

Scope & Sequence: 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 • Letter sound 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: <ul 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 	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>			

Scope & Sequence: 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 												
	<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⟩ & ⟨ur⟩ for the /er/ sound	Teach ⟨ew⟩ for /ue/ & /oo/				
Letter Formation	<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 												
	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 	Revision: capitals N to Z	Revision: caterpillar /c k/ letters c a d o g q	Revision: tall letters b d h k l t	Revision: letters with tails f g j p q y	
Blending / Reading	<ul style="list-style-type: none"> Reading words, phrases and sentences as frequently as possible, and using blending for unknown words 												
	<ul style="list-style-type: none"> Blending words with ⟨y⟩ for the /ee/ sound 	Blending words with ⟨ck⟩	Revision: double letters & ⟨ck⟩ words	Blending words with ‘magic ⟨e⟩’	Sufficient teaching now covered for children to start reading <i>Jolly Phonics Readers</i> , yellow level. Only give to confident readers at this stage.								
	<ul style="list-style-type: none"> Blending words with double letters 			Comprehending sentences	Blend ⟨ay⟩ & ⟨oy⟩ words	Blend ⟨ea⟩ words	Blend ⟨y⟩ as /ie/ words	Blend ⟨ow⟩ as /oa/ words	Blend ⟨ir⟩ & ⟨ur⟩ words	Blend ⟨ew⟩ 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 												
	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 ⟨b⟩ & ⟨d⟩ words using correct formation	Spelling words that use digraphs			Spelling ⟨ir⟩ and ⟨ur⟩ words	Spelling ⟨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) 												
	Teach: <i>you</i> <i>your</i>	Teach: <i>come</i> <i>some</i>	Teach: <i>said</i> <i>here</i> <i>there</i>	Teach: <i>they</i>	Teach: <i>go</i> <i>no</i> <i>so</i>	Teach: <i>my</i> <i>one</i> <i>by</i>	Teach: <i>only</i> <i>old</i>	Teach: <i>like</i> <i>have</i>	Teach: <i>live</i> <i>give</i>	Teach: <i>little</i> <i>down</i>	Teach: <i>what</i> <i>when</i> <i>why</i>	Teach: <i>where</i> <i>who</i> <i>which</i>	

Scope & Sequence: 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/ 											
	Teach ⟨ow⟩ for the /ou/ sound	Teach ⟨igh⟩ 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 ⟨ab⟩ for the /or/ sound	Revise: /oa/ & /ou/ as ⟨ow⟩	Revise: /er/ as ⟨er⟩, ⟨ir⟩, ⟨ur⟩	Revise: /or/ as ⟨aw⟩, ⟨au⟩, ⟨al⟩
Letter Formation	<ul style="list-style-type: none"> • Revision of the lower-case and capital letters, encouraging neat and accurate handwriting 											
	Revision of the alphabet in 4 colour-coded groups: • Aa–Ee (red) • Ff–Mm (yellow) • Nn–Ss (green) • 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
Blending / Reading	<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 ⟨igh⟩ 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 ⟨ab⟩ for /or/	Blending words with ⟨ow⟩ as /oa/ and /ou/	Blending words with alternative spellings for /er/	Blending words with alternative spellings for /or/
Identifying Sounds in Words / Writing	<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 • Writing independently on a chosen theme 											
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) 											
	Teach: <i>any</i> <i>many</i>	Teach: <i>more</i> <i>before</i>	Teach: <i>other</i> <i>were</i>	Teach: <i>because</i> <i>want</i>	Teach: <i>saw</i> <i>put</i>	Teach: <i>could</i> <i>should</i> <i>would</i>	Teach: <i>right</i> <i>two</i> <i>four</i> <i>goes</i>	Teach: <i>does</i> <i>made</i> <i>their</i>	Teach: <i>once</i> <i>upon</i> <i>always</i>	Teach: <i>also</i> <i>of</i> <i>eight</i>	Teach: <i>love</i> <i>cover</i> <i>after</i>	Teach: <i>every</i> <i>mother</i> <i>father</i>