

# Jolly Phonics Workbook

# 1

s a t i p n

Sue Lloyd and Sara Wernham Illustrated by Lib Stephen



# Jolly Phonics Workbook 1

*The Jolly Phonics Workbooks teach progressively, with more to learn in each Workbook. Progress can be assessed on the skills checklist below.*

## Reading

### **Recognizes the first six sounds - s, a, t, i, p, n.**

These six letters have been introduced first as they can form more simple three-letter words than any other 6 letters. For example: sat, pin, tip, tap, ant, pat, tin.

**pages 2-13**

☐

### **Can blend simple words.**

The ability to blend sounds (running the sounds together to make words) is basic to reading.

**page 22**

☐

## Writing

### **Holds pencil correctly.**

Correct pencil hold is important. The pencil should be held in the 'tripod' grip between the thumb and first two fingers. If the hold starts incorrectly, it is very difficult to get right later on. You will need to show the correct hold on many occasions, and keep on giving reminders.

☐

### **Can write the first six sounds - s, a, t, i, p, n.**

**pages 3-13, 17, 20**


☐

### **Can hear the beginning sound of a word.**

For example that Snake begins with a s sound.

**pages 15, 17, 19, 20**

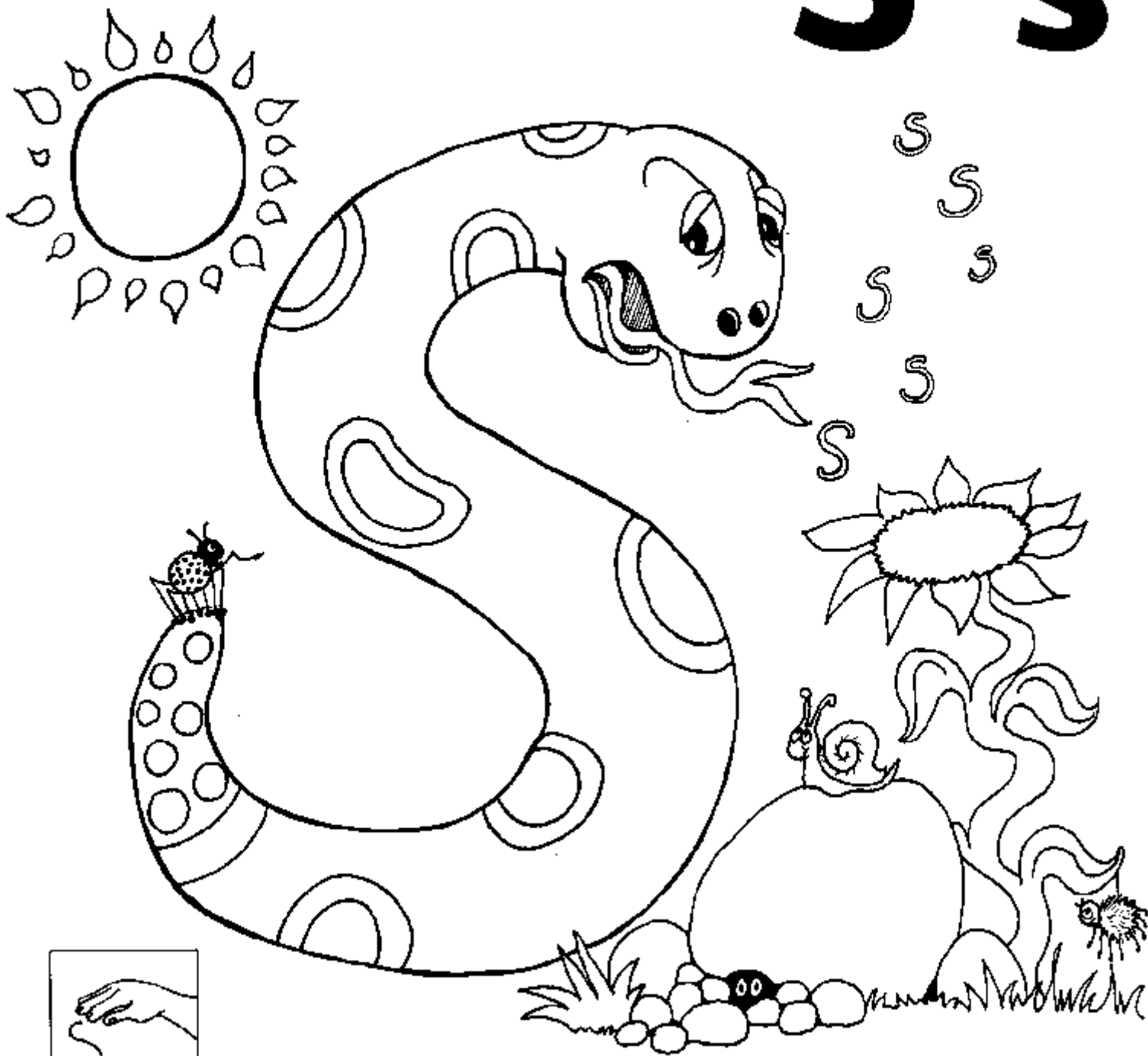
☐



Write your name.

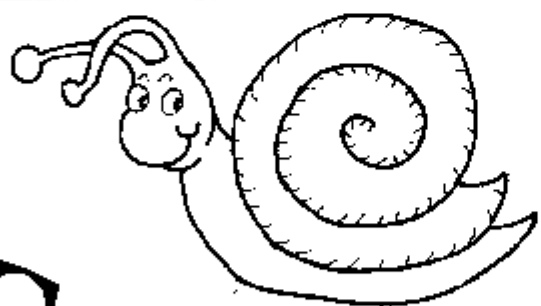
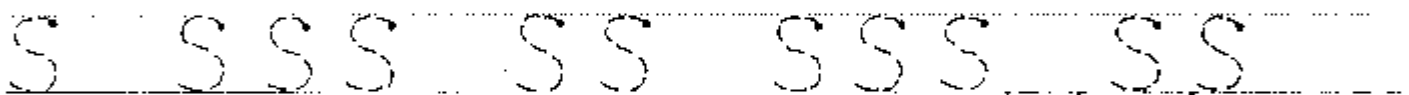
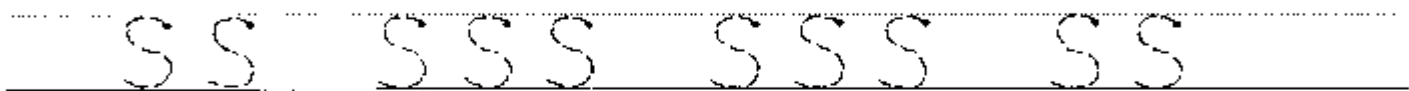
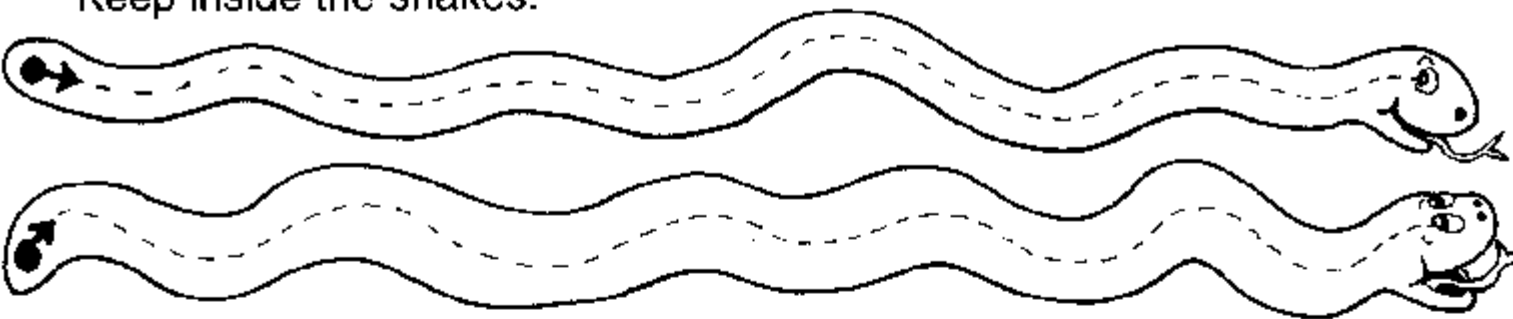
Whenever Snake is scared or frightened he makes himself into an s shape and hisses sssssss.

# S s

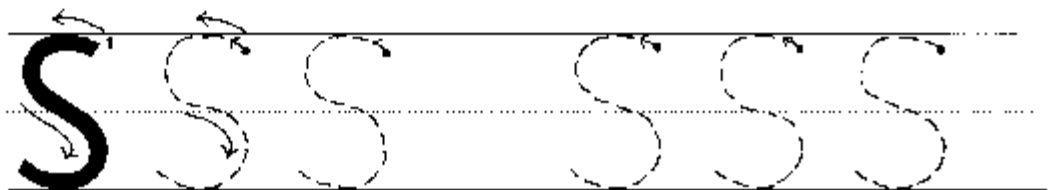


**Action:** Weave hand in an s shape, like a snake, and say sssssss.

Keep inside the snakes.



Capital



# A a

The ants have found a picnic. Some of the ants crawl up the arm of a girl. She looks down and says *a, a, a, ants*.



**Action:** Wiggle fingers above elbow as if ants crawling on you, saying *a, a, a, a*.

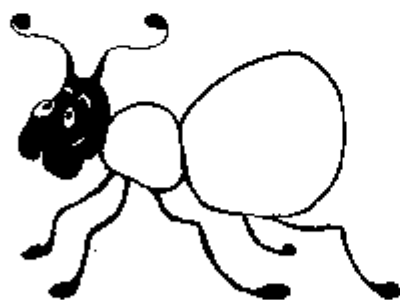
Follow the ants to reach the ant hill.



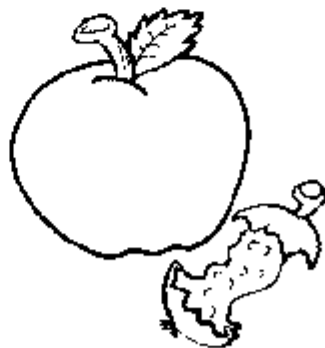
a a a a a a a

a a a a a a a

a a a a a a a



a

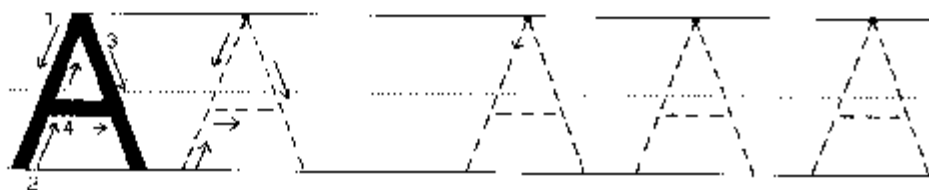


a

a

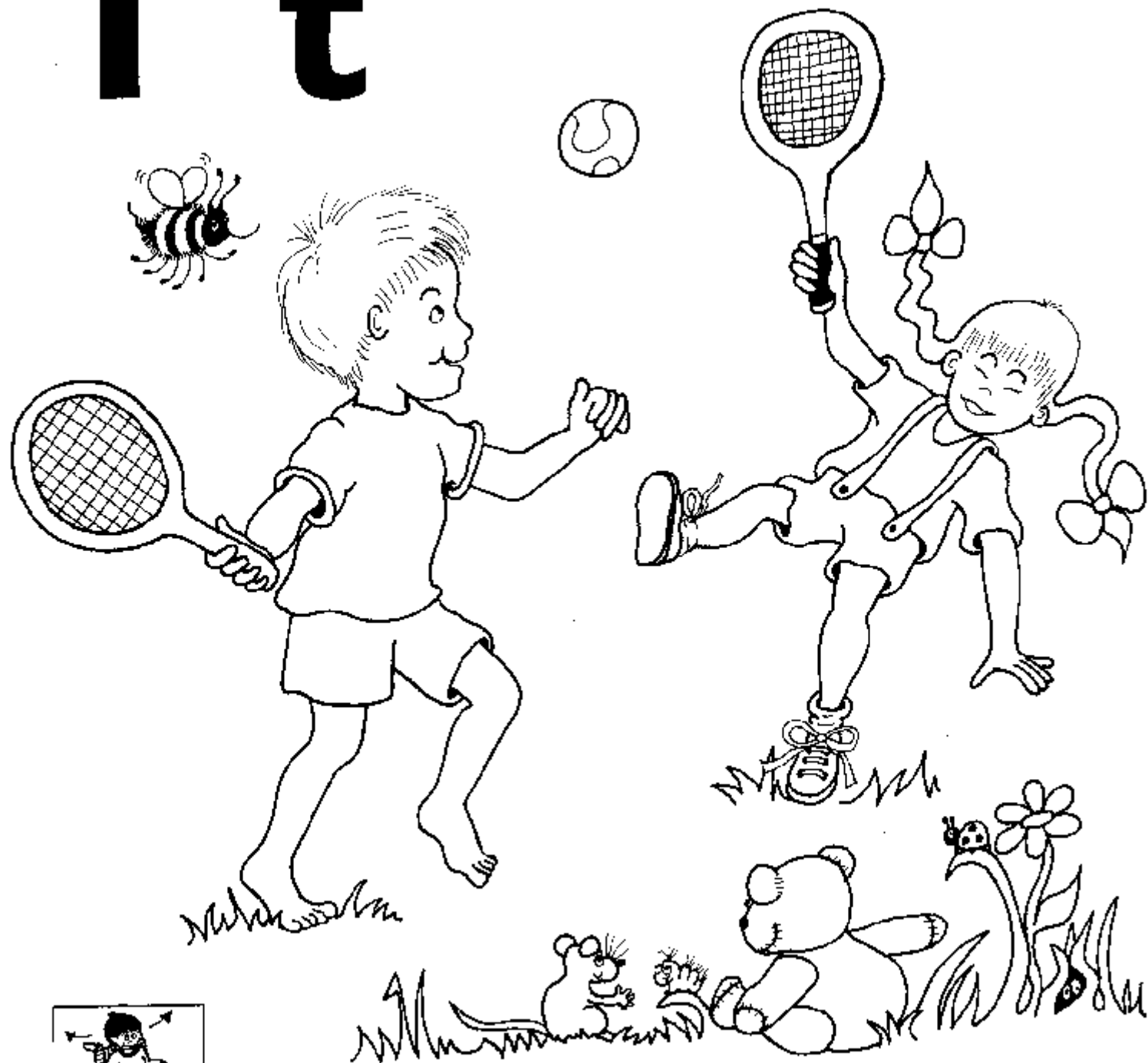


Capital



# T t

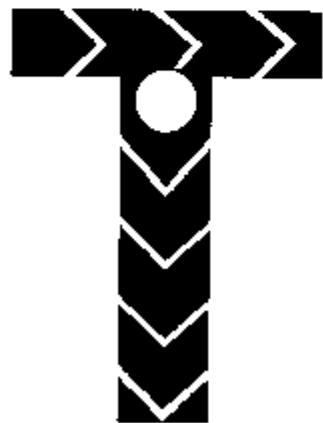
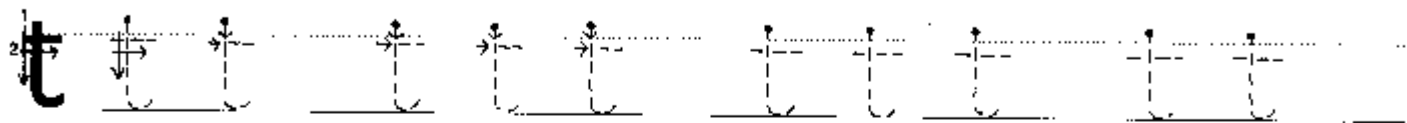
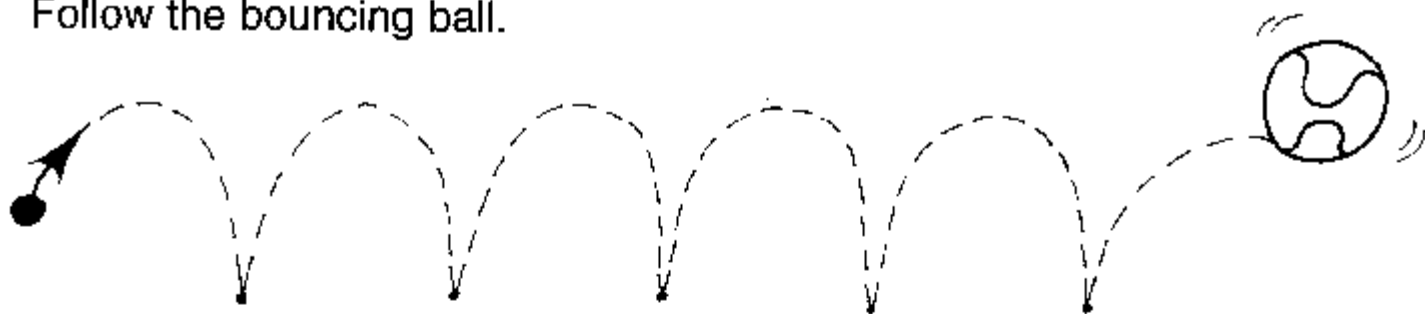
Some children are playing tennis.  
They hit the ball to each other, *t, t, t, t.*



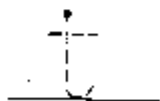
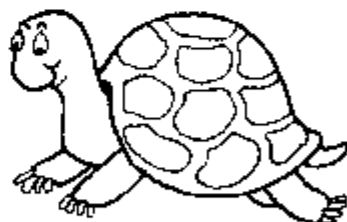
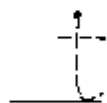
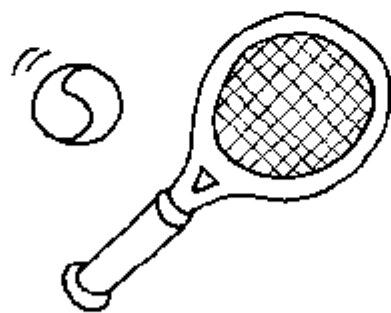
**Action:** Turn head from side to side as if watching tennis  
and say *t, t, t, t.*



Follow the bouncing ball.



Capital



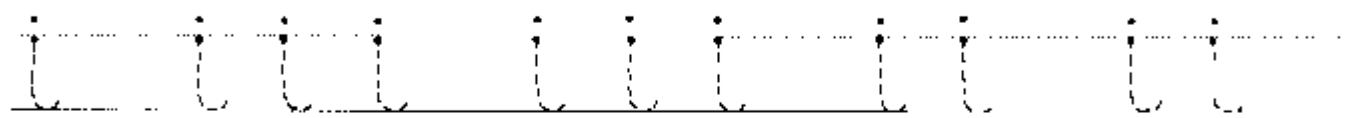
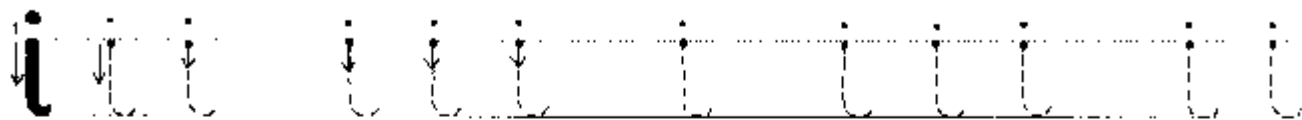
# I i

Inky Mouse got her name because she was covered in ink when she escaped from her cage.

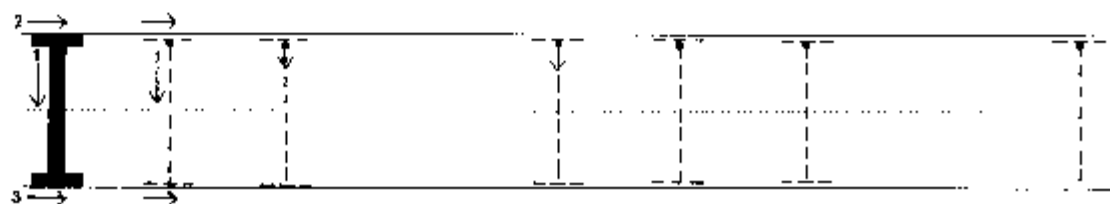
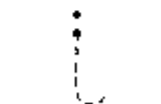
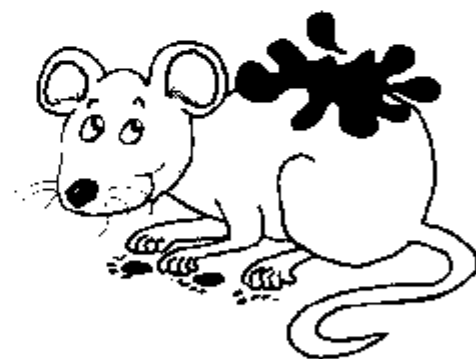


**Action:** Pretend to be a mouse by wiggling fingers at end of nose and squeak *i, i, i, i.*

Follow the Inky paws to find Inky.

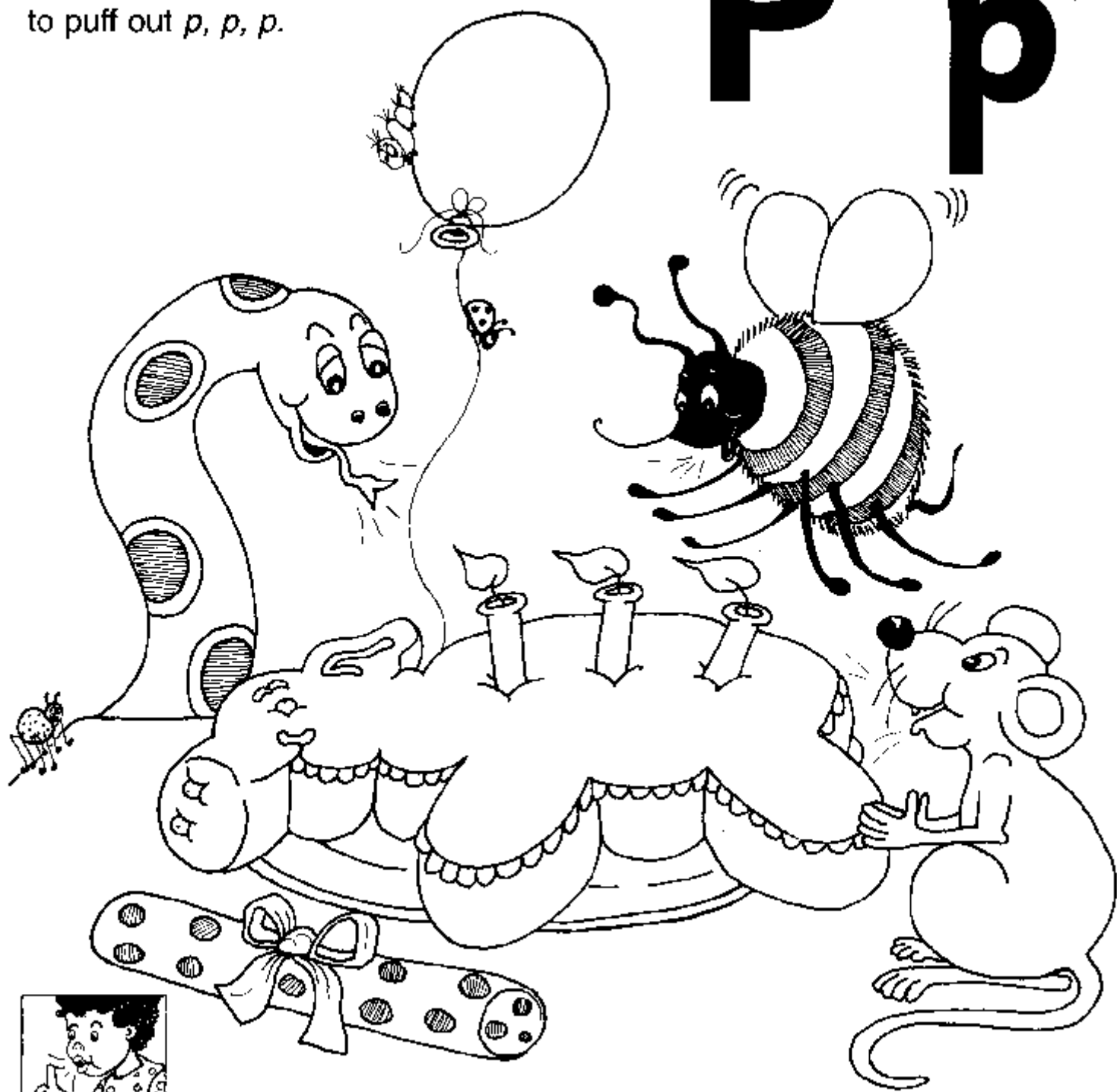


Capital



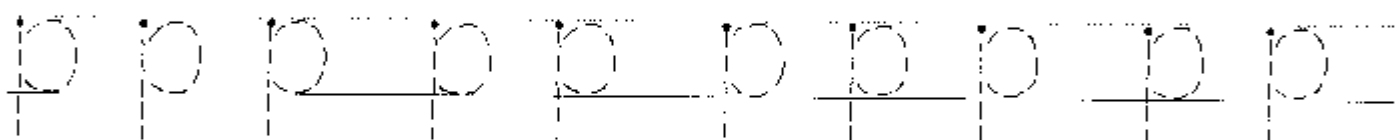
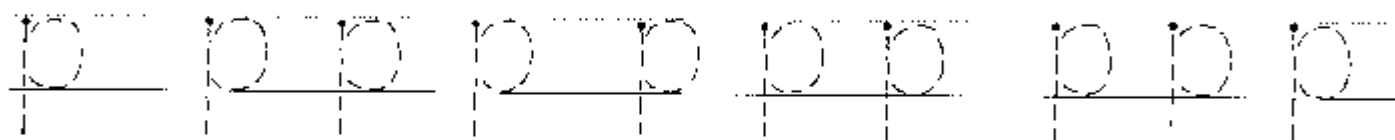
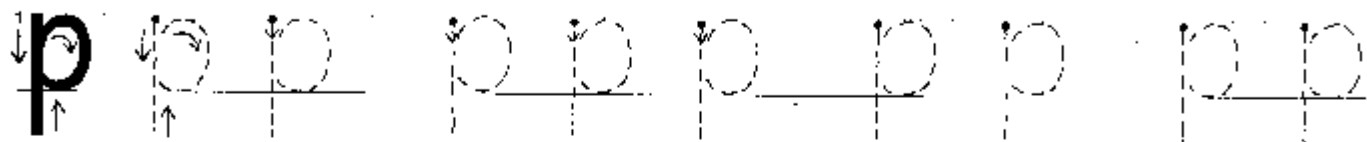
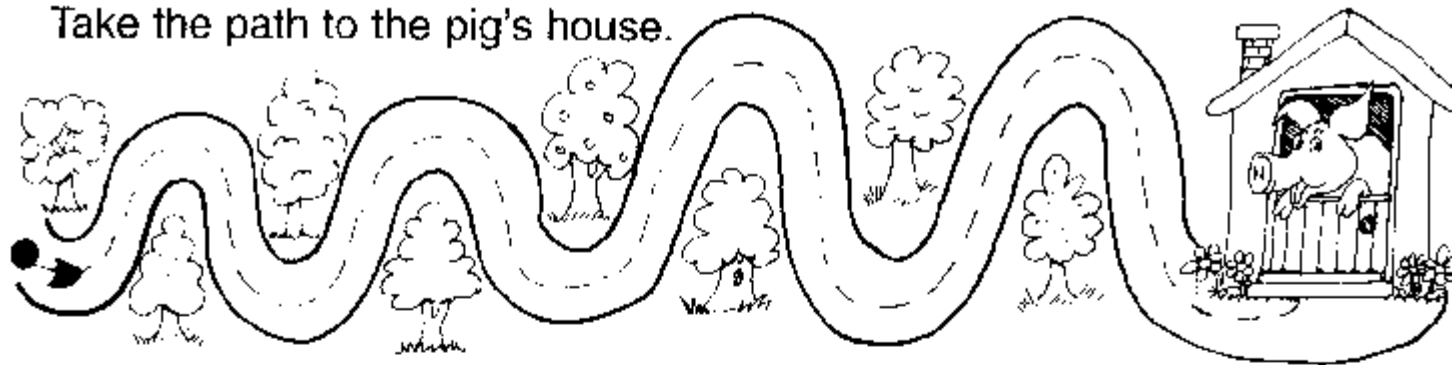
It is Bee's birthday. Inky has made a pink pig party cake with 3 candles to puff out *p, p, p*.

# P p

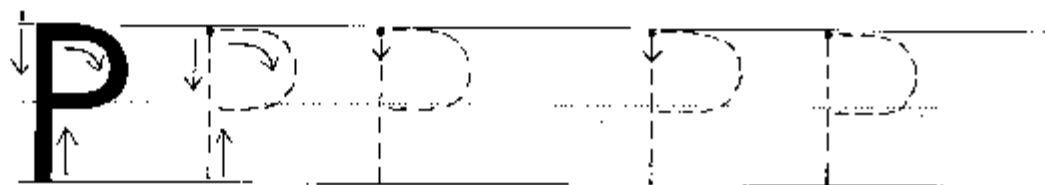
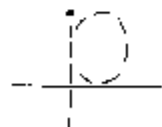
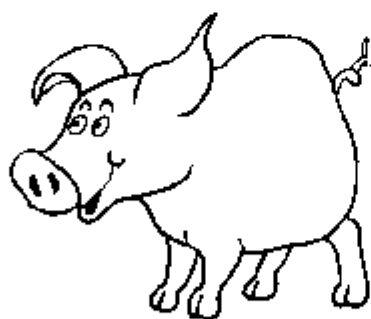


**Action:** Pretend to puff out candles and say *p, p, p*.

Take the path to the pig's house.

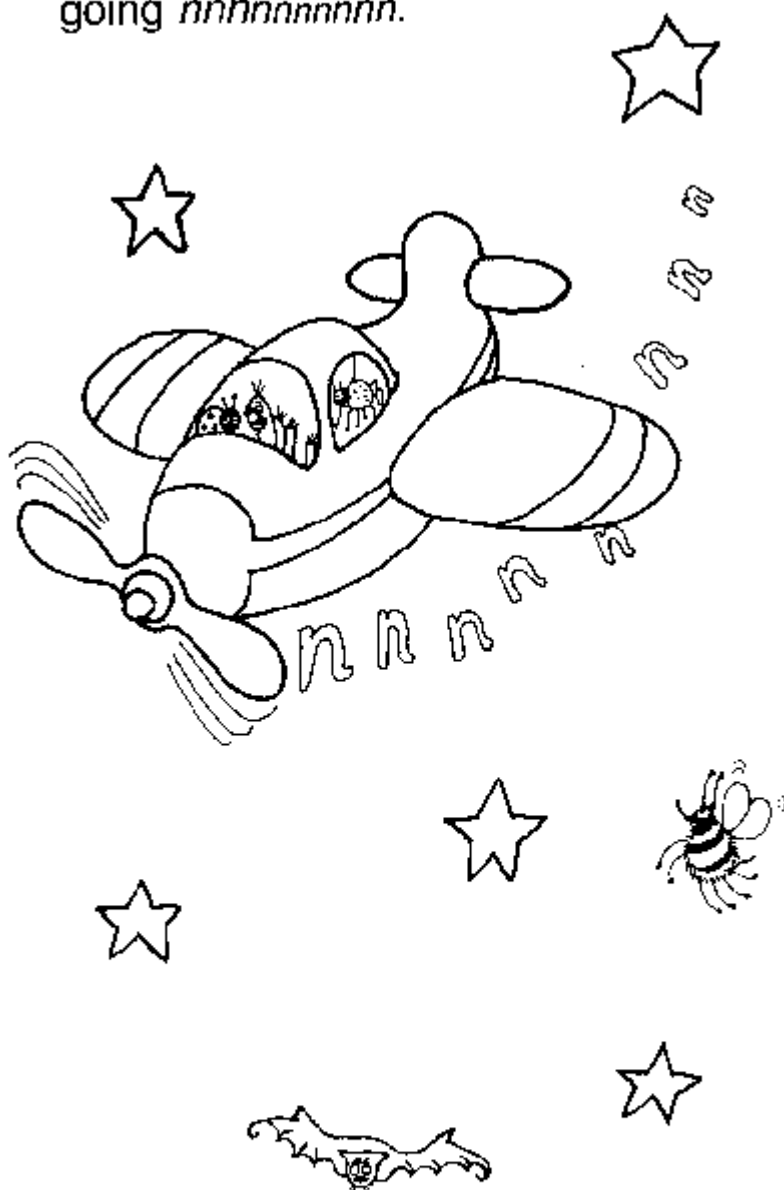
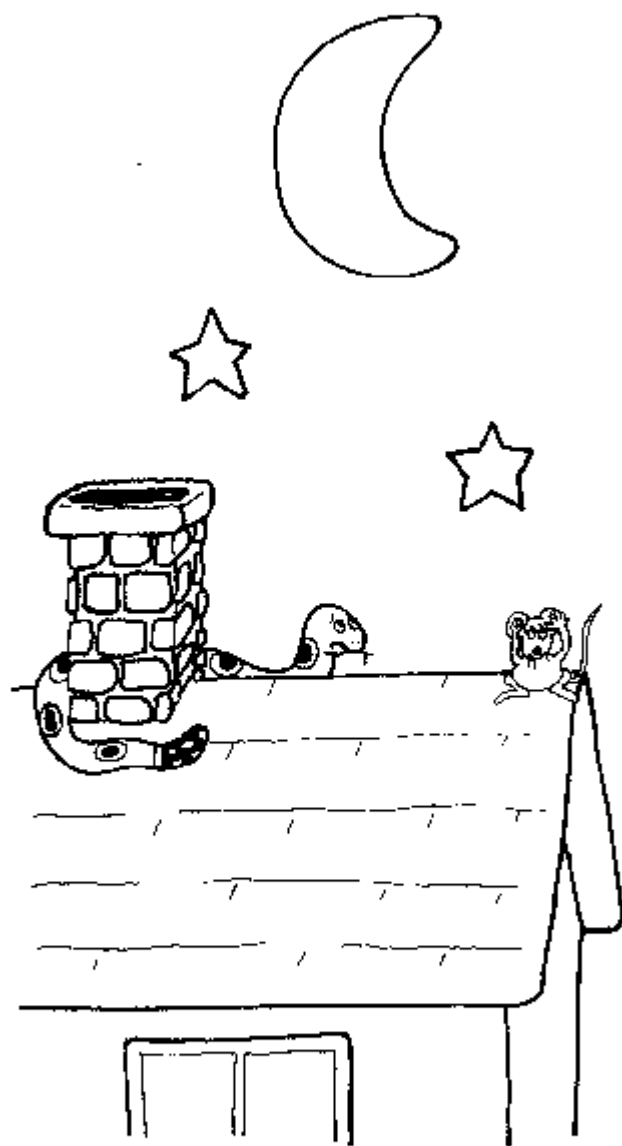


Capital



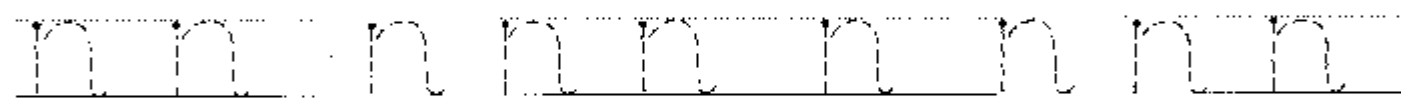
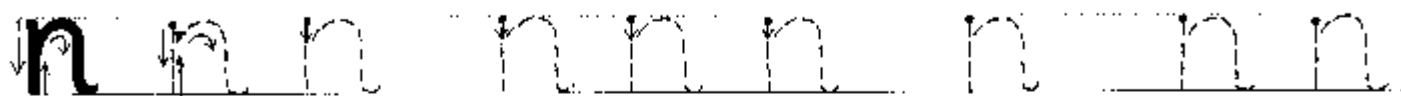
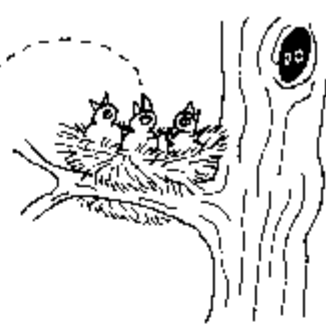
# N n

Inky is woken up by a nasty noise.  
There is a model plane flying about  
going *nnnnnnnnnn*.

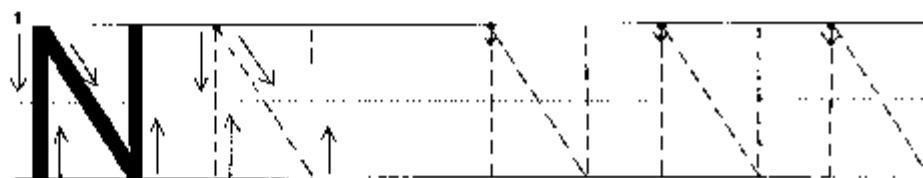
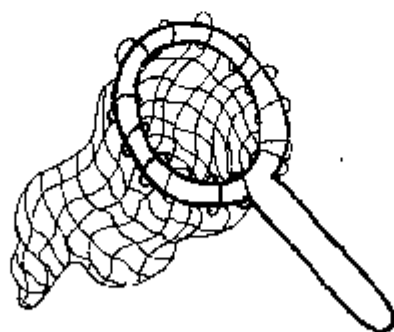


**Action:** Hold arms out at side, as if a plane, and say *nnnnnnnnnn*.

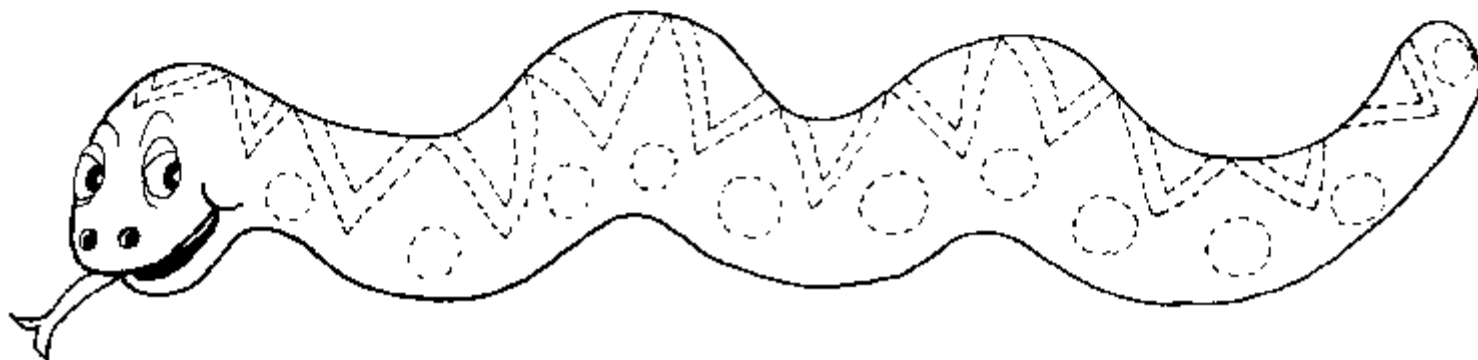
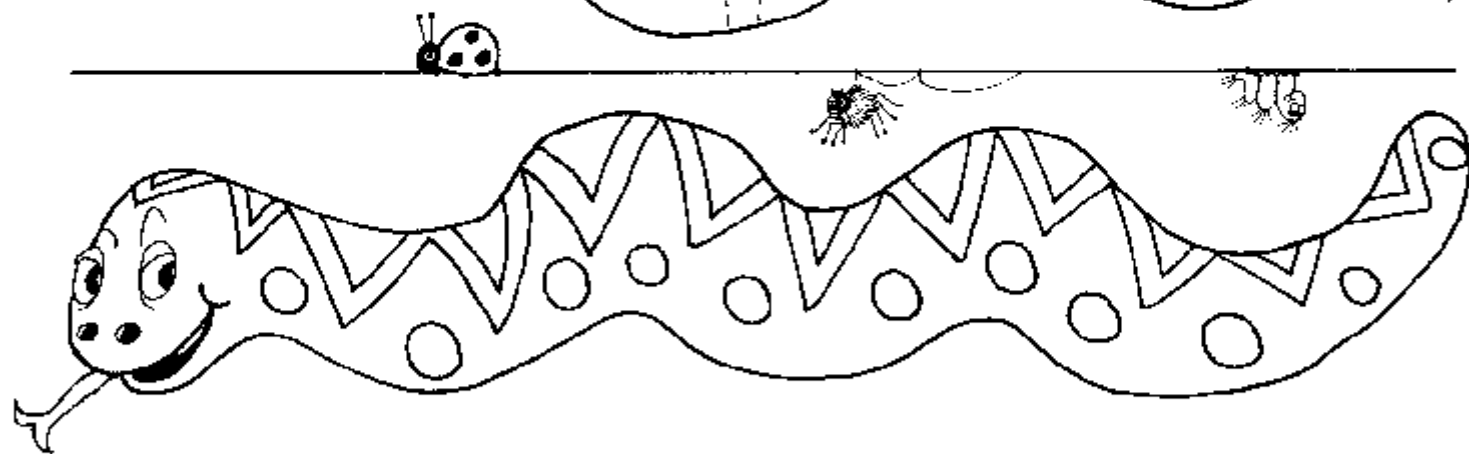
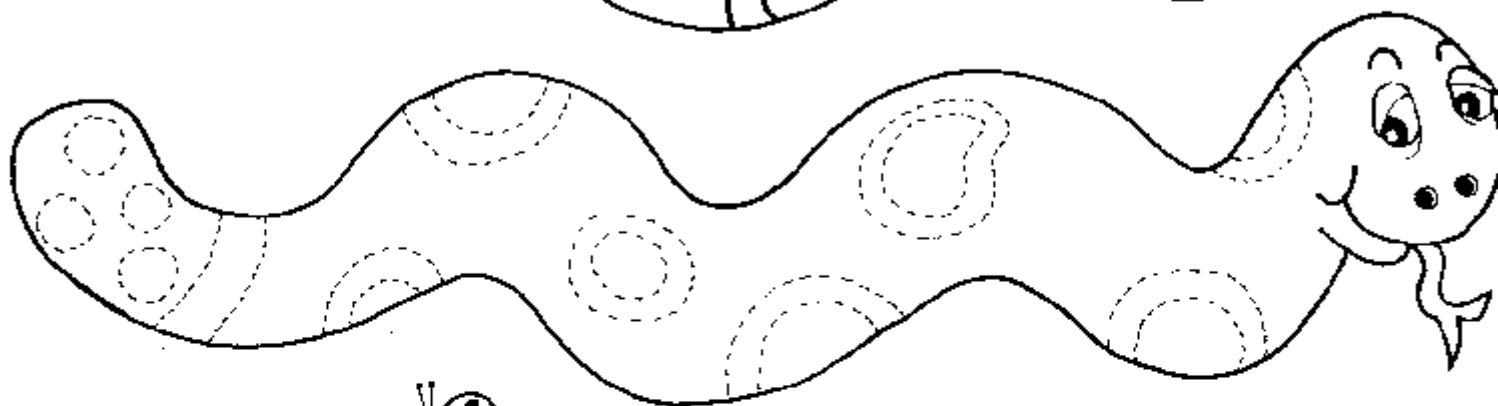
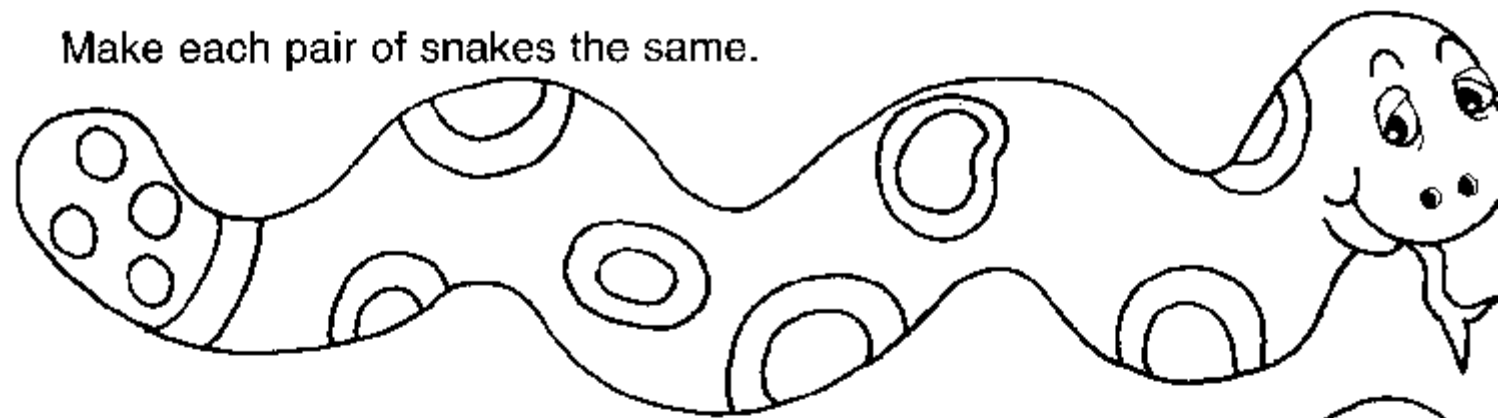
Help the robin to his nest.



Capital



Make each pair of snakes the same.



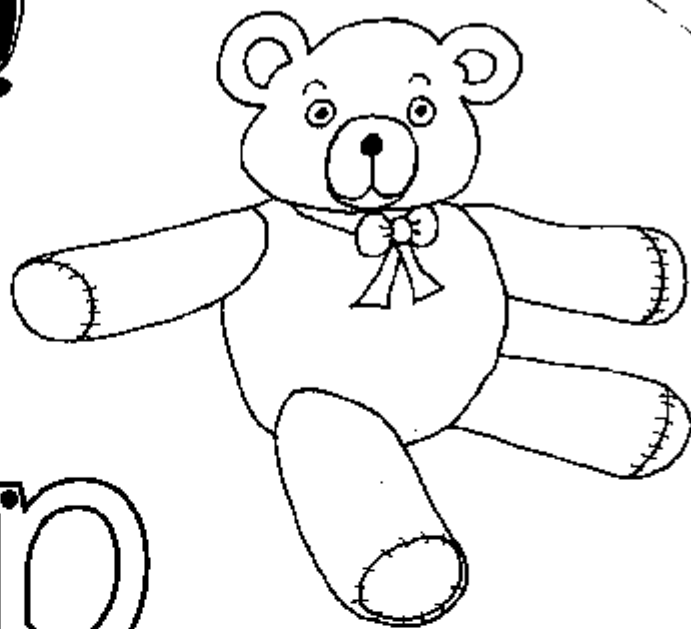


Join each  
picture to its  
beginning  
sound.

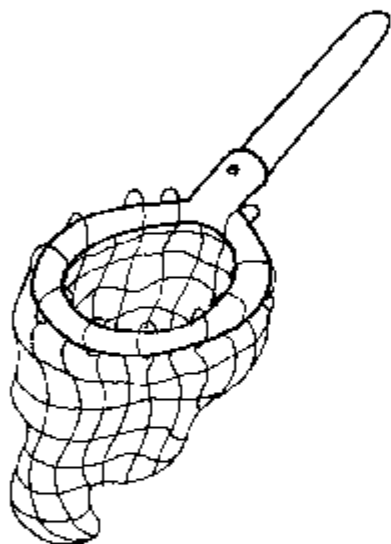
a



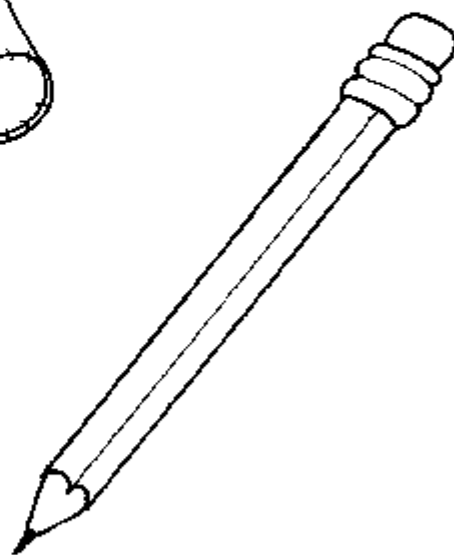
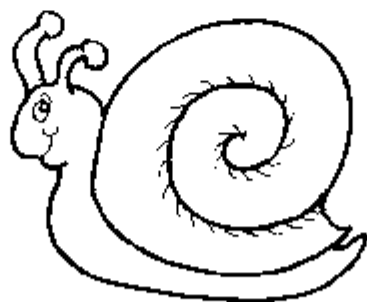
i



p

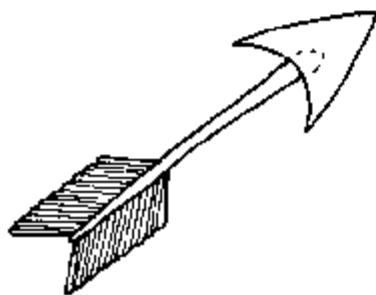


s

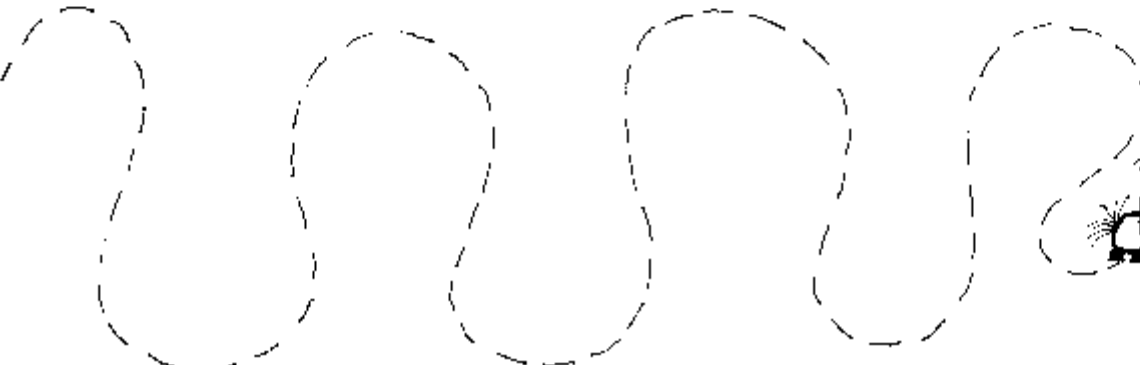
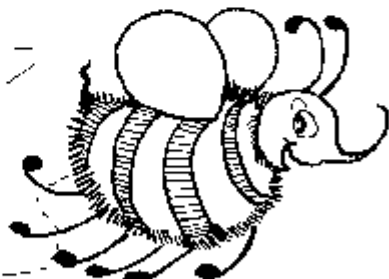
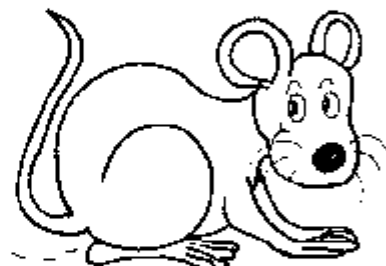
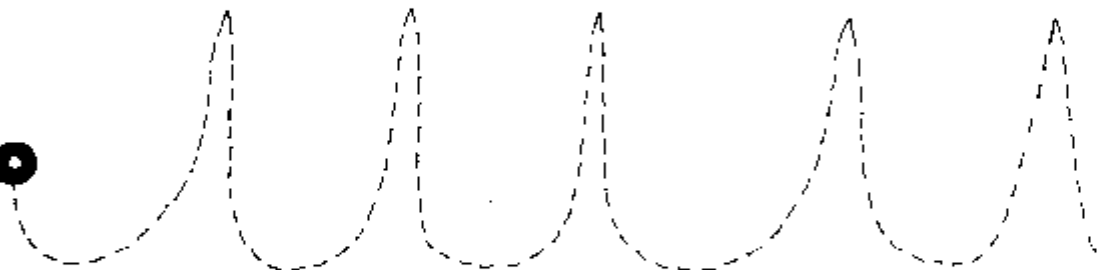
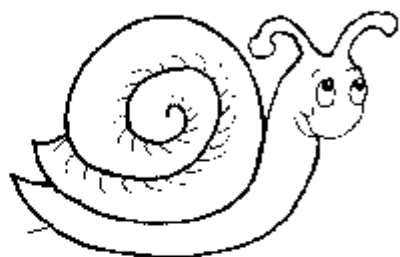
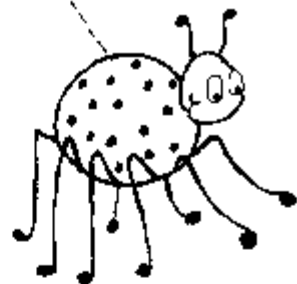
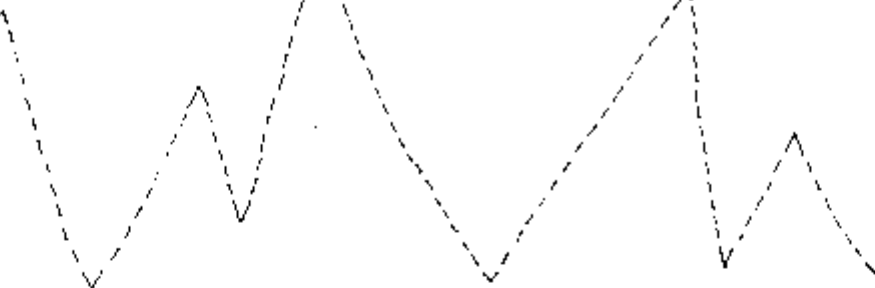


t

n



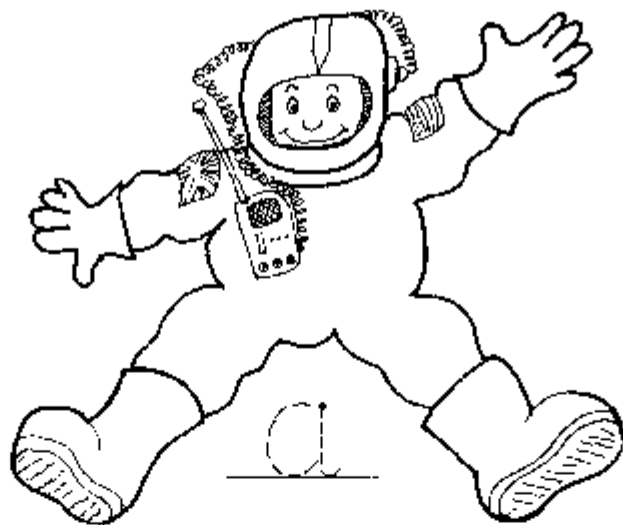
Follow the trails



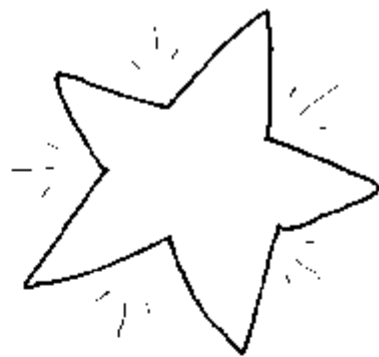
Write the first sound under each picture.



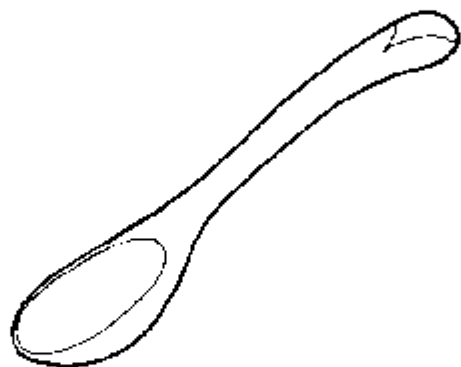
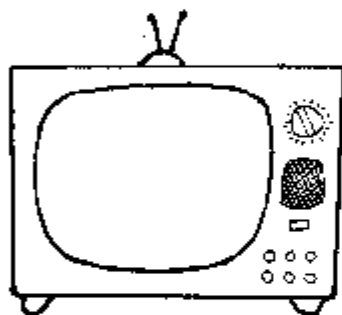
p



a



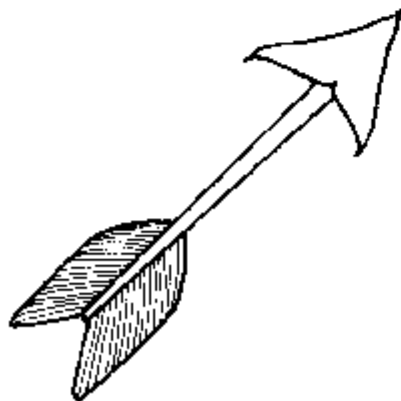
\_\_\_\_\_



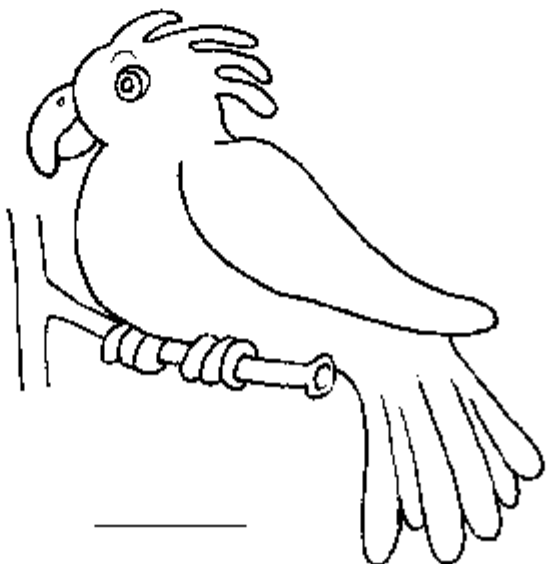
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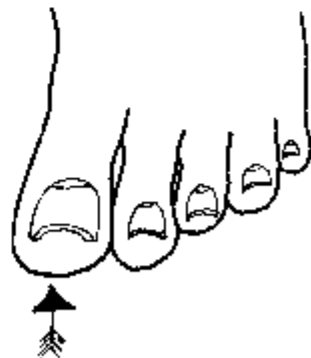
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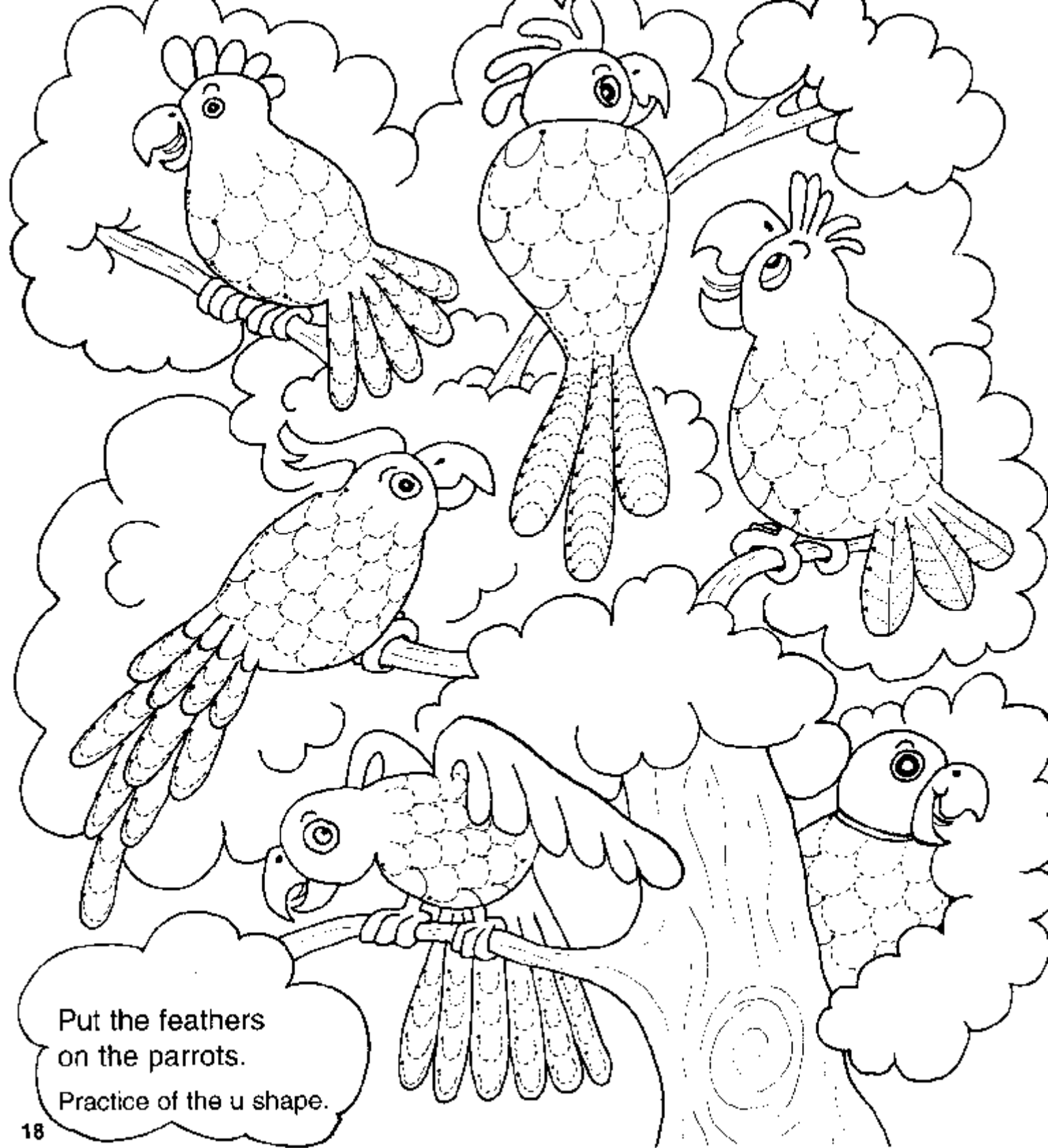
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Put the feathers  
on the parrots.  
Practice of the u shape.



spy which things begin with the same sound.

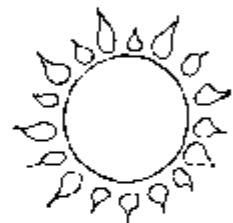
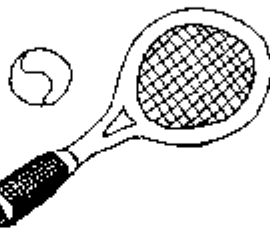
a



t



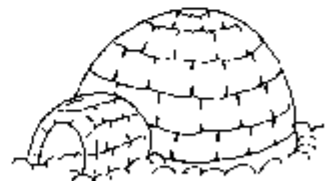
s



p



n



i



Some more writing practice.

Can you think of something that begins with each sound?

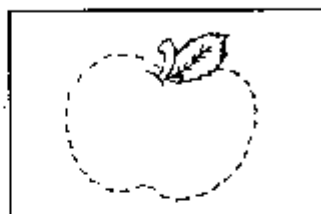
s

s



a

a



t

t



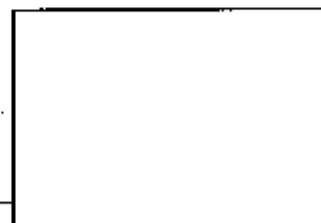
i

i



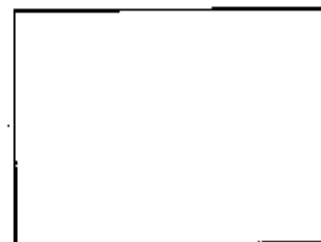
p

p

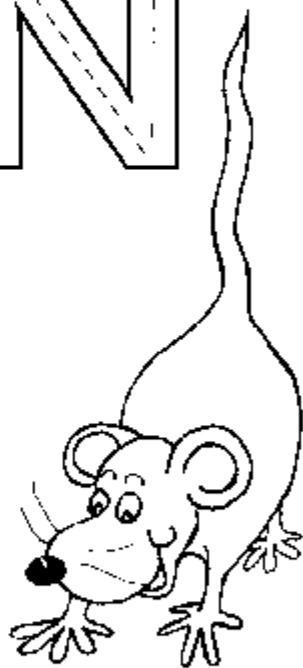
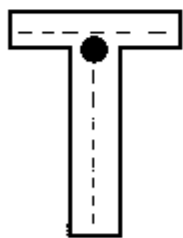
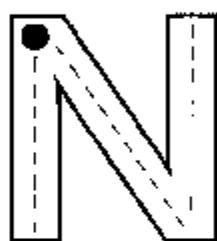
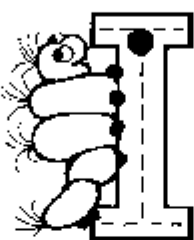
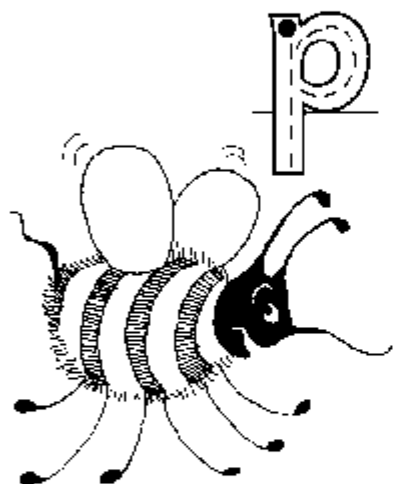


n

n

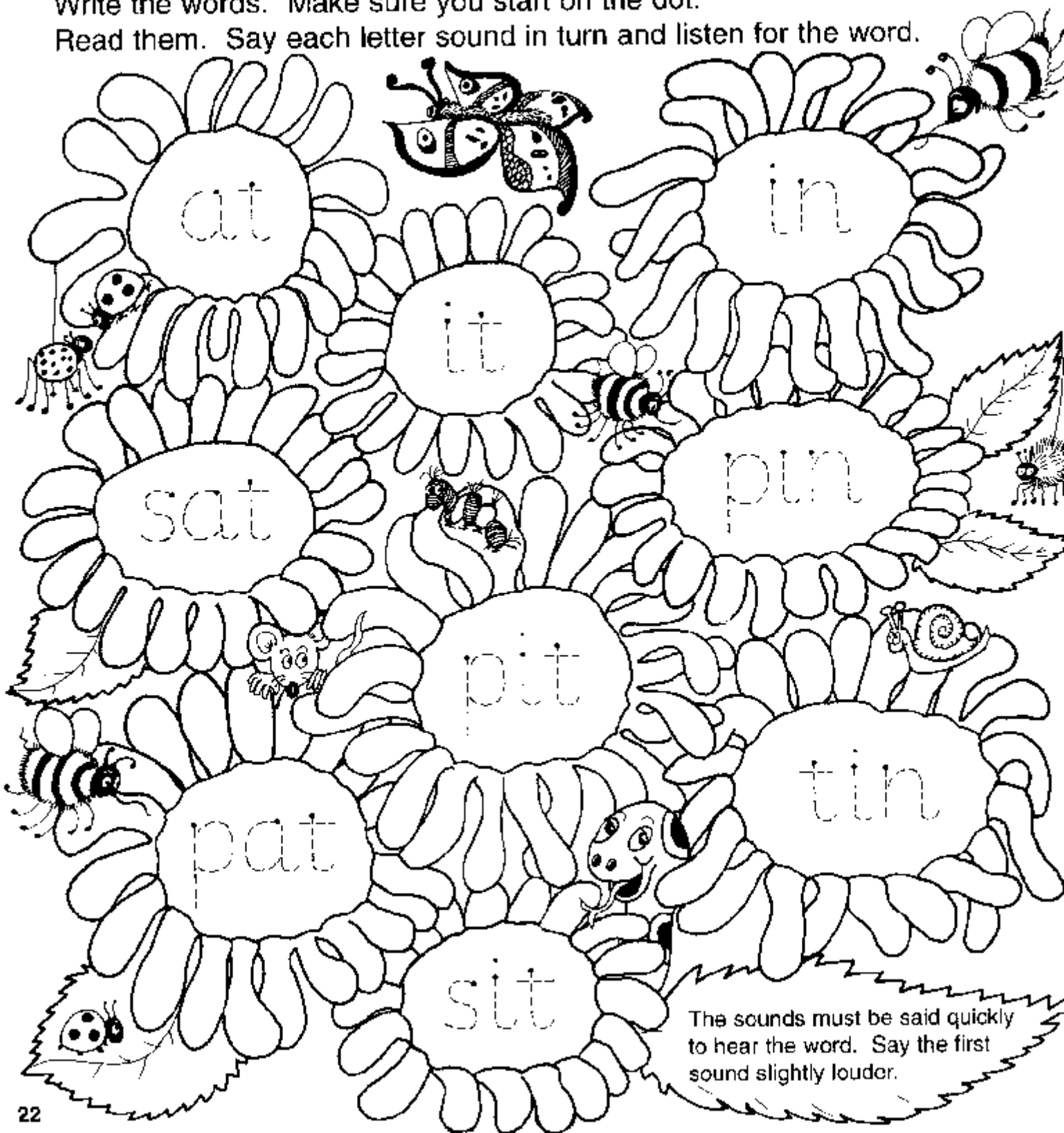


Match the capitals to the small letters.



Write the words. Make sure you start on the dot.

Read them. Say each letter sound in turn and listen for the word.



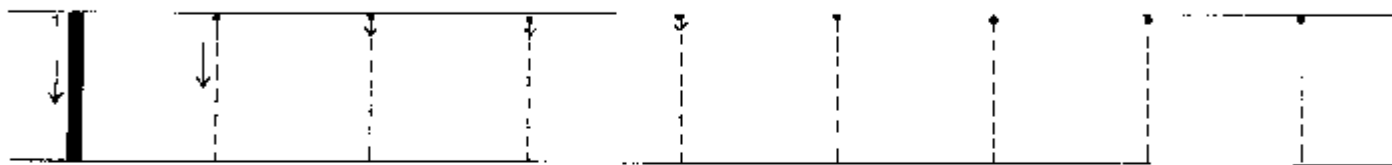
The sounds must be said quickly to hear the word. Say the first sound slightly louder.



Numbers need correct formation, just as letters do.  
(Workbook 1 - Number 1)



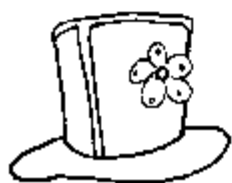
1 Snake



Where is Snake?

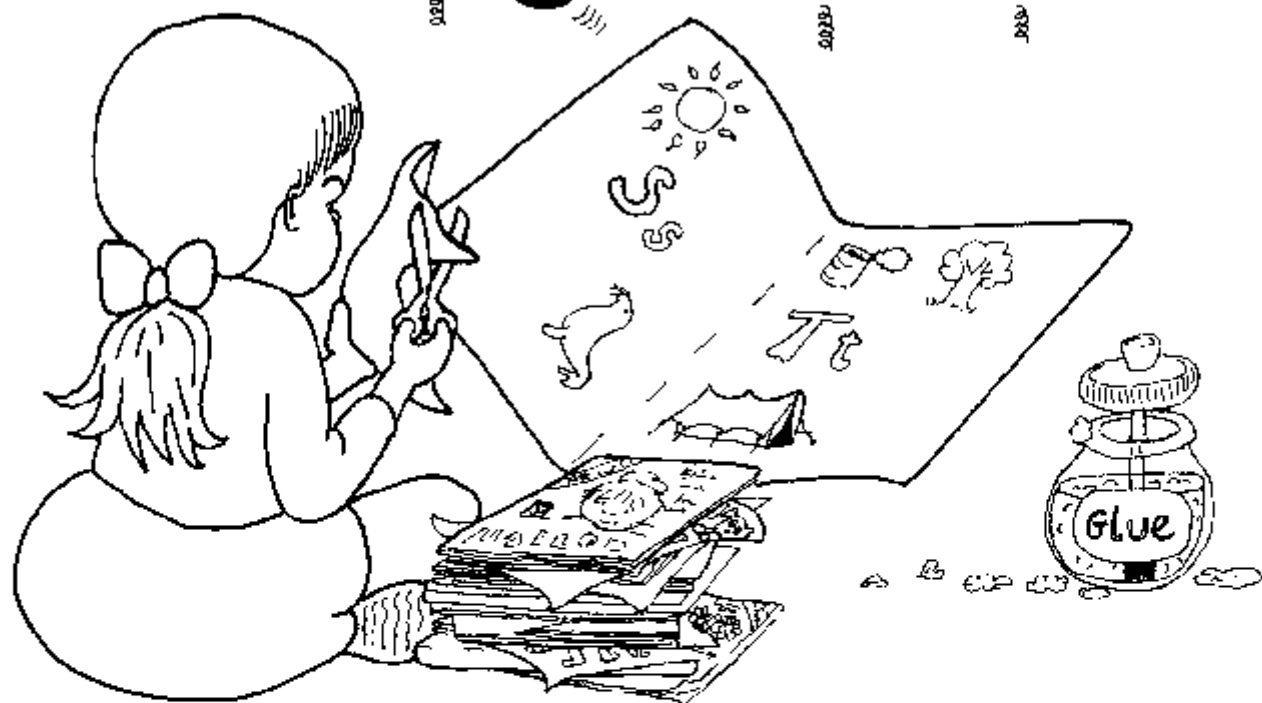


One is a tricky word. That means you must learn how to spell it.



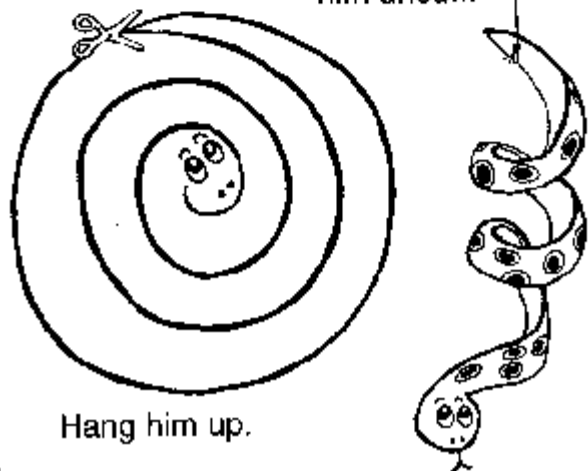
one one one

# Activity



Make your own sound book.

On a piece of paper, draw a curled up snake. Paint or draw in, then cut round to make him uncurl.



Hang him up.

Inky Pictures.

Put some ink or paint on one half of a piece of paper. Fold in half and press down.



Open up the paper and look at the ink. Sometimes it can be made into a picture.

## Further Guidance

### **Page 1. Write your Name.**

This is an important skill for a young child. At first, write it on the page for copying. Use a capital at the beginning only.

### **Pages 2-13. Sounds.**

Learning the sounds is the first step in reading. Be sure to introduce each one by its sound, not its name. So *s* needs to be *sss*, not *ess*, and *a* needs to be the *a* in *ant*, not the *ai* as in *aim*. Each sound has a storyline to introduce the sound - which can be fun to elaborate on. The actions on these pages enable the child to remember the sound more easily. It is important that the sound is recognized easily, and can be said quickly.

### **The Letter Shapes.**

It is important that the child learns the correct formation of each sound, rather than simply producing letters with the correct final appearance. It is also better if the child learns to put an 'exit stroke' or 'joining tail' at the end of letters such as *n*, *d*, etc, (so *n*, *d*, not *n*, *d*). This helps the transfer to joined-up writing (cursive) when the time comes. The Jolly Phonics Workbooks have letters with exit strokes.

### **Page 16. Left to Right practice.**

English is written, and read, from left to right. When you are reading stories to the child try asking where the writing starts, and which way it goes.

### **Pages 14, 16, 18, 20. Pencil control.**

Good pencil control leads to good handwriting.

### **Pages 15, 17, 19, 20. Hearing the first sound in words.**

The game of I-Spy also helps with hearing the first sound in words - and is good for playing on car journeys.

### **Page 22. Blending.**

(Saying the sounds and hearing the word). Some children find this difficult, but with practice they will be able to hear the words. At first you will have to sound out each word and say it for them. A little and often is best. The reason that the sound of each letter is taught first, not its name, is to make this blending easier.

### **Page 23. Numbers.**

The Jolly Phonics Workbooks also introduce the numbers. Although they do not require specific phonic skills, numbers do need correct formation and many of their names have irregular or 'tricky' spellings, which are aspects included in these Workbooks.

# *The Jolly Phonics Workbooks teach the skills for reading and writing*

All the letter sounds of English are introduced (not just the alphabet), with an 'action' for each. Exercises show how to use the letter sounds to read and to spell, along with ways of learning the 'tricky' spellings. The correct way to form each letter is shown and in later Workbooks joined-up (cursive) writing is introduced.



Also available: *Jolly Phonics Videos 1 and 2* (for children), *The Phonics Handbook*, *Finger Phonics books*, *Jolly Phonics Letter Sound Poster* and more. A free Parent/Teachers' guide is available from either address below.

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