

## A Comparison of Jolly Phonics and Jolly Grammar with the Six Phases of Letters and Sounds

	Letters and Sounds	Jolly Phonics
<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>• Phase 1 for Early Years - activities without letters</li> </ul>	<ul style="list-style-type: none"> <li>• No equivalent of Phase 1</li> </ul>
	<ul style="list-style-type: none"> <li>• Mnemonics are suggested for sound and letter shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Mnemonics are provided (actions) and are primarily for sound.</li> </ul>
	<ul style="list-style-type: none"> <li>• 'High frequency words containing GPCs not yet taught' (tricky words) introduced sooner, from Week 3</li> </ul>	<ul style="list-style-type: none"> <li>• 'High frequency words containing GPCs not yet taught' (tricky words) introduced later, in Week 5 at the earliest</li> </ul>
	<ul style="list-style-type: none"> <li>• Digraphs introduced later, in Phase 3 Week 3, i.e. about Week 9</li> </ul>	<ul style="list-style-type: none"> <li>• Digraphs introduced sooner, in Week 4</li> </ul>
	<ul style="list-style-type: none"> <li>• Adjacent consonants practised in Phase 4, i.e. about Week 19</li> </ul>	<ul style="list-style-type: none"> <li>• Adjacent consonants introduced from Week 2 (e.g. ant)</li> </ul>
	<ul style="list-style-type: none"> <li>• Teaching of digraphs includes explanation of two letters; children to be encouraged to use letter names to refer to digraphs</li> </ul>	<ul style="list-style-type: none"> <li>• No emphasis on explaining digraphs for children; they are introduced simply in the same way as the single-letter graphemes.</li> </ul>
	<ul style="list-style-type: none"> <li>• First grapheme for /ie/ is 'igh'</li> </ul>	<ul style="list-style-type: none"> <li>• First grapheme for /ie/ is 'ie'</li> </ul>
	<ul style="list-style-type: none"> <li>• 'ur' and 'er' are introduced as 2 different sounds; examples given are 'hurt' and 'corner'; 'er' represents the schwa sound.</li> </ul>	<ul style="list-style-type: none"> <li>• 'ur' and 'er' are introduced as alternative spellings of the same sound</li> </ul>
	<ul style="list-style-type: none"> <li>• 'ue' for /yoo/ in Phase 5, Y1</li> </ul>	<ul style="list-style-type: none"> <li>• 'ue' for /yoo/ introduced in Week 8</li> </ul>
	<ul style="list-style-type: none"> <li>• /air/, /ure/, /ear/ introduced in Phase 3, /zh/ in Phase 5, Y1</li> </ul>	<ul style="list-style-type: none"> <li>• /ure/, /ear/ not in JP or JG, /air/ and /zh/ in JG 2</li> </ul>
	<ul style="list-style-type: none"> <li>• Phase 5, throughout Y1, includes alternative spellings for vowels and consonants.</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
	<ul style="list-style-type: none"> <li>• Phase 6, throughout Y2, includes suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>• Suffixes are included in Grammars 1 and 2.</li> </ul>
	<ul style="list-style-type: none"> <li>• Does not include grammar, except as it relates to suffixes (e.g. -ed)</li> </ul>	<ul style="list-style-type: none"> <li>• Half of each of Jolly Grammars 1 and 2 involves the teaching of grammar.</li> </ul>
<ul style="list-style-type: none"> <li>• No resources for children, only guidance and programme for teachers</li> </ul>	<ul style="list-style-type: none"> <li>• A range of resources is available to support teaching.</li> </ul>	

## Detailed Analysis: How the Six Phases of Letters and Sounds Compare with Jolly Phonics and Jolly Grammar

Foundation Stage 1 or Before Reception	Letters and Sounds Phase 1	Jolly Phonics
	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 Letters and Sounds Phase Two.

Foundation Stage 2 or Reception	Skills of blending and segmenting with letters.		High frequency words containing GPCs not yet taught. <sup>2</sup>		Knowledge of GPCs <sup>1</sup> .	
	L&S	JP	L&S	JP	L&S	JP
Weeks 1-6 L&S Phase 2	Blend separate sounds together into whole words for reading. Segment spoken words into separate sounds (identify sounds in words) for spelling.  Blend sounds to read simple captions.		<i>the, to, no, go, /.</i> <sup>2</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: c k e u r Week 5: h b f, ff, l, ll ss Week 6: Revise	31 GPCs The same 19 letters of the alphabet and one sound for each and j, z 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: o a i e e e o r z w Week 6: n g, v, o o, o o, y, x  'ie' taught first for /i-e/ (L&S 'igh' first)

	Skills of blending and segmenting with letters.		High frequency words containing GPCs not yet taught. <sup>2</sup>		Knowledge of GPCs <sup>1</sup> .	
	L&S	JP	L&S	JP	L&S	JP
<b>Weeks 7-18 L&amp;S Phase 3</b>	Blend and segment words with sounds represented by graphemes with one or more letters, including longer words. Blend sounds to read simple captions, sentences and questions.		Emphasise parts of words containing known correspondences. Teach first for reading, later for spelling (both in lessons). <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, one, by</i>	Week 7: j v w x Week 8: y z, zz qu Week 9: ch, sh, th, ng Week 10: ai, ee, igh, oa Week 11: oo, ar, or, ur Week 12: ow, oi, ear, air Week 13: ure, er Weeks 14 to 17: Revise Week 18: Consolidate  'ur' taught first for /ir/ 'er' taught as schwa /uh/ (not in JP) 'ear' and 'ure' are not taught in JP	Week 7: ch, sh, th, th, qu Week 8: ou, oi, ue, er, ar Weeks 9-12: Revise  Weeks 13-16: y as /ee/ double letters and ck  Weeks 17-18: a_e, e_e, i_e, o_e, u_e as /yoo/, u_e as /oo/  'ue' as /yoo/ is in L&S Phase 5
<b>Weeks 19-22 L&amp;S Phase 4</b>	Blend and segment words with adjacent consonants, e.g. <i>went, frog, shrink</i> JP: Adjacent consonants from Week 2 L&S: Children should not be held back from doing this earlier.		<i>said, so, have, like, some, come, were, there, little, one, do, when, out, what</i>	<i>only, old, like, have, live, give, little, down</i>	Weeks 19-22 No new GPCs Revise and consolidate GPCs that have been taught.	Week 19: ay, oy Week 20: ea for /ee/ Week 21: y for /ie/ Week 22: ow for /oe/
<b>Weeks 23-36</b>	Continue blending and segmenting words with GPCs that have been taught.		no new tricky words	<i>what, when, 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>	Weeks 23-36 No guidance given.	Week 23: ir and ur for /er/ Week 24: ew for /yoo/ and /oo/ Week 25: ow for /ou/ Week 26: igh for /ie/ Week 27: aw for /or/ Week 28: Revise /ae/ as ai, ay, e_e; wh Week 29: Revise /ee/ as ee, ea, e_e Week 30: Revise /ie/ as ie, y, igh, i_e Week 31: Revise /oe/ as oa, ow, o_e Week 32: Revise /yoo/ & /oo/ as ue, ew, u_e Week 33: au and al for /or/ Week 34: Revise ow for /oe/ and /ou/ Week 35: Revise /er/ as er, ir, ur Week 36: Revise /or/ as aw, au, al

Year 1 L&S Phase 5 J Grammar 1	Skills of blending and segmenting with letters.		High frequency words containing GPCs not yet taught. <sup>2</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 2 and 3 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 for spelling: sh, ch, th, ng
<b>Weeks 5-7</b>	Practise reading and writing sentences.		Revise 6 + <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: i as /i_e/, o as /o_e/ (not explicitly 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 for spelling: 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 for spelling: ff, ll, ss, zz, ck,  Revise for spelling: 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 for spelling: nk, er, ir, ur, au, aw

Year 2 L&S Phase 6 J Grammar 2	Skills of blending and segmenting with letters.		High frequency words containing GPCs not yet taught. <sup>2</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 Appendix 1 in the *Letters and Sounds Six-phase Teaching Programme*