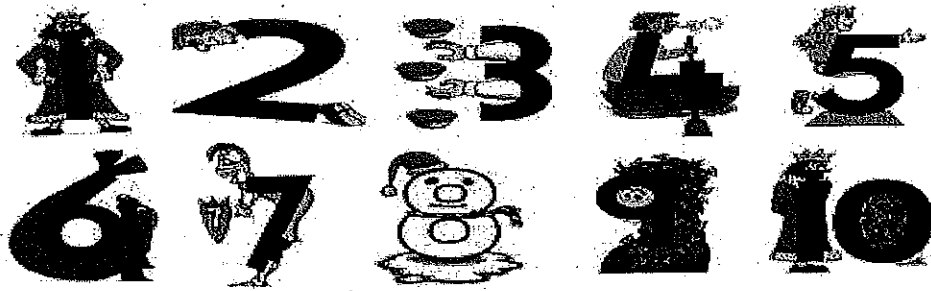
- Encourage your child to show you the action and songs they have learned in class
- Play I-spy with the sounds they are learning
- Practise the formation of the letters
- Cut out sounds from magazines and newspapers
- Begin to build words (3 letter words) with your child's sound cards
- A variety of games - snap with the sounds, matching pairs, spot the object
- Practise writing your name and encourage writing eg Thank you letters, invitations, birthday cards etc

Reading



- Before reading: Discuss the front cover of the book and make predictions
- Asking throughout the story: What's happened, why it's happened and how the characters are feeling?
- Can the child make links with their own life experiences and identify with what has happened in the story
- After reading: Can you re-tell the story and what did you learn? What did you enjoy most about the book?

Maths



- Encourage your child to look for numbers in their own environment, e.g. a number hunt.
- Search for numbers in newspapers and magazines
- Asking them questions, e.g. what is one more, one less, the number before and after the number, the number between
- Dot to dot books to help with the order of numbers and recognition of numbers
- Encourage simple addition/ subtraction i.e. in the supermarket, setting the table and other day to day tasks
- Encourage them to recognise how they use maths in their everyday lives - time, pattern, measure, days of the week, calendar, months of the year and birthdays etc.

Homework



- Homework helps to consolidate learning in class and is extremely beneficial to your child
- Homework should be fun and should not take any longer than 15 minutes
- Please ensure your homework bags are returned to school every day with all your jotters and sound tubs /cards
- Please ensure you sit with your child when they are completing their homework and sign their diary

Homework Hints and Tips



Reading

- ✓ Reading books will come home Monday-Friday. Please read the book as often as possible during the week for short periods of time.
- ✓ Allow your child time to self-correct if they mispronounce a word. Encourage your child to look at the starting sound/ending sound and use the picture for a clue.
- ✓ Talk about the characters, setting and plot of the books. We are encouraging your child to develop their understanding of what is happening in the story and to think about what might happen next or why something might have happened.
- ✓ Encourage your child to read different materials eg. Magazines, words on signs, in letters. This will enhance their confidence in their own reading skills.
- ✓ Try to find your child's key words in their book – this will help them to see the relevance of learning the words in their plastic wallet.
- ✓ To avoid your child simply memorising the sentences in the book, ask them to read a particular word or find a sentence for you.

Key Words

- ✓ Key words should be practised every night if possible in different ways.
- ✓ Children should identify key words in their reading books and in other texts around the house.
- ✓ The key words can be tricky to learn and remember, as a lot of them cannot be sounded out.

Ideas for learning them in a fun way;

- ✓ Make a simple pairs/snap game with the words.
- ✓ Write the words in different places around the house.
- ✓ Make a poster containing all the words.
- ✓ Make a word hunt – can you find the words?
- ✓ Word Splat – lay the words on the floor, jump on them and say them!

Sounds

- ✓ Please continue to practise the single sounds with your child to ensure that they are secure with them all.
- ✓ Encourage your child to build words with the sounds or to read a word you have made.
- ✓ Please ensure both activities (letter writing and pictures) are completed in sounds homework jotter.



Jolly Phonics is a thorough foundation for reading and writing. It uses the **synthetic phonics** method of teaching the letter sounds in a way that is fun and multi-sensory. Children learn how to use the letter sounds to read and write words.

This guide provides advice for parents and teachers. It explains the principles behind *Jolly Phonics* so that your understanding of the teaching, and your ability to help a child, is much greater.

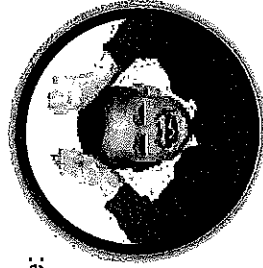
All the material is suitable for use in school. Much of it is also well suited to use at home; those items have been marked with a * . The items can be used together, or individually.

Jolly Phonics includes learning the irregular or 'tricky words' such as *said*, *was* and *the*. Together with these materials you should also use storybooks.

Parental support is important to all children as they benefit from plenty of praise and encouragement whilst learning. You should be guided by the pace at which your child wants to go. If interest is being lost, leave the teaching for a while and then come back to it later. Not all children find it easy to learn and blend sounds. Extra practice will lead to fluency in reading and help your child manage at school.

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



Although the skills are covered separately in this guide they will be taught together.

Storybooks

A child will benefit greatly from a love of reading for pleasure. This can come from being read to.



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. As a result it is easier if reading begins with storybooks that use simple words. The *Jolly Readers* can be used to provide this progression.

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.

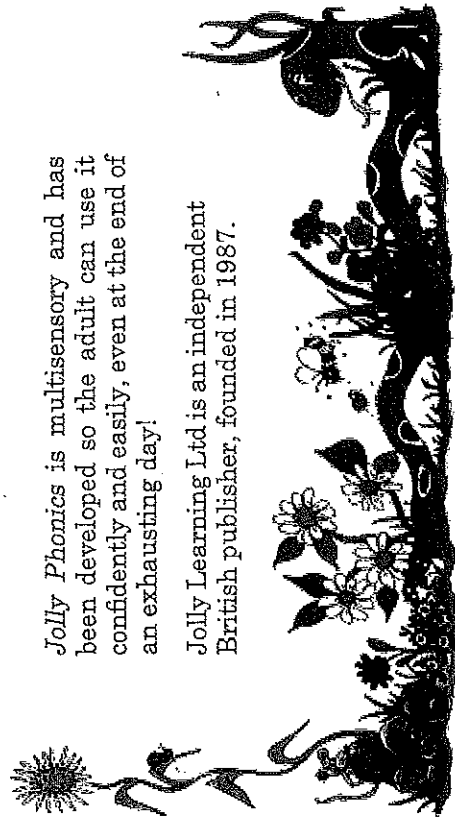
About *Jolly Phonics*

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.

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. Their spelling age is usually slightly further ahead. Boys typically do as well as girls.

Jolly Phonics is multisensory and has been developed so the adult can use it confidently and easily, even at the end of an exhausting day!

Jolly Learning Ltd is an independent British publisher, founded in 1987.



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*, *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.

In time a child will need to learn joined-up (cursive) writing. It helps the fluency of writing and improves spelling. When words are written in one movement it is easier to remember the spelling correctly. *Jolly Phonics* uses the Sassoon Infant typeface which is designed for children learning to read and write. Many of the letters (such as *d* and *n*) have an 'exit' stroke at the end to make it easier to transfer into joined-up writing.

(Check your school's policy as many schools do not teach joined-up writing early on.)



3. Blending

Blending is the process of saying the individual sounds in a word and then running them together to make the word.

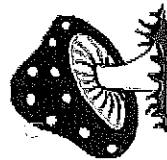
For example, sounding out *d-o-g* and making *dog*. It is a technique every child will need to learn, and it improves with practice. To start with, you should sound out the word and see if a child can hear it, giving the answer if necessary. Some children take longer than others to hear this. The sounds must be said quickly to hear the word. It is easier if the first sound is said slightly louder. Try little and often with words like *b-u-s*, *t-o-p*, *c-a-t* and *h-e-n*. 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*.

Unfortunately, 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. Even with the tricky words an understanding of the letter sounds can help.

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 of learning 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 *wass* 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.



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. *oo* and *th* can each 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.



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

Each sound has an action which helps children remember the letter(s) that represent it. As a child progresses you can point to the letters and see how quickly they can do the action and say the sound. 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.

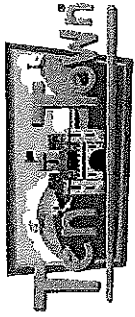
Children should learn each letter by its sound, not its name. For example, the letter *a* should be called *a* (as in *ant*) not *ai* (as in *aim*). Similarly, the letter *n* should be *nn* (as in *net*), not *en*. This will help in blending. The names of each letter can follow later.

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*.





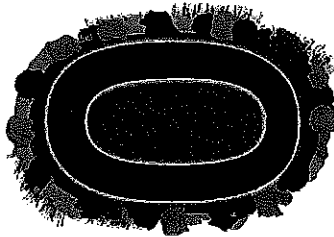
An Introduction To Ten Town

Children are often very good at counting to ten and beyond. But it doesn't always follow that they can write the numbers correctly and that they know the real value of the numbers.

Ten Town helps develop these basic numeracy skills, with a particular emphasis on number recognition and formation. King One is in charge of Ten Town. The other characters have a relationship with King One that helps children remember the way the face.

For example, once children know that Sir Seven bows down towards King One this helps them to write the number seven the correct way around. Each character always does things that relate to their number. So Freddie Four always takes four maps on an expedition, Fiona Five has five favourite sports and Seal Six eats six fish for his tea!

Zero Pond
Nothing can live in the Zero Pond because it's far too dirty



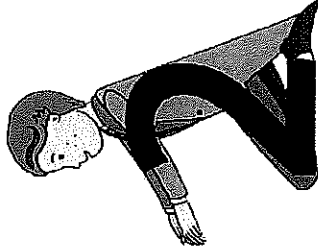
Start at the top, nice and slow,
All the way round and there you go!

King One
He is in charge of Ten Town and stands up straight and tall.



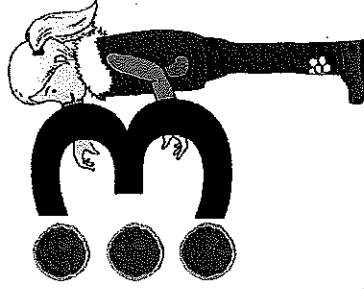
From top to toe and there you go!

Tommy Two
King One can't tie his laces so Tommy Two helps him.



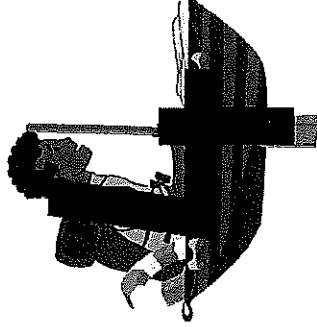
Hands round to knees,
Then straight across please!

Thelma Three
Thelma Three tries to steal King One's jam tarts.



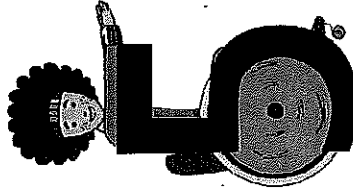
Over one hand,
Over the other,
Put back those tarts and don't take another!

Freddie Four
King One sends him off to explore new lands.

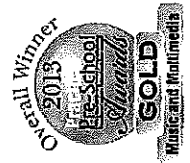


Down, across,
Oar in the water!

Fiona Five
She takes King One training. She is faster than him.

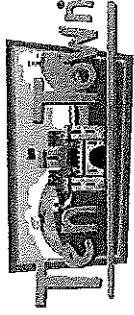


Down her back,
Round you go,
Now arms out straight,
Don't be slow!



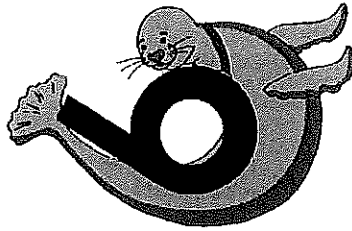
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Seal Six

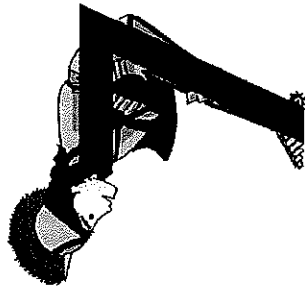
He splashes King One
six times with his tail.



Slide down his tail,
Curl under his nose,
Nearly there so
strike a pose!

Sir Seven

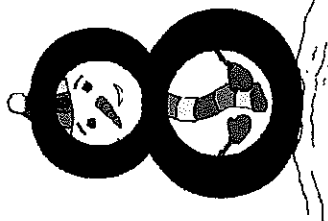
He bows down seven times
towards King One.



From his helmet to his hips,
Now down to his boots
with the shiny tip!

Eric Eight

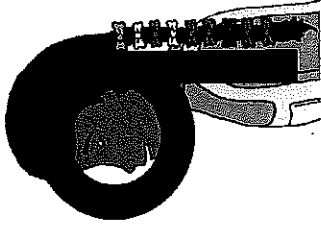
He looks down the
mountain to see who is
visiting him.



All the way round,
Don't you stop,
Not until you're back
to the top!

Nina Nine Bows

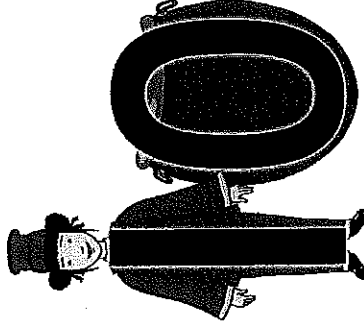
She looks towards King
One because she rather
likes him!



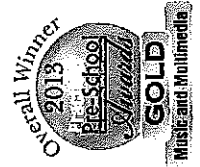
Round her head,
Back to the top,
Down to the ground,
Then you stop!

Tia Ten

She shows everybody her
ten clean fingers.



Draw a one and then a zero,
Tia Ten is everyone's hero!



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