

Ralston Primary School  
Information for Parents: Supporting Reading at Home

Jolly Phonics



Your child has their sound wall at home and we have been asking you to keep this up-to-date by highlighting the sounds as per the written sounds homework issued. Please make time to play some of the following games with him/her on a daily basis, to help to reinforce them in a fun way.

Pronunciation of Sounds

It is important that the sounds of the letters are used and not their names - a, b, c and not ai, bee, sea. This will help when making words or when breaking words up into sounds.

They also need to be pronounced softly and without an added 'i' sound –

s = ssssss not 'si'      r = rrrrrrrr and not 'ri'  
m = mmmm not 'mi'      n = nnnnnnnn and not 'ni'

Actions

The sounds will have been introduced at school using a multi-sensory approach, including using an action for each sound. A copy of these actions has been included below, for your reference.

Single Sounds

s	Weave hand in an s shape, like a snake, and say 'ssssss'
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'.
ck	Raise hands and snap fingers as if playing castanets and say 'ck, ck, ck'.
e	Pretend to crack an egg 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 'rrrrrr'.
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, 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 toy fish deflating, and say 'ffffff'.
b	Pretend to hit a ball with a bat and say 'b, b, b'.
j	Pretend to wobble on a plate and say 'j, j, j'.
z	Put arms out at sides and pretend to be a bee, saying 'zzzzzz'.
w	Put out hands and make windscreen wiper actions, saying 'w w w w w w'*
v	Pretend to be holding the steering wheel of a van and say 'vvvvvv'.
y	Pretend to be eating a yogurt and say 'y, y, y'.
x	Pretend to take an x-ray of someone with an x-ray camera and say 'ks, ks, ks'.

\* This action has been changed to teach the Scottish sound 'w'.

## Digraphs (two letters together that make one sound)

qu	Make a duck's beak with your hands and say 'qu, qu, qu'.
sh	Place index finger over lips and say 'shhhhhh'.
th/ th	Pretend to be naughty clowns and stick out tongue a little for the 'th' (as in 'then'). And further for the 'th' sound (as in thumb)
ch	Move arms at sides as if you are a train and say 'ch, ch, ch'.
ng	Pretend you are a weightlifter, lifting a heavy weight above your head and say 'nggggg'.
wh	Blow onto open hand as if you are the wind and say 'wh, wh, wh'.
ph	Let hands gently come together as if toy fish deflating, and say 'ffffff'.
ai	Cup hand over ear as if you are struggling to hear and say 'ai, ai, ai'.
oa	Bring hand over your mouth as if something terrible has happened and say 'oh, oh, oh'.
ee	Put hands on head as if ears on a donkey and say 'ee-or, ee-or' (move hands up as you say 'ee').
or	Put hands on head as if ears on a donkey and say 'ee-or, ee-or' (move hands down as you say 'or').
er	Roll hands over each other like a mixer and say 'er, er, er'.
ar	Open mouth wide and say 'arrrrrrr' as if you are at the doctors.
ie	Stand to attention and salute the captain saying 'ie, ie, ie'.
oo	Move head back and forth as if it is the cuckoo in a cuckoo clock and say 'oo, oo, oo'.
oi/ oy	Cup hands around your mouth and shout to another boat saying 'oi, oi, oi'.
ou	Pretend your finger is a needle and prick your thumb, saying 'ou, ou, ou'.
ue	Point to people around you and say 'you, you, you'.

## Games Suggestions



For the following games, you will need to make a set of sound cards, using the sounds that have been introduced in school.

Word wall words could also be used for the following games, instead of sound cards.

### Quick as a Flash

Show the sound cards, one at a time. If your child says it correctly, they 'win' the card. If they get it wrong or are unable to have a go, tell them the sound and put it onto another pile. When you have shown all the sounds, allow your child another chance to 'win' the cards in the unknown pile. Count up the total number correct. The next time you play, they can try to beat their score.

### Noughts and Crosses

Draw a noughts and crosses grid on a piece of paper. Use a selection of the sound cards and put them upside down in a pile. Your child picks the first card. If they can say the sound correctly, they can put an x on the grid. If they get it wrong, tell them the sound and put it to the bottom of the pile. They don't draw an x. Now it is your turn. Your child will tell you if you get it right. If you do, you can draw an o. The winner is the one who gets three noughts or crosses in a row.

### Snap

Choose a selection of sounds and use three copies of each. Muddle up the cards and divide them between the people playing. Each person turns over their top card and puts it in on the middle pile, saying the sound as they do so. Shout snap if you notice two sounds the same together on the pile. You must be able to say the sound to win.



### Pairs

Use two sets of sound cards. Lay out a selection in straight rows, upside down. 1<sup>st</sup> player turns over two cards and says their sounds. If your child is stuck, just tell him/her what it says. If the player turns over two cards the same, they win the pair.

### Hide the Sound

Hide a sound card behind an object. Show a little of the card at a time. Can your child guess the sound before all is revealed? If they do, they win the card and it is their turn.

### Spot the Object

Lay the sound cards upside down in a pile. The first player turns over the top card, says the sound and finds an object in the room beginning with that sound. If they do, they win the card. Once confident, you could use an egg timer.

### A LITTLE BIT TRICKIER..

### Bob the Builder

Use a selection of sound cards, including 2 of each vowel (a e i o u) and show your child how to build words by pushing letters together. How many two or three letter words can 'Bob' build?

### Scrabble

Use one set of sound cards and an extra set of vowels (a e i o u). Keep the vowels in a separate pile. Lay out five cards, including a vowel, in front of each person. Each player then tries to make a two or three letter word. A successful word wins a counter (or similar) and the cards are replaced for their next turn.