

Suggested Timetable for Jolly Phonics: STEP 1

	Daily Teaching	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9+
Letter Sound Recognition	• Lesson pages and actions • Flashcards and games • Sound books • Jolly Phonics Wall Frieze • Jolly Songs	s a t i p	n c k e h r	m d g o u	l f b a i j	oa ie ee or z w	ng v oo oo y x	ch sh th th qu ou	oi ue er ar	Continue to review the letter sounds.
		• Introduce the sounds, letters, and actions through stories, at a rate of one sound a day. • Review the letters and sounds so that the students know them well.							• Learn the sounds of the capital letters in preparation for reading sentences.	
Letter Formation	• Multisensory practice: - pencil grip - correct formation	• Feel the letter shapes: air writing / grooved letters in the Finger Phonics books. • Learn the formation of the new letters. Review the formation of recently learned letters. • Practice neat letter formation: lesson pages, dry-wipe boards, lined paper.								
Blending (for reading)	• Hear the word after the sounds have been spoken by the: a) teacher b) students • Letter games / activities • Word-blending boxes • JP Little Word Books • Decodable readers	• Aural blending: the teacher says the sounds in a word / the students listen for the word.	• Blend words with: - initial and final consonant blends, e.g. <i>stop</i> and <i>milk</i>. - double letters, e.g. <i>duck</i> and <i>hill</i>.				• Start using the JP Little Word Books with students who can independently blend simple regular words.		• Introduce decodable readers: - JP Readers, Orange Level for hesitant readers. - JP Readers, Red Level for confident readers.	
		• Frequently blend simple words that use the taught letter sounds, including words with digraphs.								
		• Introduce the reading of phrases (Week 2) and simple sentences (Week 5), using suggestions from the lesson plans and/or JP Word Bank. Demonstrate how to adjust the pronunciation of certain words, such as <i>a</i> and <i>is</i>.								
Identifying Sounds in Words (for writing)	• Segment regular words • Dictation	• Identify the sounds in a word: Is there a /s/ in <i>nest</i>? Is it at the beginning, the middle, or the end? • Call out simple words, e.g. <i>dog</i>, <i>clap</i>, <i>sheep</i>. The students respond by saying the individual sounds and holding up a finger for each one: /d-o-g/ (3 sounds, 3 fingers); /c-l-a-p/ (4 sounds, 4 fingers); /sh-ee-p/ (3 sounds, 3 fingers). Write the sounds on the board as they are called out and blend them with the students to read the word and check it is correct. • Dictate letter sounds and simple regular words, including words with digraphs.								
Tricky Words	• Read tricky words and identify the tricky part • Write tricky words, remembering how the tricky part is spelled.							• Teach the first 12 tricky words: /sh/ lesson: <i>I</i> /th/ lesson: <i>the</i> /qu/: <i>he, she</i> /ou/: <i>me, we</i> /oi/: <i>be</i> /ue/: <i>was</i> /er/: <i>to, do</i> /ar/: <i>are, all</i>.		• Continue to review the tricky words.
