

## Jolly Phonics, Jolly Grammar and the Six Phases of Letters and Sounds

From the DCSF Standards Site <http://www.standards.dcsf.gov.uk/phonics/> : We are not promoting 'Letters and Sounds' as the preferred phonics programme, merely one of many high quality phonics teaching programmes which meet the core criteria.

	Jolly Phonics	Letters and Sounds
<b>Same</b>	<ul style="list-style-type: none"> <li>• Direct, daily, systematic teaching</li> <li>• Active multisensory lessons, including looking, listening, doing, speaking in every lesson</li> <li>• Sounds represented by letters taught before letter names. Letter names taught after several weeks.</li> <li>• Emphasis in every lesson (excluding Phase 1 in L&amp;S and the grammar part of Jolly Grammar) on:               <ul style="list-style-type: none"> <li>- GPCs (letter/sound correspondences)</li> <li>- blending for reading</li> <li>- segmenting (identifying the sounds in words) for spelling</li> <li>- letter formation</li> </ul> </li> <li>• 'High frequency words containing GPCs not yet taught' (tricky words) included every week after the initial weeks.</li> <li>• Mnemonics are suggested for initial learning and are discarded as soon as the children do not need them.</li> </ul>	
<b>Slightly Different</b>	<ul style="list-style-type: none"> <li>• No equivalent of Phase 1</li> <li>• Mnemonics are primarily for sound.</li> <li>• 'High frequency words containing GPCs not yet taught' (tricky words) introduced later, in Week 5 at the earliest</li> <li>• Digraphs introduced sooner, in Week 4</li> <li>• Adjacent consonants introduced from Week 2 (e.g. ant)</li> <li>• No emphasis on explaining digraphs for children; they are introduced simply in the same way as the single letter graphemes.</li> <li>• First grapheme for /ie/ is 'ie'</li> <li>• 'ur' and 'er' are introduced as alternative spellings of the same sound</li> <li>• 'ue' for /yoo/ introduced in Week 8</li> <li>• /ure/, /ear/ not in JP or JG, /air/ and /zh/ in JG 2</li> <li>• Alternative spellings for vowels are introduced in JP for YR, revised and extended in JG1 for Y1, and again plus for consonants in JG2 for Y2</li> <li>• Suffixes are included in Grammars 1 and 2.</li> <li>• Half of each of Jolly Grammars 1 and 2 involves the teaching of grammar.</li> <li>• A range of resources is available to support teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 1 for Early Years - lots of activities without letters</li> <li>• Mnemonics are suggested for sound and letter shape.</li> <li>• 'High frequency words containing GPCs not yet taught' (tricky words) introduced sooner, from Week 3</li> <li>• Digraphs introduced later, in Phase 3 Week 3, i.e. about Week 9</li> <li>• Adjacent consonants introduced in Phase 4, i.e. about Week 19</li> <li>• Teaching of digraphs includes explanation of two letters; children to be encouraged to use letter names to refer to digraphs</li> <li>• First grapheme for /ie/ is 'igh'</li> <li>• 'ur' and 'er' are introduced as 2 different sounds; examples given are 'hurt' and 'corner'; 'er' represents the schwa sound.</li> <li>• 'ue' for /yoo/ in Phase 5, Y1</li> <li>• /air/, /ure/, /ear/ introduced in Phase 3, /zh/ in Phase 5, Y1</li> <li>• Phase 5, throughout Y1, includes alternative spellings for vowels and consonants.</li> <li>• Phase 6, throughout Y2, includes suffixes.</li> <li>• Does not include grammar, except as it relates to suffixes (e.g. -ed)</li> <li>• No resources for children, only guidance and programme for teachers</li> </ul>

## Detailed Analysis

<b>Phase One</b>	<b>Letters and Sounds</b>	<b>Jolly Phonics</b>
	Phase One is not about letters, only sounds. At the end of this Phase activities are included to develop oral blending and segmenting of the sounds of spoken words. Activities are designed to underpin and run alongside activities in other phases.	Jolly Phonics begins at the equivalent of Phase Two.

Phases Two	Skills of blending and segmenting with letters.		High frequency words containing GPCs not yet taught. <sup>3</sup>		Knowledge of GPCs <sup>1</sup> .	
	L&S	JP	L&S	JP	L&S	JP
<b>Up to 6 weeks</b>	Blend separate sounds together into whole words (for reading) Segment whole words into separate sounds (for spelling) Optional: Simple words of two syllables using taught GPCs (e.g. <i>sunset, laptop, picnic, robin, camel</i> ).		<i>the, to, no, go, l</i> . <sup>3</sup>	none at his stage	23 GPCs including 19 letters of the alphabet and one sound for each, and ck, ff, ll, ss  Week 1: s a t p Week 2: i n m d Week 3: g o c k Week 4: ck e u r Week 5: h b f, ff, l, ll ss	31 GPCs The same 19 letters of the alphabet and one sound for each, and ck, ff, ll, ss Also j, z, zz and 5 vowel graphemes not covered by single letters.  Week 1: s a t i p Week 2: n c k e h r Week 3: m d g o u Week 4: l f b a i j Week 5: oa ie ee or z w  'ie' taught first for /i-e/ (L&S 'igh' first)
		Words with adjacent consonants (L&S Phase Four)				

Phase Three	Skills of blending and segmenting with letters.		High frequency words containing GPCs not yet taught. <sup>3</sup>		Knowledge of GPCs <sup>1</sup> .	
	L&S	JP	L&S	JP	L&S	JP
up to 12 weeks	Blend and segment words with sounds represented by single letters and graphemes of more than one letter, including longer words. Blend to read simple captions, sentences and questions.	Emphasise parts of words containing known correspondences. Teach first for reading, later for spelling (both in lessons).		Week 1: j v w x Week 2: y z, zz qu Week 3: ch, sh, th, ng		Week 1: ng, v, y, x, oo, oo Week 2: ch, sh, th, th, qu Week 3: ou, oi, ue, er, ar  'ue' taught as /yoo/ (not in L&S)
		<i>he, she, we, me, be, was, my, you, her, they, all, are.</i>	<i>I, the, he, she, me, we, be, was, to, do, are, all, you, your, come, some, said, here, there, they, go, no, so, my, said, so, have, like, some, come, were, there, little, one, do, when, out, what.</i>	Week 4: ai, ee, igh, oa Week 5: oo, ar, or, ur Week 6: ow, oi, ear, air Week 7: ure, er  Weeks 8 to 11: Practise all previously learned GPCs Week 12: More consolidation if necessary, or move on to Phase Four  'igh' taught first for /i-e/ (JP 'ie' first) 'ur' taught first for /ir/ 'er' taught as schwa /uh/ (not in JP) 'ear' and 'ure' are not taught in JP		Revise and consolidate GPCs that have been taught, as necessary.  When most of the class are secure with these, begin to teach alternative graphemes for vowel phonemes:  a_e, ay ea i_e, igh o_e, ow ew, u_e ir, ur (as alternatives for /er/) au, aw oy ow (as /ou/)
Phase Four 4 to 6 weeks	Blend and segment words with adjacent consonants, e.g. <i>went, frog, stand, jumps, shrink.</i> (This is included from Week 2 in JP)	<i>said, so, have, like, some, come, were, there, little, one, do, when, out, what</i>	<i>one, by, like, have, live, give, only, old, little, down, what, when</i>	No new GPCs Revise and consolidate GPCs that have been taught.		
The rest of the Foundation Stage	Continue blending and segmenting words with GPCs that have been taught.	no new tricky words	<i>why, where, who, which, any, many, more, before, other, were, because, want, saw, put, could, should, would, right, two, four, goes, does, made, their</i>			

Phase Five Grammar 1 Year 1	Skills of blending and segmenting with letters.		High frequency words containing GPCs not yet taught. <sup>3</sup>		Knowledge of GPCs <sup>1</sup> .	
	L&S	JG	L&S	JG	L&S	JG
<b>Weeks 1-4</b>	Practise reading and spelling words with adjacent consonants and newly learned graphemes, and polysyllabic words.		Revise 8 words for spelling + <i>oh, their, people, Mr, Mrs, looked, called, asked</i>	Revise 8 words for spelling.	Revise Phase Two and Three GPCs Teach about 4 new graphemes for reading a week: ay, oy, wh, a_e ou, ir, ph, e-e ie, ue, ew, i_e ea, aw, oe Phoneme /zh/ as in treasure	Revise: sh, ch, th, ng
<b>Weeks 5-7</b>	Practise reading and writing sentences. (High frequency words will be practised automatically in sentences, <i>because</i> they are high frequency.)		Revise 6 words for spelling + <i>water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please</i>	Revise 8 words for spelling.	Revise GPCs already taught Teach alternative pronunciations of graphemes for reading: i as /i_e/, o as /o_e/ (not taught in JG), c as /s/, g as /j/ u as /oo/, ow as /o_e/, ie as /ee/, ea as /e/, er as /ur/	Revise: qu, ar, a, e, i, o, u
<b>Weeks 8-30</b>			Revise 8 words for spelling	Continue to revise words previously taught.	Teach alternative spellings: ch as /k/, tch as /ch/, ph as /f/ g and dge as /j/ mb as /m/, kn and gn as /n/ wr as /r/, c and sc as /s/ ch, t(ion), ss(ion, ure), s(ion, ure), c(ion, ious, ial) as /sh/ ve as /v/, wh as /w/, ea as /e/ y and ey as /i/ (or /ee/), (w)a as /o/ o as /u/ ay, a-e, eigh, ey, ei as /a_e/ ea, e-e, ie, y, ey, eo as /ee/ y, ie, i-e as /igh/ ow, oe, o-e, o as /oa/ ew, ue, ui, ou as /oo/ u, oul, o as /oo/ a as /ar/, aw, au, al, or as /or/ ir, er, ear as /ur/ ou as /ow/, oy as /oi/, ere and eer as /ear/, are, ea as /air/, our as /ure/, our, e, u, .... as schwa	Revise: ff, ll, ss, zz, ck, Revise or new: a_e, i_e, o_e, u_e, ay, ea, igh, y, ow, ew, ou, ow, oi, oy, or  New: wh, al  Past tense, suffix -ed Doubling rule (e.g. <i>hopped</i> )
<b>Weeks 31-36</b>				<i>once, upon, always, also, of eight, love, cover, after, every, mother, father</i>		Revise or new: nk, er Revise or new: ir, ur, au, aw

Phase Six Grammar 2 Year 2	Skills of blending and segmenting with letters.		High frequency words containing GPCs not yet taught. <sup>3</sup>		Knowledge of GPCs <sup>1</sup> , suffixes, prefixes, syllables	
	L&S	JG	L&S	JG	L&S	JG
	Increasingly fluent sounding and blending of words encountered in reading for the first time.		Increasingly accurate spelling of words containing unusual GPCs (e.g. <i>laugh, once, two, answer, could, there</i> ).	'Word Families' include these tricky words: <i>aunt, nephew, niece, cousin, friend, January, February, July, December, half, quarter, fourteen, million, zero, equals, centimetre, litre, weight, minute, women, English, language, world</i>	Word-specific spellings – which words take which spellings (e.g. <i>see/sea, bed/head/said, cloud/clown</i> )  Prefixes and suffixes Past tense, suffix –ed Doubling and dropping letters where necessary (e.g. <i>hop/hopping, hope/hoping</i> )  Suffixes: –ing, –er, –est, –ful, –ly, –y, –s, –es, –ment, –ness, –en, –ant, –ent, –ance, –ence  Polysyllabic words – syllables	mb, wr, kn, wh, ph, ea as /e/, c as /s/, g as /j/, (w)a as /o/, air, ch as /k/, ey and y as /ee/ (or /i/), sc as /s/, are as /air/, ei and eigh as /ai/, o as /u/, suffixes -tion, -sion, (Phase 5 of L&S)  Suffixes: -s, es (Phase 6 of L&S)  ou as /u/, suffix -ture (not taught in L&S)  gh as /g/, rh as /r/, suffix -le (in appendix in L&S, not specifically mentioned in Phases)

<sup>1</sup> GPCs: Grapheme–phoneme correspondences

<sup>2</sup> See word banks for more examples (all Phases).

<sup>3</sup> See Appendix 1 in the *Letters and Sounds Six-phase Teaching Programme*

<sup>4</sup> Note that the teaching of spelling cannot be completed in Year 2 – it needs to continue rigorously throughout primary school, and beyond if necessary.