Why use Jolly Phonics in your school?

A programme that grows with your children

Jolly Phonics is a comprehensive literacy programme that meets the requirements of the National Curriculum for the Primary years.

Teaching begins with systematic synthetic phonics in Reception year. As children move through the Primary years, the early phonics teaching is revised and extended with the teaching of grammar, spelling and punctuation concepts.

Multi-sensory teaching keeps children active and engaged in their learning. Lessons are carefully sequenced, age appropriate and build on childrens' knowledge from earlier years.

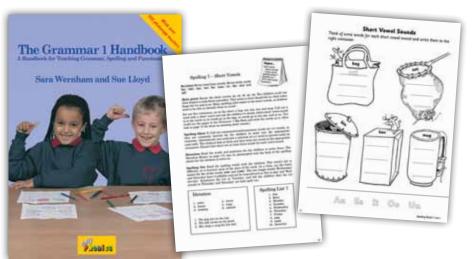
Children make rapid progress and continue to develop their understanding of how language works. This brings diversity to their writing and improves spelling, enabling them to express themselves more accurately and clearly.

- Lesson plans with detailed teacher's notes provide support and guidance
- Multi-sensory teaching through the primary years
- Extensive range of resources, including photocopiable handbooks, pupil and teacher's books, software, decodable readers and posters









Training options to suit your school

To help you get the most from the programme we provide a range of high quality training options:

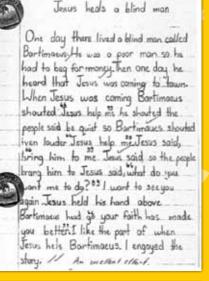
- Attend a scheduled course covering phonics and grammar
- Invite a Jolly Phonics trainer to your school for whole school staff training
- Take the online Jolly Phonics course

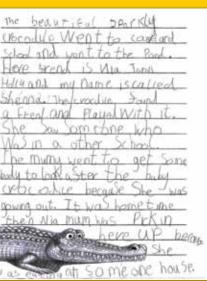
For more details visit www.jollylearning.co.uk/training-courses



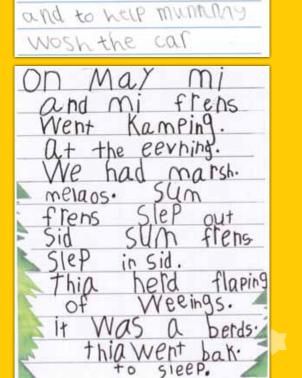
Writing samples from children across the year groups who have been taught using Jolly Phonics.











What job will you do to get

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Phonics

Helping you to deliver the National Curriculum for English



Phonics Grammar Spelling Punctuation Extra Support

How Jolly Phonics meets the aims of the National Curriculum

Clear and consistent standards

The National Curriculum came into effect in September 2014 for schools in England. The National Curriculum now extends the structured teaching of English to include grammar, spelling and punctuation. The English curriculum at key stages 1 and 2 provides schools with a programme of study (it does not provide lesson plans) that they should follow and is split into two distinct areas:

Reading

- word reading
- comprehension (both listening and reading)

Writir

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

The English programme of study includes a continued emphasis on systematic synthetic phonics, including a progression in teaching. At all levels there is a focus on spelling, vocabulary, grammar and punctuation that should be included in the teaching. There is also more flexibility on the timing of the teaching within each key stage.

What this guide shows

The centre spread of this guide identifies the key requirements of the National Curriculum, and colour codes them by when they are required to be taught. The list is detailed to reflect the learning objective of the subject, as given in the requirements.

Jolly Phonics has a Handbook, or Pupil and Teacher's Books, for each year. This guide is arranged by each of these years of Jolly Phonics. Separately there is the wider range of materials (books, posters, software, readers and more) that can often be used over many years.



From this guide you can have confidence that Jolly Phonics matches the National Curriculum, and will enable you to deliver it. It is a highly effective teaching programme that will enable children to:

- read fluently, with understanding
- spell and punctuate more accurately
- have a wider vocabulary
- produce better, more interesting pieces of writing
- have a clearer understanding of how language works







Phonics Learning Objectives

WORD READING

☑ Teach 42 letter sounds and main alternative vowel sounds

☑ Use phonics to decode and read regular words

☑ Blend letter sounds together to read new words ☑ Read first 72 tricky words using phonics to identify tricky part

☑ Read words containing taught grapheme phoneme correspondences (GPCs)

☑ Read words containing common endings (-s, -es, -ing, -ed, -er and -est)

COMPREHENSION

☑ Read and understand age and ability-appropriate books

☑ Develop pleasure in reading, motivation to read, vocabulary and understanding

☑ Link what they read to their own experiences

☑ Develop understanding by drawing on own experiences, vocabulary and

knowledge provided by the teacher

TRANSCRIPTION

☑ Form lower-case letters correctly, using froggy-leg pencil grip

☑ Spell words using first 42 letter sounds and main alternative vowel sounds

☑ Spell first 72 tricky words, including spelling patterns for tricky word families

☑ Write simple sentences dictated by teacher

☑ Start using some of the strokes needed to join letters

Understand which letters, when next to each other, are best left unjoined

COMPOSITION

☑ Compose a sentence, leaving gaps between words

☑ Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

☑ Sequence sentences to form a short narrative

☑ Re-read what they have written to check that writing makes sense

☑ Discuss their writing and orally compose sentences

☑ Join sentences or clauses using 'and'

VOCABULARY, GRAMMAR AND PUNCTUATION

☑ Separation of words with spaces

☑ How words can combine to make sentences

☑ Introduction to capital letters and full stops

Where learning objectives feature in the **National Curriculum**

Programme of Study:

YEAR 1

YEAR 2

YEAR 3-4

YEAR 5-6

Grammar 1 Learning Objectives

WORD READING

☑ Read aloud accurately books that are consistent with their developing phonic knowledge

☑ Re-read books to build up fluency and confidence in word reading

☑ Continue to apply phonic knowledge and skills until decoding automatically ☑ Read accurately words of two or more syllables using taught GPCs

 \overline{arphi} Read words containing common suffixes and learn further common exception words 🛮 Learn additional alternative spelling patterns

Read commonly encountered words fluently, without overt sounding and blending

COMPREHENSION

☑ Checking that text makes sense to them as they read and correcting inaccurate reading

☑ Discuss the significance of the title and events

☑ Make inferences on the basis of what is being said and done

Answering and asking questions

Predicting what might happen on the basis of what has been read so far

Retrieve and record information from non-fiction (dictionary work)

TRANSCRIPTION

☑ Spelling the days of the week

☑ Naming the letters of the alphabet in order

☑ Use letter names to distinguish between alternative spellings of the same sound

☑ Learn additional spelling rules for plurals and common suffixes

☑ Expanding GPCs with additional alternative vowel and consonant sounds

☑ Build spelling skills, including more common exception words

☑ Common homophones Further dictation

Form capital letters of the correct size, orientation and relationship to one another and lower-case letters

Use spacing between words that reflects the size of the letters

COMPOSITION

I Using a capital letter for names of people, places and days of the week

Develop writing by writing about real events

☑ Plan or say what they are going to write about in order to develop writing $ec{oldsymbol{arphi}}$ Encapsulate what they are going to say, sentence by sentence

VOCABULARY, GRAMMAR AND PUNCTUATION

☑ Regular plural noun suffixes

☑ Sequencing sentences to form short narratives

☑ Use of question marks and exclamation marks to demarcate sentences

☑ Capital letters for names and for the personal pronoun 'I'

☑ Using past and present tense throughout writing

Indefinite articles 'a' or 'an' Speech marks

Standard English verb inflections (as opposed to colloquial)

✓ Synonyms and antonyms

Grammar 2 Learning Objectives

☑ Read words with contractions and understand that the apostrophe represents the

☑ Use growing knowledge of root words, prefixes and suffixes to read aloud and understand meaning of new words

I Read further exception words, noting unusual spelling and sound correspondences

COMPREHENSION

WORD READING

Develop positive attitudes to reading and understanding

Use dictionaries to check the meaning of what they have read

☑ Discuss words and phrases that capture the reader's interest and imagination

TRANSCRIPTION

Extending knowledge of GPCs and spellings of common irregular endings

Distinguishing between homophones and near-homophones

☑ Using prefixes and suffixes

☑ Adding suffixes to words with different endings

☑ Using the possessive apostrophe ☑ Using the first two or three letters to check a spelling in the dictionary

☑ Spell some words with silent letters (e.g knight, psalm, solemn)

COMPOSITION

✓ Make simple additions, revisions and corrections to their own writing

☑ Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently

☑ Proof-reading to check for errors in spelling, grammar and punctuation

☑ Use both familiar and new punctuation correctly

☑ Use sentences with different forms: statement, question, exclamation and command ☑ Use grammatical features such as extended noun phrases, conjunctions, adverbs and

Use present and past tenses correctly

VOCABULARY, GRAMMAR AND PUNCTUATION

☑ Simple suffixes and prefixes for verbs and adjectives ☑ Using conjunctions

☑ Expressing time and place using conjunctions, adverbs and prepositions

☑ Expanding sentences for description and specification ☑ Using grammatical features to indicate the function of a sentence

☑ Commas in a list

☑ Apostrophes for missing letters and singular possessive nouns Plural and possessive 's'

Punctuating direct speech

☑ Use of commas to clarify meaning or avoid ambiguity

Grammar 3 Learning Objectives

WORD READING

Revision of letter sounds as alternatives are revised

Silent blending should be response to unfamiliar words Extra practise for children still struggling

Further exception words taught

Note unusual letter-sound correspondences

COMPREHENSION

Develop positive attitudes to reading and understanding

Use dictionaries to check the meaning of what they have read

☑ Discuss words and phrases that capture the reader's interest and imagination Use dictionaries to check the meaning of what they have read

TRANSCRIPTION

Alternative spellings are revised and consolidated

I Further dictation of simple sentences, including words and punctuation taught so far Spelling of common homophones

Spelling patterns are revised and built upon, including word families

COMPOSITION

Compose and rehearse sentences orally, building a rich vocabulary

Plan writing by discussing and recording ideas Organise paragraphs around a theme

☑ Use headings and sub-headings

VOCABULARY, GRAMMAR AND PUNCTUATION

✓ Formation of adjectives using suffixes

☑ Continuous present tense Using prefixes to form nouns

Introduction to paragraphs, headings and sub-headings Appropriate use of pronoun or noun for cohesion and to avoid repetition

Verb prefixes (such as dis-, de-, mis-, over-)

www.jollylearning.co.uk

See our catalogue for resources to help you implement the National Curriculum. Download your free copy from our website

Grammar 4 Learning Objectives

WORD READING

Check that all children are reading fluently at age-level or above

Rapid decoding should be the default response to unfamiliar words Extra phonics teaching provided to those children still struggling

☑ Apply growing knowledge of root words, prefixes and suffixes

COMPREHENSION

Continue to develop vocabulary and understanding through reading for pleasure

TRANSCRIPTION

Use and understand further prefixes and suffixes

Spell commonly misused homophones and use the correct one in writing Understanding of spelling patterns further developed, including word lists

☑ Continue to use dictionaries to check spellings

☑ Select appropriate grammar and vocabulary for work

☑ Proofreading

VOCABULARY, GRAMMAR AND PUNCTUATION

Expanding noun phrases, including using noun and preposition phrases

COMPREHENSION

WORD READING

suffixes with understanding

Continue to develop vocabulary and understanding through reading for pleasure

5&6

☑ Distinguish between homophones, homographs, homonyms, heteronyms

Grammar 5 & 6 Learning Objectives

Check that all children are reading fluently at age-level or above

Rapid phonics teaching provided to those children who are still struggling

I Continue to expand and apply growing knowledge of root words, prefixes and

1 Develop understanding of relationship between language structure and presentation,

TRANSCRIPTION

 ${f Z}$ Develop understanding of $\,$ more complex prefixes and suffixes and their rules I Spell commonly misused homophones and use the correct one in writing

☑ Continue to use dictionaries to check spellings ☑ Develop thesaurus skills

COMPOSITION

Plan writing by discussing and recording ideas Organise writing using paragraphs

☑ Select appropriate grammar and vocabulary for work ☑ Ensure correct subject and verb agreement

✓ Proofreading

VOCABULARY, GRAMMAR AND PUNCTUATION

Formation of nouns using prefixes

Expanding noun phrases, including using noun and preposition phrases ☑ Parenthesis (round brackets)

☑ Using colons and bullet points in a list ☑ More antonyms and synonyms







Develop understanding of relationship between language structure and presentation,

COMPOSITION

I Plan writing by discussing and recording ideas ☑ Organise writing using paragraphs

☑ Ensure correct subject and verb agreement

Formation of nouns using prefixes

Apostrophes to mark plural possession ☑ Using hyphens to avoid ambiguity

✓ More antonyms and synonyms