

# Jolly Phonics Actions

## **Group 1**

- s Weave hand in an s shape, like a snake, and say ssssss.
- a Wiggle fingers above elbow as if ants crawling on you and say a, a, a.
- t Turn head from side to side as if watching tennis and say t, t, t.
- i Pretend to be a mouse by wriggling fingers at end of noise and squeak i, i, i.
- p Pretend to puff out candles and say p, p, p.
- n Make a noise, as if you are a plane – hold arms out and say nnnnnn.

## **Group 2**

- c k Raise hands and snap fingers as if playing castanets and say ck, ck, ck.
- e Pretend to tap an egg on the side of a pan and crack it into the pan, saying eh, eh, eh.
- h Hold hand in front of mouth panting as if you are shaking out of breath and say h, h, h
- r Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say rrrrrr.
- m Rub tummy as if seeing tasty food and say mmmmmm.
- d Beat hands up and down as if playing a drum and say d, d, d.

## **Group 3**

- g Spiral hand down, as if water going down the drain, and say g, g, g.
- o Pretend to turn light switch on and off and say o, o, o, o.
- u Pretend to be putting up an umbrella and say u, u, u.
- l Pretend to lick a lollipop and say l, l, l, l, l, l.
- f Let hands gently come together as if toy fish deflating, and say f, f, f, f, f, f.
- b Pretend to hit a ball with a bat and say b, b, b.

## **Group 4**

- ai Cup hand over ear and say ai, ai, ai
- j Pretend to wobble on a plate and say j, j, j.
- oa Bring hand over mouth as if you have done something wrong and say oh!
- ie Stand to attention and salute, saying ie ie.
- ee or Put hands on head as if ears on a donkey and say eeyore, eeyore.

## **Group 5**

- z Put arms out at sides and pretend to be a bee, saying zzzzzz.
- w Blow on to open hand, as if you are the wind, and say wh, wh, wh.
- ng Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying ng...

v Pretend to be holding the steering wheel of a van and say vvvvvv.

oo OO Move head back and forth as if it is the cuckoo in a cuckoo clock, saying u, oo; u, oo  
(Little and long oo)

### **Group 6**

y Pretend to be eating a yoghurt and say y, y, y.

x Pretend to take an x-ray of someone with an x-ray gun and say ks, ks, ks.

ch Move arms at sides as if you are a train and say ch, ch, ch.

sh Place index finger of lips and say sh sh sh.

th th Pretend to be naughty clowns and stick out tongue a little for the th, and further for  
the th sounds (this and thumb).

### **Group 7**

qu Make a duck's beak with your hands and say qu, qu, qu.

ou Pretend your finger is a needle and prick thumb saying ou, ou, ou.

oi Cup hands around mouth and shout to another boat saying oi! Ship ahoy!

ue Point to people around you and say you, you, you.

er Roll hands over each other like a mixer and say er er er.

ar Open mouth wide and say ah. (UK English).

# Teaching Literacy with Jolly Phonics

## *What is Jolly Phonics?*

Jolly Phonics is a fun and child centred approach to teaching literacy through synthetic phonics. With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children. The letter sounds are split into seven groups as shown below.

## *Letter Sound Order*

The sounds are taught in a specific order (not alphabetically). This enables children to begin building words as early as possible.

## *How does Jolly Phonics work?*

Using a synthetic phonics approach, Jolly Phonics teaches children the five key skills for reading and writing. The programme continues through school enabling the teaching of essential grammar, spelling and punctuation skills.

## *The five skills taught in Jolly Phonics*

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

## *1. Learning the letter sounds*

Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue.

## *2.Learning letter formation*

Using different multi-sensory methods, children learn how to form and write the letters.

## *3.Blending*

Children are taught how to blend the sounds together to read and write new words.

## *4. Identifying the sounds in words (Segmenting)*

Listening for the sounds in words gives children the best start for improving spelling.

## *5.Tricky words*

Tricky words have irregular spellings and children learn these separately.