

Jolly Phonics Adaptations For Thornhill Primary School



- We teach four sounds per week (Mon – Thurs) with Friday been used for consolidation and assessment.

- Each pupil has a Phonic exercise book. For each sound the picture and lines for letter practice are included. Yellow pen model letters with a start dot are also included. Children write on the line from the start. Target parts of the picture are coloured in, not the whole picture, this develops focused listening to task instructions and enables 1:1 time to be spent between teacher and child for word blending or writing dictated words as appropriate. There is also a separate sound / rainbow letter formation sheet which the children complete at the start of each session.

- We use letter mantras to aid letter formation consistently across the whole school. These mantras have been adapted for our children and shared with all staff.

- For consonant blends we pronounce each phoneme we do not run them together e.g. t r a p not tr a p

- When using the flash cards the children show the action and say the sound **once** this aids blending.

- In the sound books all children are given all the sounds to learn alongside a picture of the action to aid parental support. Additional copies of these are also printed in the Reception reading planner.
- We insist on the tripod grip for holding a pencil. We do not use pencil grips to achieve this. A chunky triangular pencil can be used as an adaptation in exceptional circumstances.

- Decodable reading books can be selected from four phonics reading schemes we have in addition to the Jolly Phonics decodable readers. Children are given a reading book once the majority of the single letter sounds have been taught and are secure and the children are also able to blend CVC and some CVCC and CCV words. We do not wait until all 42 letter sounds have been taught.
- Writing is guided not independent. We use dictation and guided writing where children copy sentences accurately as opposed to emergent writing. Tricky word spellings are always given during dictation to ensure accuracy. Also the teacher can act as scribe for a child who composes sentences orally.

Children can engage in some emergent writing during extended provision.

- Tricky words – use letter sounds to write the tricky words in Reception moving towards using letter names in Year One when the children know the letter names confidently.

- Children can practise phonics and writing on a whiteboard in Reception class. From Year One onwards practise is in jotters.
- Long and short vowel sounds are mapped on the hand. Short vowel sounds bounce off the finger tips. Long vowel sounds are stretched off the fingers.
- We use a range of flashcards e.g. Jolly phonics, Floppy's phonics so that the children do not just memorise the card / picture.