

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

Children should learn each letter by the sound, not the name. For example, the letter *a* should be written as the sound *ah* not as the name *ay*. Similarly, the letter *o* should be written as the sound *oh*, not as the name *oh*. 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 some simple short letter words like *sat* and *pin*. The letters *h* and *r* are introduced in different groups to avoid confusion.

Remember that some words that are not easy to say are taught in a different order. For example, the word *queen* is taught as *qu*, *ee*, *n* and then *queen* is spelled out as *queen* later. Examples can be found in the *Jolly Phonics Word Book*.



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Rachel S Tattersall



Phonics Practice Guide Open Now:

Practical Phonics, a Comprehensive Study of Pronunciation, Forming a Complete Guide to the Study of the Elementary Sounds of the English Language, and Containing Three Thousand Words of Difficult Pronunciation, with Diacritical Marks According to Webster's Dictionary Esmond Vedder De Graff, 1894 **Handbook on the Science of Early Literacy** Sonia Q. Cabell, Susan B. Neuman, Nicole Patton Terry, 2024-04-25 Synthesizing the best current knowledge about early literacy this comprehensive handbook brings together leading researchers from multiple disciplines The volume identifies the instructional methods and areas of focus shown to be most effective for promoting young children's PreK-2 growth in reading writing oral language and the connections among them In 33 chapters the Handbook covers conceptual foundations development and instruction of both code and meaning related literacy skills professional development and family engagement supporting equity across populations and learning beyond traditional boundaries including digital and out of school contexts Highlighted throughout are issues around access to high quality instruction working with multilingual populations and data based decision making and interventions **Getting Ready for Phonics** Judith Harries, 2013-06-20 Everyone agrees that an understanding of phonics is essential to cracking the code for reading Getting Ready for Phonics discusses early language development It focuses on the phonics debate and provides activities to support multi sensory learning environments for the teaching of phonological development in the Foundation Stage and early Key Stage 1 Normal Instructor and Teachers World ,1924 Normal Instructor and Primary Plans ,1926 **Subject Guide to Books in Print** ,1993 **Celebrate Reading** ,1997 *Books and Pamphlets, Including Serials and Contributions to Periodicals* Library of Congress. Copyright Office, 1976-07 *Today's Education* ,1978 Resources in Education ,1998 **English/language Arts Curriculum Resource Handbook** ,1992 **El-Hi textbooks in print** R. R. Bowker LLC, 1983 **Primary Plans** ,1912 The School Journal ,1908 Philippine Education Magazine ,1928 *Beacon Reading* James Hiram Fassett, Charles H. Norton, 1922 **The American School Board Journal** William George Bruce, William Conrad Bruce, 1912 **Literacy as Snake Oil** Joanne Larson, 2001 This edited collection examines the recent trend toward quick fix literacy programs in which entrepreneurs peddle packaged literacies that purport to resolve the pressure to raise achievement scores Current accountability and standardization movements that feed the market for packaged literacies make this a timely book for university researchers classroom teachers and school or district administrators The discourse surrounding the teaching and learning of literacy has been appropriated by the conservative right in such a way as to block not only a critique of the so called literacy crisis but also attempts to construct more meaningful solutions Literacy as Snake Oil critically examines the consequences of packaged literacy on educational practice **Instructor** ,1978 **Oregon Teachers' Monthly** ,1908

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