Steps for teaching reading and writing with Jolly Phonics

	Reading	Writing
Step 1	- Teach letter sounds from Groups 1 – 3 - Blend regular words that use the letter sounds e.g. in, hot, bus etc.	- Teach letter sounds from Groups 1 – 3 and how to write them - Develop the ability to hear the sounds in words – holding up a finger for each sound - Start dictation of letter sounds
Step 2	Blend regular words that:- - start with a consonant cluster e.g. stop, clap, drip etc. - have two letters making the same sound e.g. hill, rabbit, duck etc. - are long e.g. sunset, handbag, milkman etc.	- Make words with magnetic plastic letters – the children identify the sounds and choose the letters - Dictate simple words – the children write on whiteboards or paper - Develop the ability to hear the sounds in consonant clusters
Step 3	- Teach letter sounds from Groups 4 – 7 - Teach blending of regular words with digraphs e.g. rain, tree, pie, boat, fork etc. - Develop the understanding that the digraphs <oo> and <th> have 2 sounds e.g. foot/moon, this/thin	- Teach letter sounds from Groups 4 – 7 and how to write them - Demonstrate the joining of digraphs (if school has a policy of early joined writing) - Dictate regular words that contain the new letter sounds e.g. train, jet, boil, queen etc.
Step 4	- Teach tricky words 1 – 10 by blending them and learning the correct pronunciation e.g. the, he, was, to etc. - Practise the tricky words until they can be read automatically - Introduce capital letters and their sounds	- Introduce letter names - Teach spelling of tricky words 1 – 10 (reading before spelling) - Check accuracy of spelling by dictating tricky words – children to write words or make them with plastic letters

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	Reading	**Writing**
Step 5	- Introduce Red Level Readers. Only the children who know the first 10 tricky words, and can blend regular words that use the 42 letter sounds, should be expected to read these books by themselves - Understand the importance of initially using decodable books	- Dictate sentences that have tricky words 1 – 10 and regular words that use the letter sounds that have been taught so far e.g. I sleep in a big bed. - Encourage independent writing
Step 6	- Teach the sounds of the letter <y> when it is being a vowel e.g. my, funny, system - Teach tricky words 11 – 20 - Now the Yellow Level Jolly Readers can follow on from the Red Level Readers	- Teach the spelling of tricky words 11 – 20 - Dictate sentences that use the tricky words, as well as regular words containing letter sounds that have already been taught - Continue encouraging independent writing
Step 7	- Teach the alternative magic 'e' long vowels and blend regular words that contain these vowels e.g. ape, these, fine, home, tube - Teach tricky words 21 – 40 - Now the Green Level Readers can follow on from the Yellow Level Readers	- Teach the alternative magic 'e' long vowels and dictate regular words and/or sentences that contain these vowels e.g. lane, theme, ride, hope, cube - Teach the spelling of tricky words 21 – 40 - Continue with independent writing
Further Phonics	- alternatives /ea/, /igh/, /ow/ (snow), /ew/, /ir/, /ur/, /au/, /aw/, /al/, /oy/, /ow/ (cow) - nk is a blend but easier if children learn it as if it is a digraph - wh is another way of writing /w/ (with some dialects it has its own sound) - ph has a /f/ sound - ue, ew, and u-e can also be pronounced as an /oo/ sound	

Letter Sound Groups 1 - 3:- s, a, t, i, p, n, c, k, e, h, r, m, d, g, o, u, l, f, b

Letter Sound Groups 4 – 7:- ai, j, oa, ie, ee, or, z, w, ng, v, oo, y, x,
                ch, sh, th, qu, ou, oi, ue, er, ar

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