

Suggested Timetable: first 12 weeks of *Jolly Phonics*

Teaching		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Weeks 9–12	
Letter Recognition	<ul style="list-style-type: none"> • Sound sheets & actions • Flash cards & games • Sound books • Alphabet frieze: put up section by section 	s a t i p	n c k e h r	m d g o u	l f b ai j	oa ie ee or z w	ng v oo oo y x	ch sh th th qu ou	oi ue er ar	Continue revising letter sounds	
<ul style="list-style-type: none"> • Introduction of letter sounds and actions through stories, at a rate of one sound a day • Revision of letter sounds until the children know them well 		Learning the sounds of the capital letters in preparation for reading books									
Letter Formation	<ul style="list-style-type: none"> • Multisensory practice: <ul style="list-style-type: none"> - pencil hold - correct formation 	<ul style="list-style-type: none"> • Feeling the letter shapes: air writing / grooved letters in the <i>Finger Phonics</i> books 									
		<ul style="list-style-type: none"> • Joining digraphs and words in the air (only for schools with an early joined-handwriting policy) 									
		<ul style="list-style-type: none"> • Neat letter-formation practice: sound sheets, dry-wipe boards, lined paper 									
Blending	<ul style="list-style-type: none"> • Hearing the word after the sounds have been spoken by the: <ol style="list-style-type: none"> a) teacher b) children • Letter games/activities • Word boxes 	<ul style="list-style-type: none"> • Aural blending: <ul style="list-style-type: none"> - adult says sounds in word - children identify word 		<ul style="list-style-type: none"> • Blending words with: <ul style="list-style-type: none"> - initial consonant blends eg <i>stop</i> and <i>flag</i> - double letters eg <i>duck</i> and <i>hill</i> 		<ul style="list-style-type: none"> • Word boxes/strips: for children who can blend and know most letter sounds • Red <i>JP Readers</i>: for children who can blend word boxes and know the first 12 tricky words 					
		<ul style="list-style-type: none"> • Blending simple words that use the known letter sounds, including words with digraphs 									
Identifying Sounds in Words	<ul style="list-style-type: none"> • Encoding regular words • Writing simple sentences • Dictation 	<ul style="list-style-type: none"> • Identifying sounds in words: <i>Is there a /s/ in nest? Is it at the beginning, the middle or the end?</i> 		<ul style="list-style-type: none"> • Dictation of letter sounds and simple regular words 		<ul style="list-style-type: none"> • Dictation of letter sounds and simple regular words with digraphs 					
		<ul style="list-style-type: none"> • Counting the sounds: <ul style="list-style-type: none"> - Teacher calls out simple words eg <i>dog, clap, sheep</i> - Class responds with individual sounds, holding up a finger for each sound: /d-o-g/ (3 sounds, 3 fingers); /c-l-a-p/ (4 sounds, 4 fingers); /sh-ee-p/ (3 sounds, 3 fingers) 									
Tricky Words	<ul style="list-style-type: none"> • Reading tricky words • Learning the spelling of tricky words 	Learning to write first name								Learning to read and spell the first 12 tricky words: <i>I, the, he, she, me, we, be, was, to, do, are, all</i>	

Suggested Timetable: weeks 13–24 of *Jolly Phonics*

Week:	13	14	15	16	17	18	19	20	21	22	23	24	
Letter Recognition	<ul style="list-style-type: none"> Revision of the 42 letter sounds, plus the alternatives that have been taught 												
Letter Formation	<ul style="list-style-type: none"> Teaching the <y> spelling for the /ee/ sound Revision of the short vowels Teaching that, in some words with short vowels, the consonant is doubled, or <ck> is used 	<ul style="list-style-type: none"> Teaching 'magic <e>': a_e, e_e, i_e, o_e, u_e Teaching <ue> and <u_e> for the long /oo/ sound 	Teach <ay> for /ai/ & <oy> for /oi/	Teach <ea> for the /ee/ sound	Teach <y> for the /ie/ sound	Teach <ow> for the /oa/ sound	Teach <ir> & /er/ sound	Teach <ew> for /ue/ & /oo/					
Blending / Reading	<ul style="list-style-type: none"> Revision of the lower-case letters, plus the capital letters that have been taught Introduction of the letter names through reciting/singing the alphabet 												
Blending / Reading	Teaching capitals: S A T I P N	Teaching capitals: C K E H R M D	Teaching capitals: G O U L F B	<ul style="list-style-type: none"> Capital J Revising digraphs: ai, ee, ie, oa, ue 	<ul style="list-style-type: none"> Capitals: Z W V Revising digraphs: ng, oo 	<ul style="list-style-type: none"> Capitals: Y X Q Revising digraphs: ch, sh, th 	<ul style="list-style-type: none"> Revision: - alphabet - capitals 	<ul style="list-style-type: none"> Revision: - capitals A to M - formation b & d 	<ul style="list-style-type: none"> Revision: capitals N to Z 	<ul style="list-style-type: none"> Revision: caterpillar /c k/ letters c a d o g q 	<ul style="list-style-type: none"> Revision: tall letters b d h k l t 	<ul style="list-style-type: none"> Revision: letters with tails f g j p q y 	
	<ul style="list-style-type: none"> Blending words with <y> for the /ee/ sound Blending words with double letters 	<ul style="list-style-type: none"> Blending words with double letters & <ck> words 	<ul style="list-style-type: none"> Blending words with <ck> words 	<ul style="list-style-type: none"> Reading words, phrases and sentences as frequently as possible, and using blending for unknown words 									
Identifying Sounds in Words / Writing	<ul style="list-style-type: none"> Calling out sounds in given words and holding up a finger for each sound Writing words and sentences from dictation Modelling the writing of sentences with the children Encouraging independent writing 												
Identifying Sounds in Words / Writing	Doubling rule for words ending in <y> as /ee/	Identifying short vowels in words	Short vowel & <ck> rule	Spelling words with double letters	Spelling words with 'magic <e>': a_e, e_e, i_e, o_e, u_e	Spelling /ai/ & /oi/ words using correct alternative	Writing & <d> words using correct formation	Spelling words that use digraphs					Spelling <ew> words
	Teach: you your	Teach: come some	Teach: said here there	Teach: they	Teach: go no so	Teach: my one by	Teach: only old	Teach: like have	Teach: live give	Teach: little down	Teach: <ir> and <ur> words	Teach: <ew> words	
Tricky Words	<ul style="list-style-type: none"> Revision: reading and spelling the tricky words that have been taught Joining tricky words (only for schools with an early joined-handwriting policy) 												
Tricky Words	Teach: you your	Teach: come some	Teach: said here there	Teach: they	Teach: go no so	Teach: my one by	Teach: only old	Teach: like have	Teach: live give	Teach: little down	Teach: <ir> and <ur> words	Teach: <ew> words	
	Teach: you your	Teach: come some	Teach: said here there	Teach: they	Teach: go no so	Teach: my one by	Teach: only old	Teach: like have	Teach: live give	Teach: little down	Teach: <ir> and <ur> words	Teach: <ew> words	

Suggested Timetable: weeks 25–36 of *Jolly Phonics*

Week:	25	26	27	28	29	30	31	32	33	34	35	36
Letter Recognition	<ul style="list-style-type: none"> Revision of the 42 letter sounds, plus the alternatives that have been taught If letter-sound knowledge secure, introduce other common spelling patterns for reading eg ⟨ph⟩ for /f/, soft ⟨c⟩ and ⟨g⟩, ⟨ear⟩, ⟨air⟩ and ⟨are⟩ for /air/ 											
Letter Formation	Teach ⟨ow⟩ for the /ou/ sound	Teach ⟨gh⟩ for the /ie/ sound	Teach ⟨aw⟩ for the /or/ sound	Revise /ai/ as ⟨ai, ay, a_e⟩ Teach ⟨wh⟩ for /w/ sound	Revise: /ee/ as ⟨ee, ea, e_e⟩	Revise: /ie/ as ⟨ie, y, igh, i_e⟩	Revise: /oa/ as ⟨oa, ow, o_e⟩	Revise: /ue/ & /oo/ as ⟨ue, ew, u_e⟩	Teach ⟨au⟩ and ⟨al⟩ for the /or/ sound	Revise: /oa/ & /ou/ as ⟨ow⟩	Revise: /er/ as ⟨er, ar, ur⟩	Revise: /or/ as ⟨aw, au, al⟩
Blending / Reading	<ul style="list-style-type: none"> Revision of the alphabet in 4 colour-coded groups: <ul style="list-style-type: none"> Aa–Ee (red) Nn–Ss (green) Ff–Mm (yellow) Tt–Zz (blue) Matching capitals to lower-case letters Revising digraphs: oa, ng Revising digraphs: oo, or Revising digraphs: ie, ee, ue Revising digraphs: sh, ch, th Revising digraphs: er, ar, ai Revising digraphs: oi, ou Revising digraph: qu 											
Identifying Sounds in Words / Writing	<ul style="list-style-type: none"> Reading words, phrases and sentences as frequently as possible (using blending for unknown words), and developing the children's comprehension skills Fluent readers who have finished the yellow <i>Jolly Phonics Readers</i> can start the green level Blending words with ⟨ow⟩ for the /ou/ sound Blending words with ⟨gh⟩ for the /ie/ sound Blending words with ⟨aw⟩ for the /or/ sound Blending words with ⟨wh⟩ and alternatives for /ai/ Blending words with alternative spellings for /ee/ Blending words with alternative spellings for /ie/ Blending words with alternative spellings for /oa/ Blending words with alternative spellings for /ue/ Blending words with ⟨au⟩ and ⟨al⟩ for /or/ Blending words with ⟨ow⟩ as /oa/ and /ou/ Blending words with alternative spellings for /er/ Blending words with alternative spellings for /or/ 											
Tricky Words	<ul style="list-style-type: none"> Teaching the short and long vowel sounds, with regular revision Calling out sounds in given words and holding up a finger for each sound <ul style="list-style-type: none"> Writing longer words and sentences from dictation <ul style="list-style-type: none"> Writing independently on a chosen theme Revision: reading and spelling the tricky words that have been taught Joining tricky words (only for schools with an early joined-handwriting policy) 											