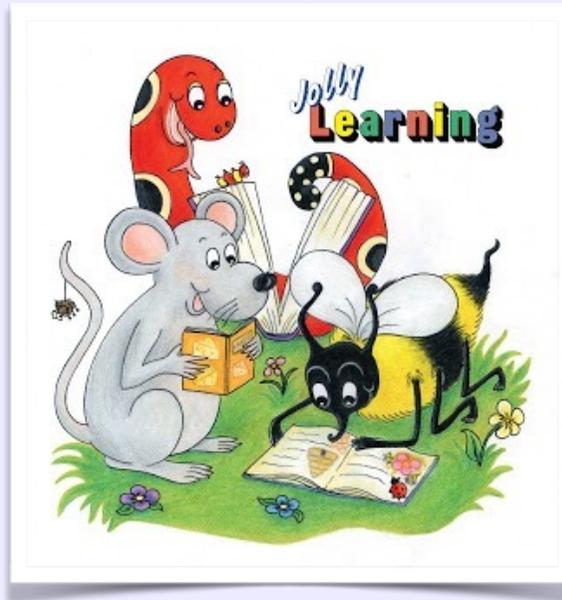


Jolly Grammar 1

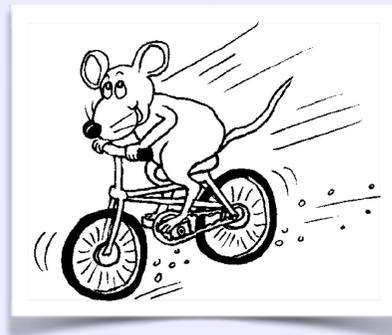


With Teacher Trainer Beki Wilson
www.funphonicspain.com

Jolly Grammar 1-6

A progressive programme. It builds up knowledge over various years.

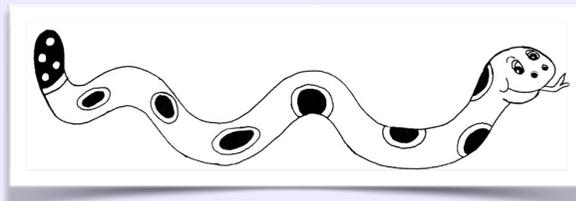
1. Learning the letter sounds.
2. Learning letter formation.
3. Blending.
4. Identifying sounds in words.
5. Tricky words.



At the end of Jolly Phonics:

The majority of the children can:

- 1) Read and write using the basic code (42 letter sounds).
- 2) Form letter correctly using the tripod grip.
- 3) Blend short, decodable words: cat, man, sit, ship, etc.
- 4) Write short, simple words by listening to the sounds.
- 5) Read and spell **some** of the Tricky Words.



What do you notice about these words?

- 1) Hop
- 2) Home
- 3) Horse
- 4) Hour
- 5) Hoist
- 6) Hoop
- 7) How



Long Vowel Sounds Grammar Years	/ai/ (as in 'rain')	/ee/ (as in 'tree')	/ie/ (as in 'tie')	/oa/ (as in 'moan')	/ue/ (as in 'value')
Grammar 1	New Spellings Taught <a_e> (as in 'take') <ay> (as in 'play') Known Spellings Revisited <ai> (as in 'rain')	New Spellings Taught <y> (as in 'holly') <ea> (as in 'team') Known Spellings Revisited <ee> (as in 'tree')	New Spellings Taught <i_e> (as in 'time') <y> (as in 'fly') <igh> (as in 'high') Known Spellings Revisited <ie> (as in 'tie')	New Spellings Taught <o_e> (as in 'home') <ow> (as in 'yellow') Known Spellings Revisited <oa> (as in 'moan')	New Spellings Taught <u_e> (as in 'cube') <ew> (as in 'few') Known Spellings Revisited <ue> (as in 'value')
Grammar 2	New Spellings Taught <ei> (as in 'reins') <eigh> (as in 'eight') Known Spellings Revisited <ai> <a_e> <ay>	New Spellings Taught <ey> (as in 'donkey') <ie> (as in 'shield') Known Spellings Revisited <ee> <ea>	Known Spellings Revisited <ie> (as in 'tie') <i_e> (as in 'time') <y> (as in 'fly') <igh> (as in 'high')	Known Spellings Revisited <oa> (as in 'moan') <o_e> (as in 'home') <ow> (as in 'yellow')	Known Spellings Revisited <ue> (as in 'value') <u_e> (as in 'cube') <ew> (as in 'few')
Grammar 3	New Spellings Taught <a> (as in 'table') Known Spellings Revisited <ai> <a_e> <ay>	New Spellings Taught <e> (as in 'secret') <e_e> (as in 'theme') Known Spellings Revisited <ee> <ea> <ie>	New Spellings Taught <i> (as in 'wild') Known Spellings Revisited <ie> <i_e> <y> <igh>	New Spellings Taught <o> (as in 'ogre') <o> (as in 'hello') Known Spellings Revisited <oa> <o_e> <ow>	New Spellings Taught <u> (as in 'music') Known Spellings Revisited <ue> <u_e> <ew>
Grammar 4	Known Spellings Revisited <ai> <a_e> <ay> <ei> <eigh> <a>	Known Spellings Revisited <ee> <y> <ea> <ey> <ie> <e_e> <e>	Known Spellings Revisited <ie> <i_e> <y> <igh> <i>	Known Spellings Revisited <oa> <o_e> <ow> <o> <o>	Known Spellings Revisited <ue> <u_e> <ew> <u>
Grammar 5	Known Spellings Revisited <ai> <a_e> <ay> <ei> <eigh> <a>	Known Spellings Revisited <ee> <y> <ea> <ey> <ie> <e_e> <e>	Known Spellings Revisited <ie> <i_e> <y> <igh> <i>	Known Spellings Revisited <oa> <o_e> <ow> <o> <o>	Known Spellings Revisited <ue> <u_e> <ew> <u>
Grammar 6	New Spellings Taught <ey> (as in 'they') <et> (as in 'ballet') <ea> (as in 'break') <aigh> (as in 'straight') <e_e> (as in 'fete') Known Spellings Revisited <ei> <eigh> <ai> <a_e> <ay> <a>	New Spellings Taught <ei> (as in 'deceit') Known Spellings Revisited <ie> <ee> <y> <ea> <ey> <e_e> <e>	Known Spellings Revisited <ie> <i_e> <y> <igh> <i>	New Spellings Taught <oe> (as in 'toe') <oo> (as in 'brooch') <ew> (as in 'sewn') <ou> (as in 'shoulder') <au> (as in 'mauve') <ough> (as in 'though') Known Spellings Revisited <o> <o> <oa> <o_e> <ow>	Known Spellings Revisited <ue> <u_e> <ew> <u>

Jolly Grammar 1 - spelling progression

Phonics for children aged 4-5

- Teach all the 42 letter sounds
- Teach letter formation
- Introduce tricky words
- Develop blending skills for reading
- Teach segmenting skills for spelling
- Introduce alternative spellings of vowels
- Early independent reading and writing

Grammar 3 for children aged 7-8

- Proper adjectives, nouns acting as adjectives, collective nouns
- Pronouns - possessive/subject and object
- The present participle and continuous tenses
- Paragraphs
- Subject and object in a sentence
- Conjunctions
- Questions and exclamations in speech

Grammar 6 for children aged 10-11

- Prefixes & suffixes
- Alternative spellings
- New spelling patterns
- Silent letters
- Schwas
- Definite & indefinite articles
- Countable & uncountable nouns
- Semi colons & colons
- Sentence structure
- Literary devices
- Formal & informal writing

“Jolly Phonics is truly one of the best gifts that I have been given as an educator. I have seen my students become confident and eager readers and writers.”

Grammar 1 for children aged 5-6

- Nouns, pronouns, verbs, adjectives and adverbs
- Vowel digraphs
- Alternative spellings of vowels
- Plural endings
- Short vowels and consonant doubling
- Consonant blends
- Develop basic sentence structure
- Alphabet order

Grammar 4 for children aged 8-9

- Nouns acting as concrete/abstract/possessives
- The present participle as an adjective
- Onomatopoeia
- Clauses/independent clauses
- Agreements
- Hyphens
- Parsing verbs
- Infinitives

Grammar 2 for children aged 6-7

- Irregular verbs, possessive adjectives, conjunctions, prepositions, parsing
- Comparatives and superlatives
- Dictionary and thesaurus skills
- Expand punctuation skills
- Silent letters
- Syllables
- New spelling rules and patterns introduced

Grammar 5 for children aged 9-10

- Simple and continuous sentences
- Adverb placement in sentences
- Proofreading
- Compound subjects and objects
- Adverbs of manner, degree & place, time & frequency
- Parenthesis
- Homophones
- Antonyms and synonyms

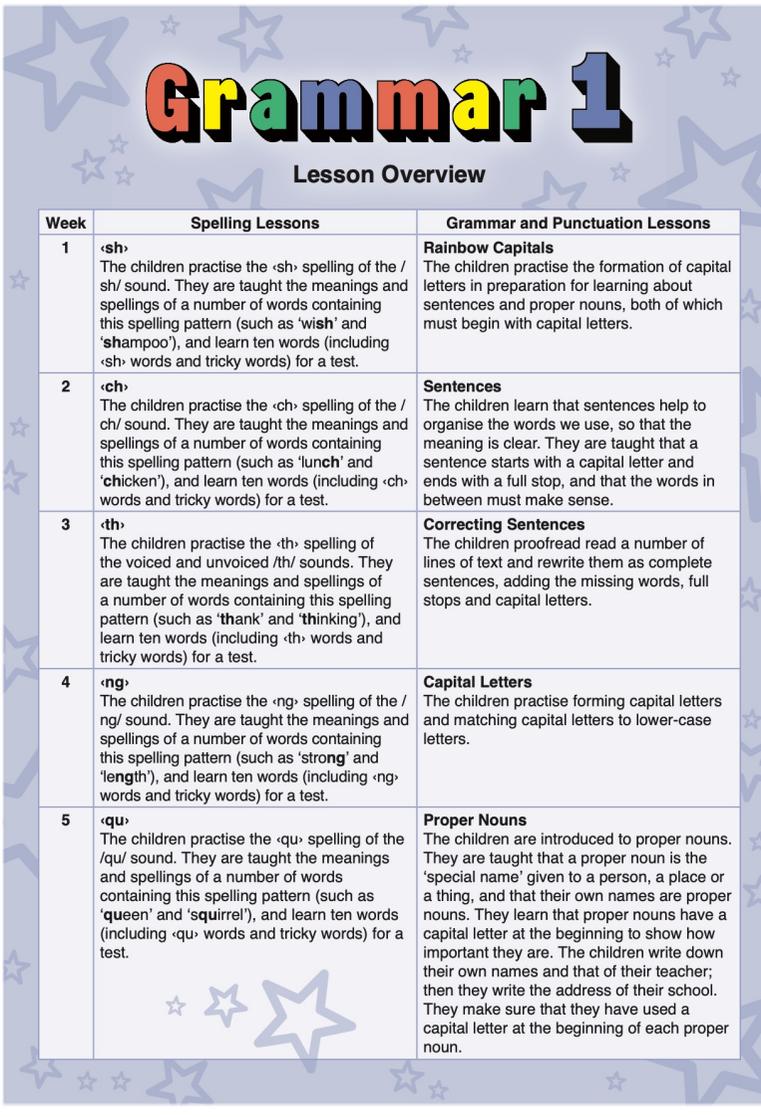


Why grammar is important

- Grammar knowledge conscious.
- Provides a framework and words to discuss writing and language (communication).
- Understand why something is right or wrong.
- Makes sure you write exactly what you mean!



Jolly Grammar 1 - lesson overview

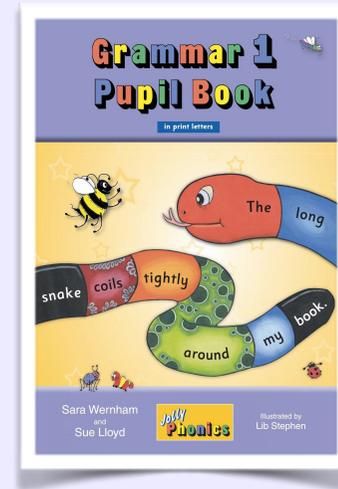


Grammar 1
Lesson Overview

Week	Spelling Lessons	Grammar and Punctuation Lessons
1	<p><sh> The children practise the <sh> spelling of the /sh/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'wish' and 'shampoo'), and learn ten words (including <sh> words and tricky words) for a test.</p>	<p>Rainbow Capitals The children practise the formation of capital letters in preparation for learning about sentences and proper nouns, both of which must begin with capital letters.</p>
2	<p><ch> The children practise the <ch> spelling of the /ch/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'lunch' and 'chicken'), and learn ten words (including <ch> words and tricky words) for a test.</p>	<p>Sentences The children learn that sentences help to organise the words we use, so that the meaning is clear. They are taught that a sentence starts with a capital letter and ends with a full stop, and that the words in between must make sense.</p>
3	<p><th> The children practise the <th> spelling of the voiced and unvoiced /th/ sounds. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'thank' and 'thinking'), and learn ten words (including <th> words and tricky words) for a test.</p>	<p>Correcting Sentences The children proofread read a number of lines of text and rewrite them as complete sentences, adding the missing words, full stops and capital letters.</p>
4	<p><ng> The children practise the <ng> spelling of the /ng/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'strong' and 'length'), and learn ten words (including <ng> words and tricky words) for a test.</p>	<p>Capital Letters The children practise forming capital letters and matching capital letters to lower-case letters.</p>
5	<p><qu> The children practise the <qu> spelling of the /qu/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'queen' and 'squirrel'), and learn ten words (including <qu> words and tricky words) for a test.</p>	<p>Proper Nouns The children are introduced to proper nouns. They are taught that a proper noun is the 'special name' given to a person, a place or a thing, and that their own names are proper nouns. They learn that proper nouns have a capital letter at the beginning to show how important they are. The children write down their own names and that of their teacher; then they write the address of their school. They make sure that they have used a capital letter at the beginning of each proper noun.</p>

Jolly Grammar 1 - spelling lessons

Revision
Alternative spellings introduced
Short and long vowel sounds
New spelling patterns
Tricky words
(revision & new words 72 in total)



Text without grammar

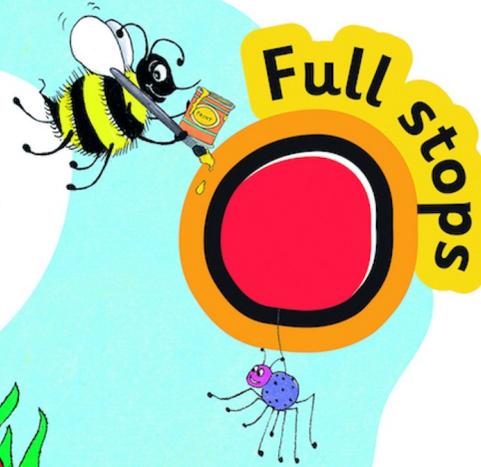
you will never get it daisy snorted and
shook her head yes i will insisted
buttercup just a little further if i take
one more step and stretch a little
more it is mine with that buttercup
took one more step and stumbled
down the bank and into the stream

Punctuation

- A full stop tells us to pause. It is used at the end of a sentence.

- Examples:

We went to the park.
I have big boots.



Grammar Handbook 1

There are 2 weekly lesson plans for spelling and grammar:

Grammar 5 - Commas in Lists

Aim: Develop the children's knowledge of what a comma is, and of how to use commas in lists.

Introduction: Review full stops and question marks. Explain that punctuation is important because it helps us make sense of the words we read. A full stop shows where a sentence ends, which tells us when to pause and helps us make sense of the words. A question mark shows that too, as well as showing that a sentence is a question. On the board, write the example sentences without any punctuation. With the children, read the text as it stands, and then add in the full stops and capital letters.

Example: the man sat down on his bed was a black hat he was carrying an umbrella a headache and a newspaper two old ladies were sitting opposite him

Main point: Sometimes in the middle of a sentence, where it would be wrong to use a full stop, it is necessary to indicate a short pause. This helps the reader separate one idea from another. For this part of prose we use a comma. Show the children how to write a comma, and where to position it on the line. Explain that we use commas to separate items in a list. Look again at the sentences on the board. Ask the children if they can see where a comma is needed. There should be one between 'an umbrella' and 'a headache'. Add it in. Ask the children what they bring to school each morning. Write these items on the board, with a comma after each one. Explain that before the last item on a list a comma is not used, but is replaced by the word 'and'.

Grammar sheet 5: The children read the sheet. They write inside the outlined sentence (1). Then they insert commas between the items in the first three lists. Next they write their own lists to complete the sentences below, remembering to use commas and, before the last item, the word 'and'.

Extension activity: Write on the board 'I went shopping and I bought an apple, a banana, a orange'. The children complete the 'alphabetical shopping list' by adding one item beginning with each letter of the alphabet, in alphabetical order. The Writing Master on page 158 may be photocopied onto the back of the grammar sheets for the children to write on.

Reading off: Go over the sheet with the class, checking where the commas belong. Ask some of the children to read one of their lists.

Commas in Lists

We use commas to separate words in a list. Add commas to these lists.

- 1 Red orange yellow green blue indigo and violet are the colours of the rainbow.
- 2 Oak elm holly fir beech apple and chestnut are all trees.
- 3 On the farm there are cows dogs pigs sheep and chickens.

Make lists to complete these sentences, remembering to use commas and the word 'and'.

The fruit stall sells _____

My friends are called _____

When it rains I wear _____

My favourite games are _____

In the zoo we saw _____

Flexibility in other areas of the curriculum

Grammar Handbooks 1 - detailed lesson plans

Spelling 1 - <sh>

Revision: Revise some of the 42 basic sounds covered in *The Phonics Handbook* by showing flash cards of the letter sounds. For each flash card the children say the sound.

Main point: Revise the <sh> spelling of the /sh/ sound. With the children, make a list of words which use it. Then ask them to make up sentences using some of the words. The words could also be written onto a big fish shape, which can then be used as a word bank for display.

Spelling Sheet 1: The children write inside the outlined sh, using the correct letter formation. Then in each fish they write an <sh> word and draw a picture for that word. Afterwards they colour the sheet. Colouring develops pencil control. Encourage the children to colour and write neatly.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'I' and 'the'. For 'I', remind the children that lower-case i ('shy i') does not like to be alone, so capital I replaces it. When teaching 'the', remind the children that the th is regular but they need to remember to add an e at the end. Encourage them to say the name of each letter as they write it. The longer word 'shampoo' has two syllables and can be remembered as 'sham' and 'poo' for spelling.

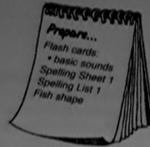
Dictation

- | | |
|----------|----------|
| 1. ship | 4. brush |
| 2. shed | 5. rush |
| 3. shelf | 6. smash |

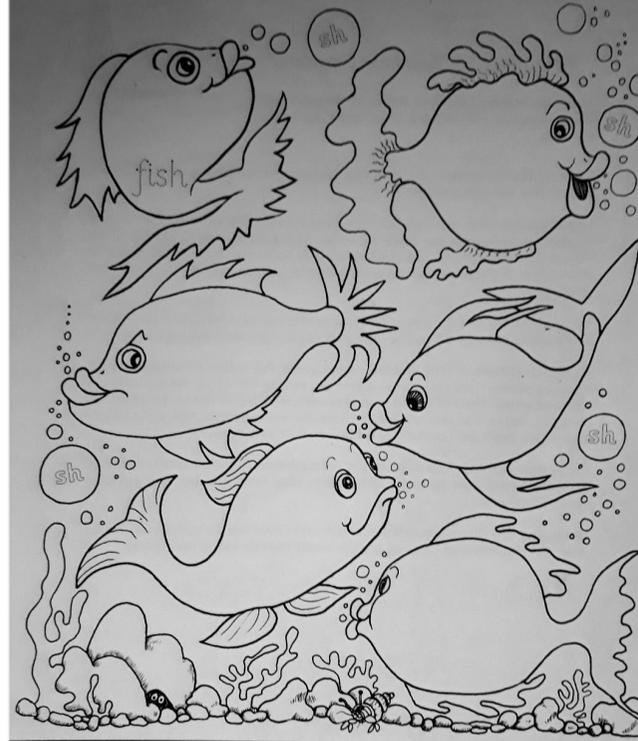
1. I am on a ship.
2. She shops for food.
3. His toothbrush is red.

Spelling List 1

1. am
2. get
3. clap
4. shop
5. fish
6. shut
7. wish
8. I
9. the
10. shampoo



Write an <sh> word and draw a picture in each fish.



Action: Place your finger over your lips and say shshsh!

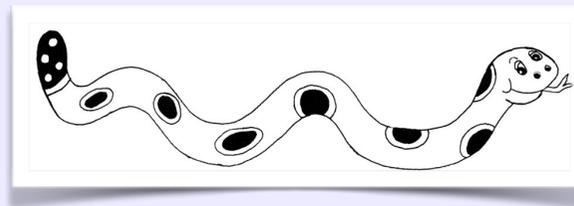
Jolly Grammar 1 - revision of main digraphs

Beginning of the year:

- <sh>
- <ch>
- <th>
- <ng>
- <qu>
- <ar>

End of the year:

- <ou>
- <oi>
- <or>
- <er>



Jolly Grammar 1 - revision of main digraphs

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

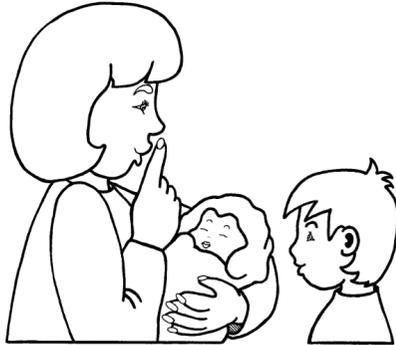
Jolly Phonics - the digraphs

sh

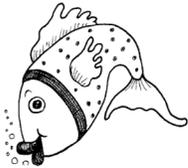
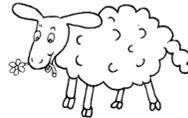


ACTION

Place your index finger over your lips, and say, shshshsh.



sh sh sh sh sh



sh



Jolly Grammar 1 - revision of main digraphs

Spelling 1 - <sh>

Revision: Revise some of the 42 basic sounds covered in *The Phonics Handbook* by showing flash cards of the letter sounds. For each flash card the children say the sound.

Main point: Revise the <sh> spelling of the /sh/ sound. With the children, make a list of words which use it. Then ask them to make up sentences using some of the words. The words could also be written onto a big fish shape, which can then be used as a word bank for display.

Spelling Sheet 1: The children write inside the outlined sh, using the correct letter formation. Then in each fish they write an sh word and draw a picture for that word. Afterwards they colour the sheet. Colouring develops pencil control. Encourage the children to colour and write neatly.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'I' and 'the'. For 'I', remind the children that lower-case 'i' ('shy i') does not like to be alone, so capital 'I' replaces it. When teaching 'the', remind the children that the 'th' is regular but they need to remember to add an 'e' at the end. Encourage them to say the name of each letter as they write it. The longer word 'shampoo' has two syllables and can be remembered as 'sham' and 'poo' for spelling.

Prepare...
Flash cards
Basic sounds
Spelling Sheet 1
Fish shapes

Dictation	
1. ship	4. brush
2. shed	5. rush
3. shelf	6. smash

Spelling List 1	
1. am	
2. get	
3. clap	
4. shop	
5. fish	
6. shut	
7. wish	
8. I	
9. the	
10. shampoo	

Write an <sh> word and draw a picture in each fish.

Action: Place your finger over your lips and say shshsh!

Spelling lesson 1 - <sh>

Jolly Grammar 1 - revision of main digraphs

Spelling 1 - <sh>

Revision: Revise some of the 42 basic sounds covered in *The Phonics Handbook* by showing flash cards of the letter sounds. For each flash card the children say the sound.

Main point: Revise the <sh> spelling of the /sh/ sound. With the children, make a list of words which use it. Then ask them to make up sentences using some of the words. The words could also be written onto a big fish shape, which can then be used as a word bank for display.

Spelling Sheet 1: The children write inside the outlined sh, using the correct letter formation. Then in each fish they write an sh word and draw a picture for that word. Afterwards they colour the sheet. Colouring develops pencil control. Encourage the children to colour and write neatly.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'I' and 'the'. For 'I', remind the children that lower-case i (shy i) does not like to be alone, so capital I replaces it. When teaching 'the', remind the children that the th is regular but they need to remember to add an e at the end. Encourage them to say the name of each letter as they write it. The longer word 'shampoo' has two syllables and can be remembered as 'sham' and 'poo' for spelling.

Dictation

1. ship	4. brush
2. shed	5. rush
3. shelf	6. smash

1. I am on a ship.
2. She shops for food.
3. His toothbrush is red.

Spelling List 1

1. am
2. got
3. clap
4. shop
5. fish
6. shut
7. wish
8. I
9. the
10. shampoo

Spelling lesson 1 - <sh>:

- 1- Revise some of letter sounds from Jolly Phonics.
- 2- Revise /sh/ sound.
- 3- Write some words (together).
- 4- (Optional) worksheet.
- 5- Dictation & spelling list.

Spelling lesson 1 - <sh> spelling list example

1.

sh

1. am
2. get
3. clap
4. shop
5. fish
6. shut
7. wish
8. I
9. the
10. shampoo

- **1, 2 & 3** - "easy" words.
- **4, 5, 6 & 7** - letter sound.
- **8 & 9** - Tricky Words
- **10** - longer word

Adapting the spelling lists and dictations

The

Write an 'sh' word in each fish and draw a picture to illustrate it.

sh

Action: Place your finger over your lips and say sh, sh, sh.

am
get
clap
shop
fish
shut
wish
I
the
shampoo

Dictation

1. 2. 3.

4. 5. 6.

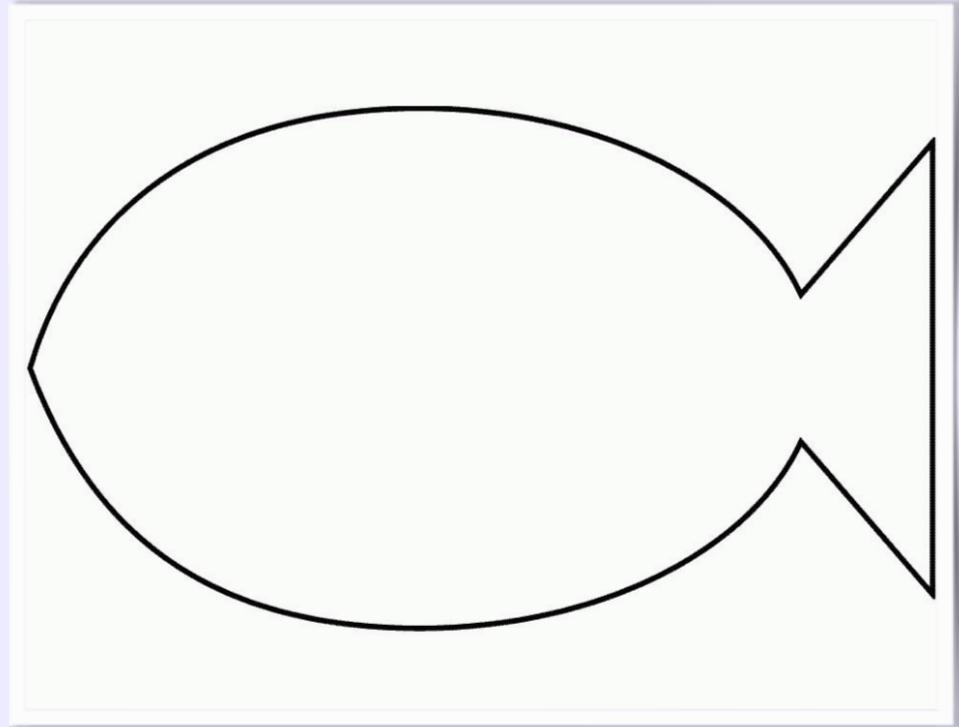
7. *The fish is big big*

8.

9.

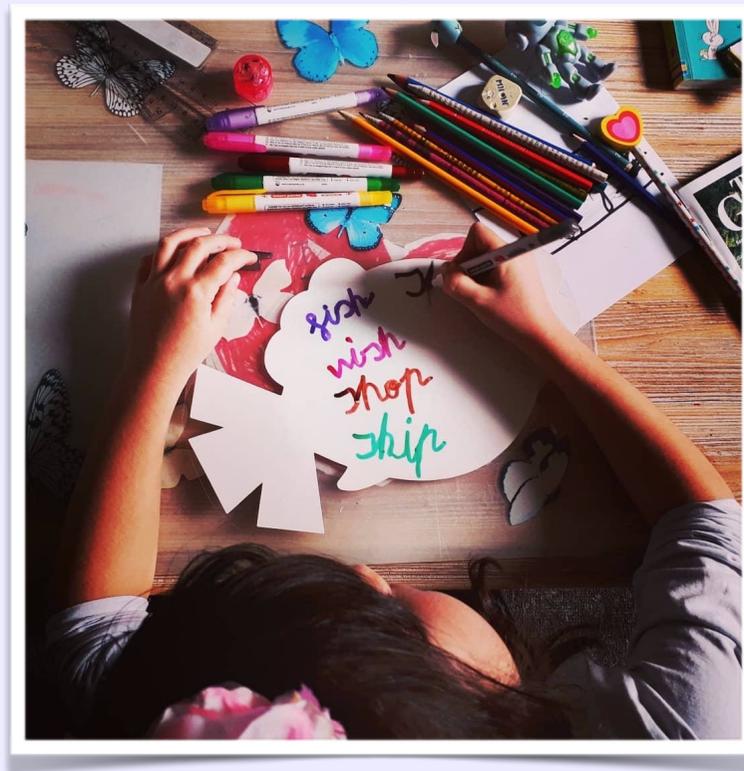
Spelling 1 - <sh>

Grammar Handbooks 1 - adapting dictations



Spelling 6 - fish templates

Grammar Handbooks 1 - adapting dictations



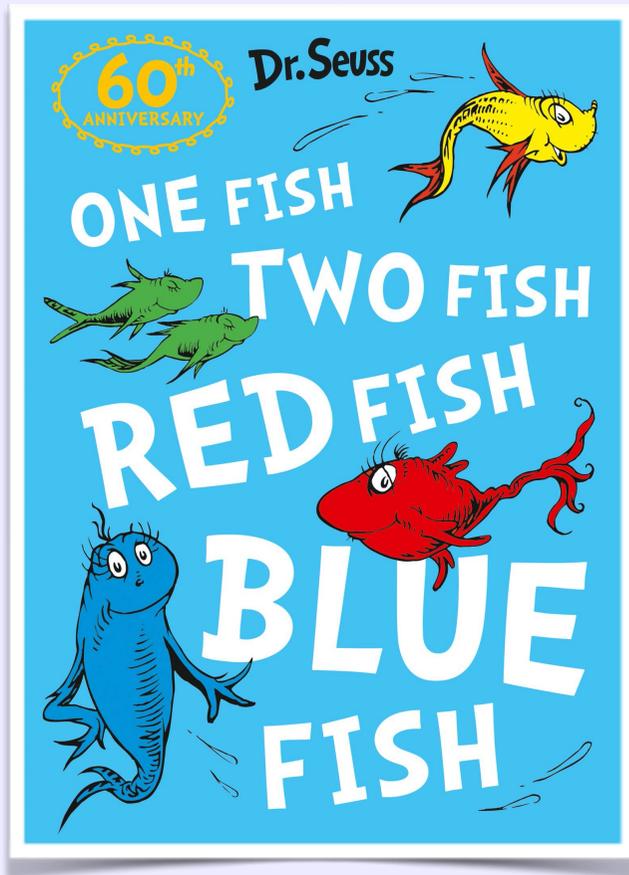
Spelling 6 - fish templates

Reinforcing the letter sounds through other subjects



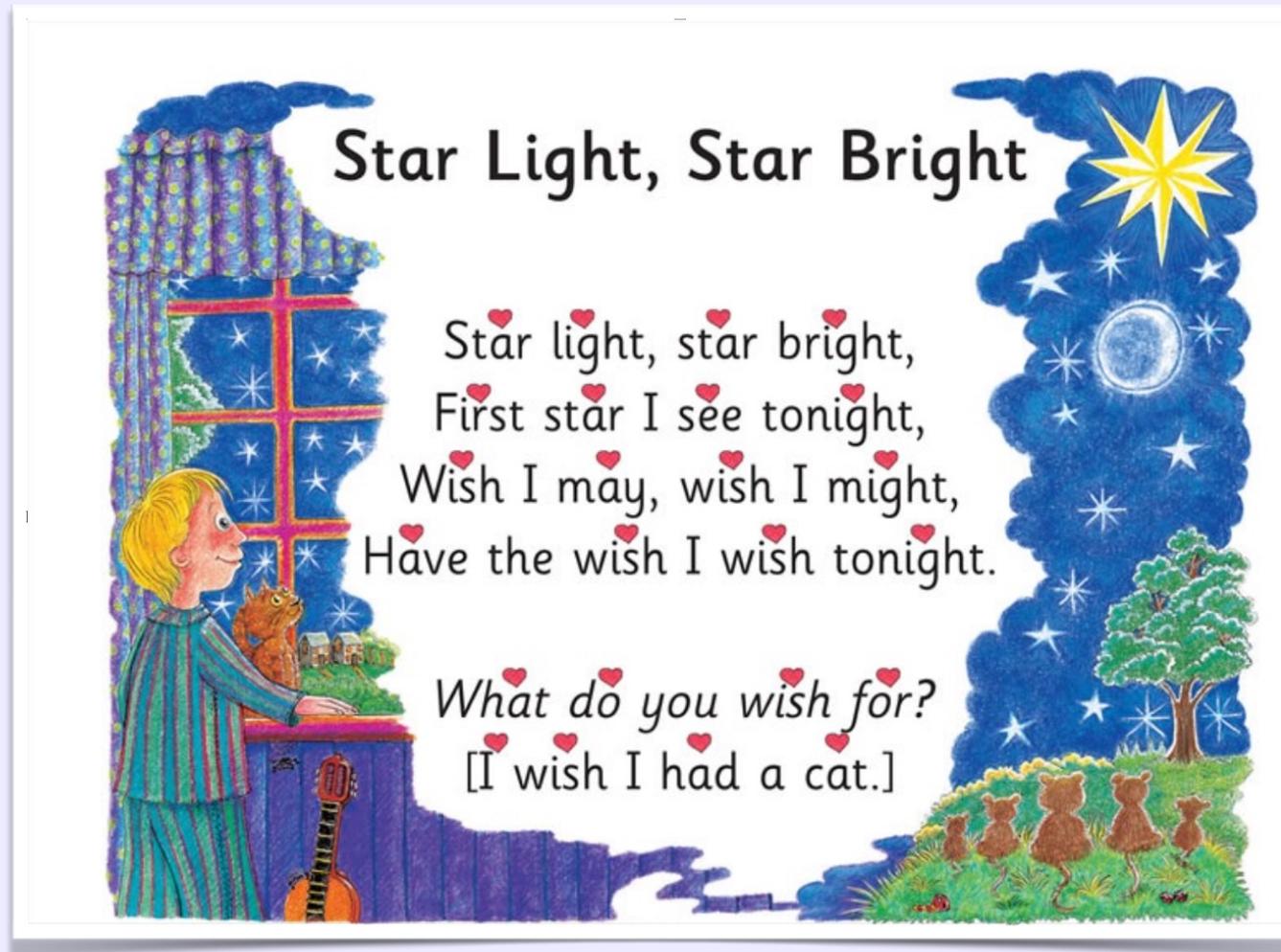
[songs! /sh/ \(Youtube\)](#)

Reinforcing vocabulary & language comprehension



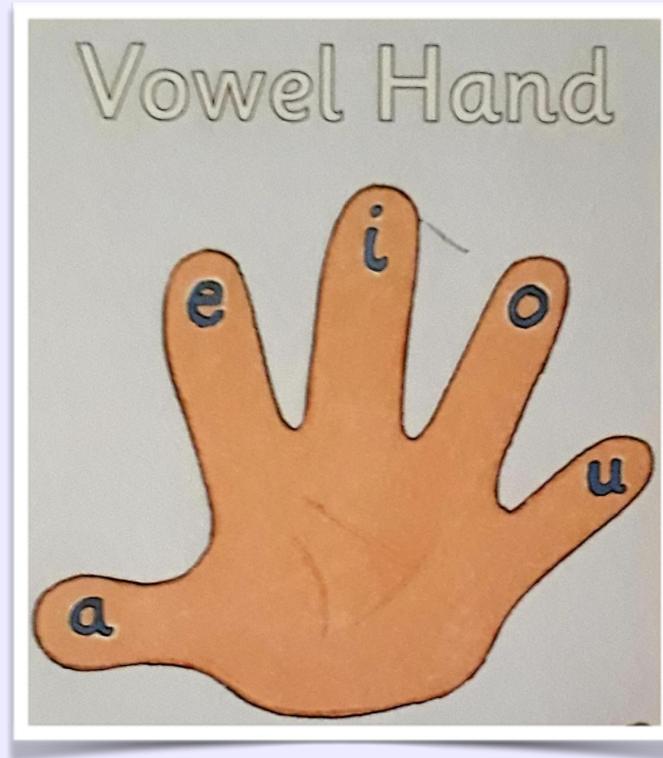
Asking and answering questions.
Sequencing stories.
Grammar structures.
Vocabulary.
Topics.
Writing opportunities.

Reinforcing the letter sounds through rhymes



[songs! /sh/ \(Youtube\)](#)

JG1 - ideas for reinforcing short vowels



[Long and short vowel song](#)

JG1: spelling lesson 7 - short vowels

Short Vowel Sounds

Think of some words for each short vowel sound and write them in the right container.

The worksheet contains five containers for writing words:

- bag**: A tote bag with a mouse at the bottom right. The word "cat" is written on the bag.
- net**: A fishing net with a mouse on the rim.
- bin**: A trash bin with a mouse on the lid.
- box**: A rectangular box with a mouse on top.
- mug**: A mug with a mouse at the bottom.

Each container has three horizontal lines for writing words.

Jolly Phonics - simple alphabetic code



Jolly Grammar 1 - new spelling patterns

an a an a or an? a an a an a

Write 'an' before each word beginning with a vowel and write 'a' before each word beginning with a consonant.





AN A AN





A AN AN





AN A AN

Aa Ee Ii Oo Uu

Write a <ck> word in each chick and draw a picture to illustrate it.








hop
fit
grin
duck
neck
clock
lick
go
no
broomstick

Action:
Snap your fingers together, saying ck, ck, ck.

Dictation

1 tick 2 took 3 lick

4 pick 5. 6.

7. It is a black clock.

8.

Spelling lesson 11 - <ck>

Jolly Grammar 1 - introducing <ck>

Write a <ck> word in each chick and draw a picture to illustrate it.

ck

Action: Snap your fingers together, saying ck, ck, ck.

hop
fit
grin
duck
neck
clock
lick
go
no
broomstick

Dictation

1. tick 2. tock 3. lick
4. pick 5. 6.
7. It is a black clock.
8.

Start the lesson with a quick revision of previous letter sounds and/or Tricky Words.

Revise the short vowel sounds.

Spelling lesson 11 - <ck>

Jolly Grammar 1 - introducing <ck>

Write a <ck> word in each chick and draw a picture to illustrate it.

ck

Action:
Snap your fingers together, saying ck, ck, ck

hop
fit
grin
duck
neck
clock
lick
go
no
broomstick

Dictation

1. tick 2. tock 3. lick

4. pick 5. 6.

7. It is a black clock.

8.

The <ck> spelling pattern is a digraph and it is normally found in the middle or at the end of words.

Spelling lesson 11 - <ck>

Jolly Grammar 1 - introducing <ck>

Words with the
<ck> spelling.

Can you think of any more
words that have the <ck>
spelling in them?

duck



sock



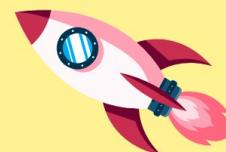
clock



chick



rocket



The <ck> spelling
normally goes in the
middle or at the end of
words and it follows a
short vowel sound.

Jolly Grammar 1 - introducing <ck>



[Mr Thorne Does Phonics](#)

Jolly Grammar 1 - reinforcing <ck>

Up Like a Rocket

Up like a rocket,
Down like the rain.
Back and forwards
Like a Choo-choo-train!



www.funphonicspain.com

Spelling lesson 11 - <ck>

Jolly Grammar 1 - reinforcing <ck>

High Low Chicka Low

High low chicka low,
Chicka low, chicka low.
High low chicka low,
chicka low, high.



www.funphonicspain.com

Spelling lesson 11 - <ck>

Jolly Grammar 1 - reinforcing <ck>



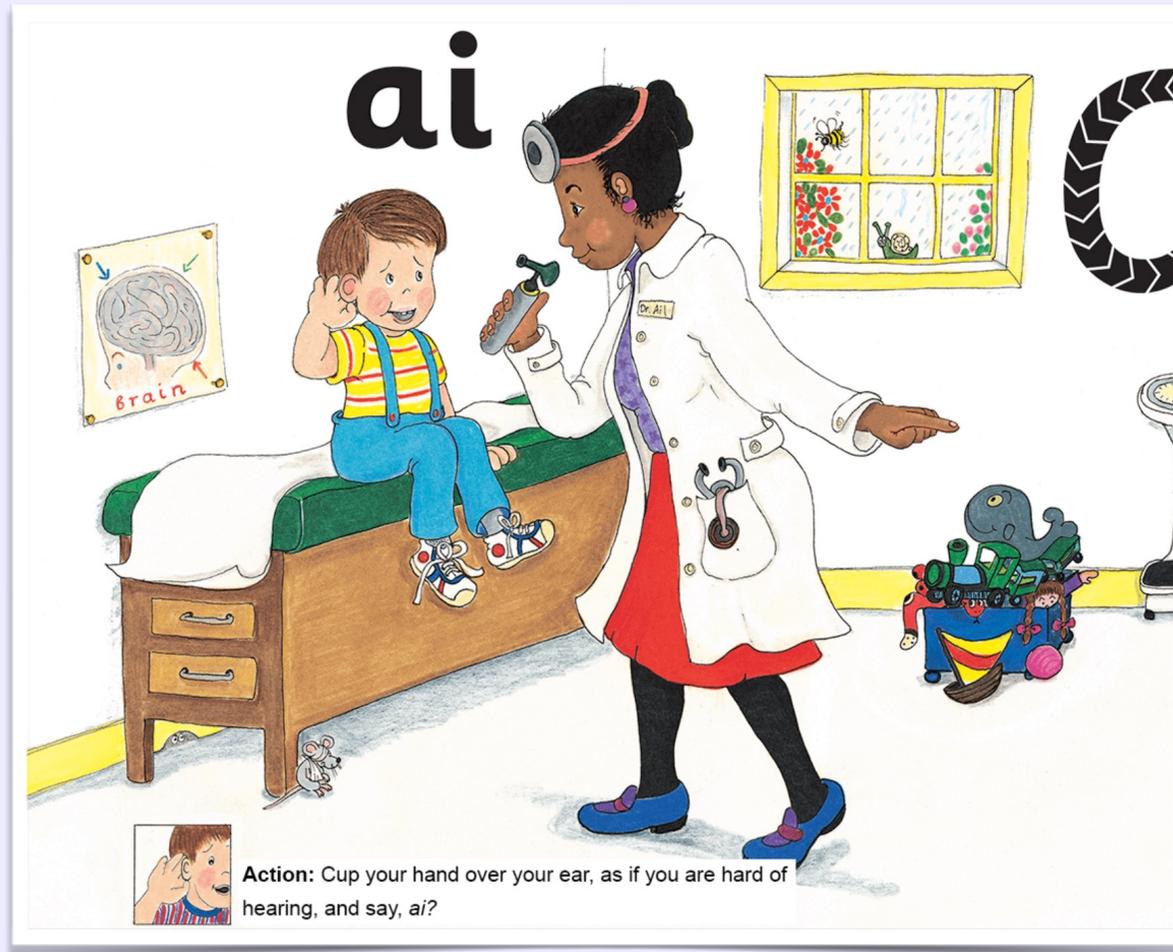
Tick Tock - ck Pink Fong You Tube

JG1 - from basic to complex spelling patterns

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

Jolly Phonics

JG1 - from basic to complex spelling patterns



Jolly Phonics /ai/

JG1 - /ai/ letter sound <a_e> and <ay>

Add <a_e> to make a word in each grape. Read and illustrate each word.

a_e

Action: Cup your hand over your ear and say ai, ai, ai.

ran
hat
scar
came
grape
name
cake
only
old
baseball

cake gr_p
pl_t sn_k
g_t fl_m
l_k sh_d
pl_n n_m

Dictation

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

Spelling 14

Write an <ay> word in each crayon and draw a picture to illustrate it.

ay

Action: Cup your hand over your ear and say ai, ai, ai.

an
cat
skin
say
away
play
today
why
where
playground

crayon

Dictation

1. _____ 2. _____ 3. _____

Spelling 19

/ai/ can also be spelled this way: **<a_e>**

Add <a_e> to make a word in each grape. Read and illustrate each word.

a_e

Action:
Cup your hand over your ear and say ai, ai, ai.

ran
hat
scar
came
grape
name
cake
only
old
baseball

cake gr p
pl t sn k
g t fl m
l k sh d
pl n n m

Dictation

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

/ai/ can also be spelled this way: **<ay>**

ay

Write an <ay> word in each crayon and draw a picture to illustrate it.

crayon

Action:
Cup your hand over your ear and say ai, ai, ai.

an
cat
skin
say
away
play
today
why
where
playground

Dictation

1. 2. 3.

Spelling 19

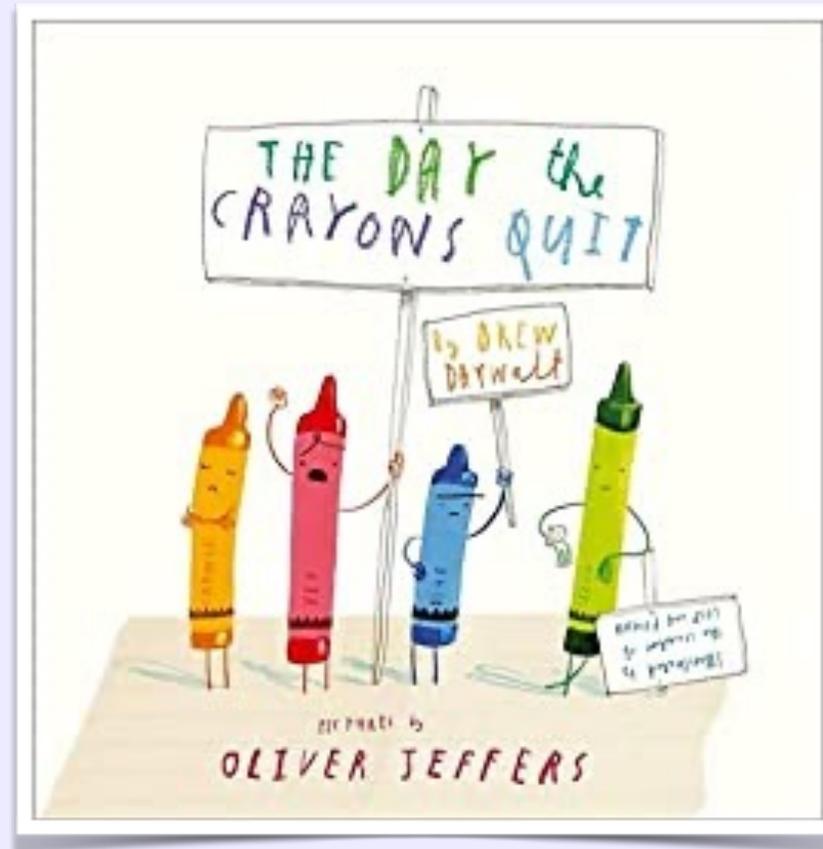
Make up some silly sentences



crayon today
day say away
play Monday
pay stay
 way

Write some words that have <ay> in
them.

The Day the Crayons Quit by Oliver Jeffers

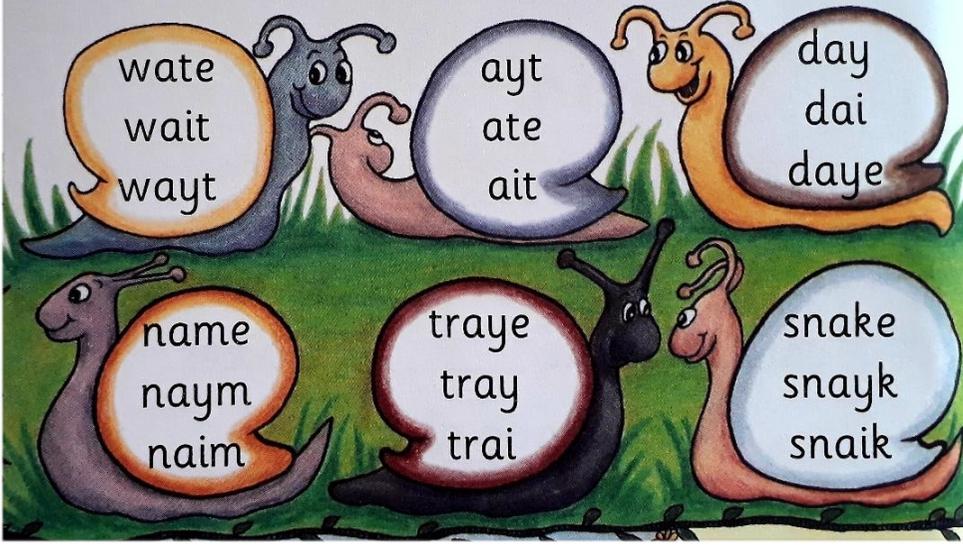


Opportunities for creative activities

Jolly Grammar 2&3 - revise the main digraphs

The /ai/ sound: <ai>, <ay> or <a_e>?

Underline the spelling you think is correct. Then use a dictionary to check your answer, and tick the right spelling.



The illustration shows six snails of various colors (grey, brown, orange, purple, black, and pink) in a green grassy field. Each snail is holding a speech bubble containing a list of words for a spelling exercise. The words are: wate, wait, wayt; ayt, ate, ait; day, dai, daye; name, naym, naim; traye, tray, trai; and snake, snayk, snaik.

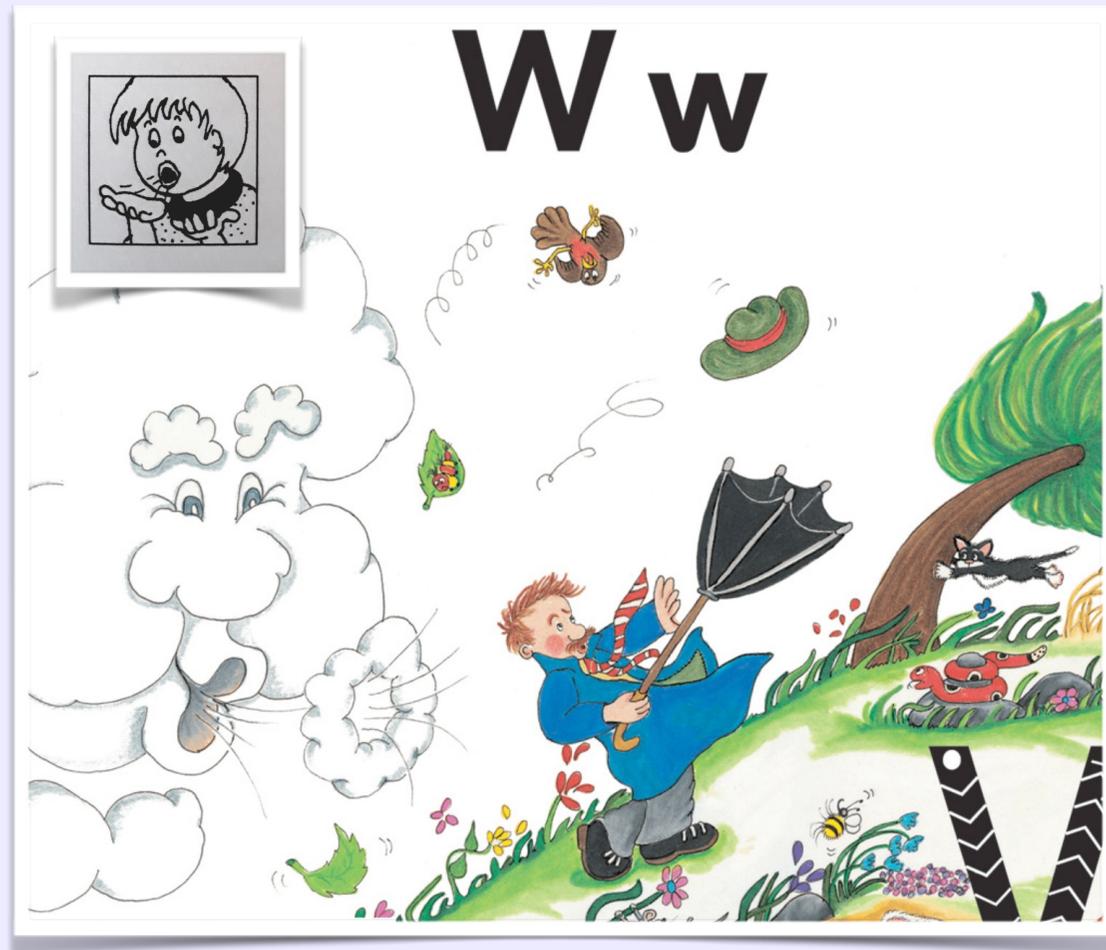
/ai/, <ay> or <a_e>?

JG1 - main alternative spelling patterns

First spelling taught	Alternative spellings for sound	Examples of all spellings in words
⟨ai⟩	⟨ay⟩, ⟨a_e⟩	<i>rain, day, came</i>
⟨ee⟩	⟨ea⟩	<i>street, dream</i>
⟨ie⟩	⟨igh⟩, ⟨y⟩, ⟨i_e⟩	<i>pie, light, by, time</i>
⟨oa⟩	⟨ow⟩, ⟨o_e⟩	<i>boat, snow, home</i>
⟨ue⟩	⟨ew⟩, ⟨u_e⟩	<i>due, few, cube</i>
⟨er⟩	⟨ir⟩, ⟨ur⟩	<i>her, first, turn</i>
⟨oi⟩	⟨oy⟩	<i>boil, toy</i>
⟨ou⟩	⟨ow⟩	<i>out, cow</i>
⟨or⟩	⟨au⟩, ⟨aw⟩, ⟨al⟩	<i>corn, sauce, saw, talk</i>

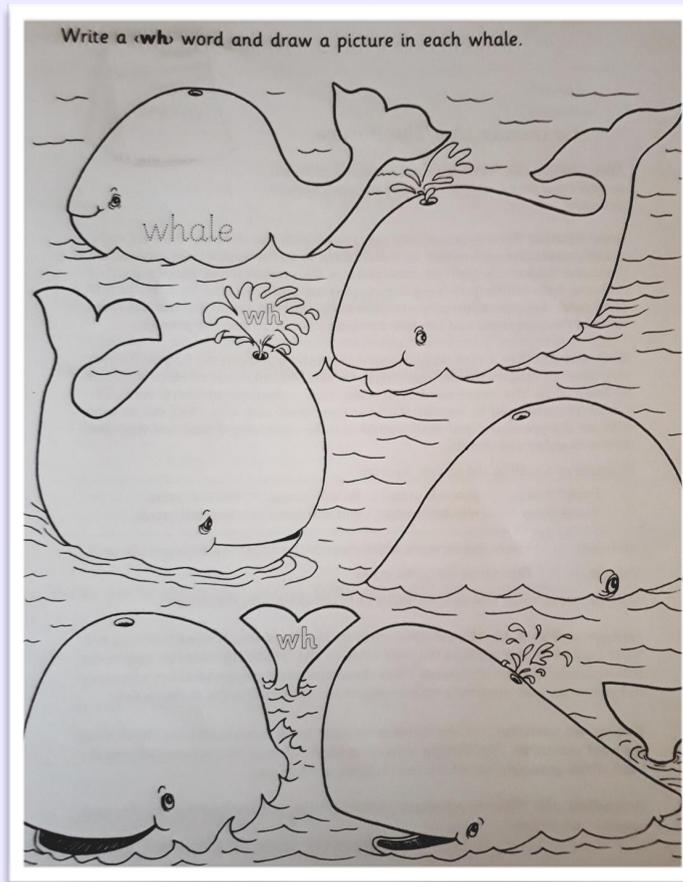
Progression examples at the beginning of each Handbook.

Jolly Phonics - letter sound /w/



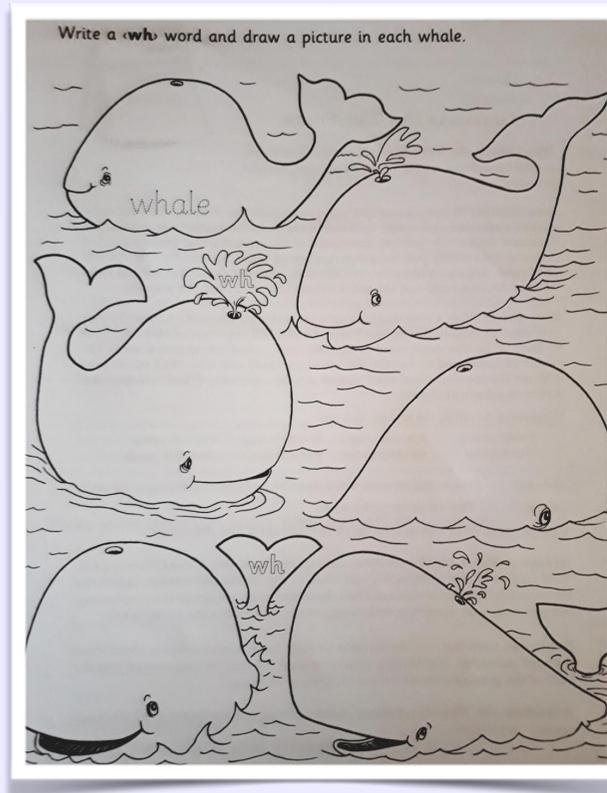
Group 5

JG1 - /w/ alternative spelling: <wh>



Spelling lesson 18

JG1 - alternative spelling lesson 18: <wh>



What ← Week 18
When ←
Why ← Week 19
Where ←
Who ←
Which ← Week 20

Spelling lessons 18 to 20 - Tricky
Words (& question words)!

JG1 - overlaps between spelling and grammar

? **Questions** **?**
Question Words

what why when
where who which

Go over the question marks, using different colours.

? ? ? ? ? ? ? ? ? ?

Answer these questions.

1. What is your name? _____
2. Where do you live? _____
3. When is your birthday? _____

? ? ? ? ? ? ? ? ? ?

If you met someone for the first time, what other questions could you ask them?

What...?

When...?

Why...?

Where...?

Who...?

Which...?



Grammar **34 & 35** - question words

JG1 - basic punctuation

? **Questions** **?**
Question Words

what why when
where who which

Go over the question marks, using different colours.

? ? ? ? ? ? ? ? ? ?

Answer these questions.

1. What is your name? _____
2. Where do you live? _____
3. When is your birthday? _____

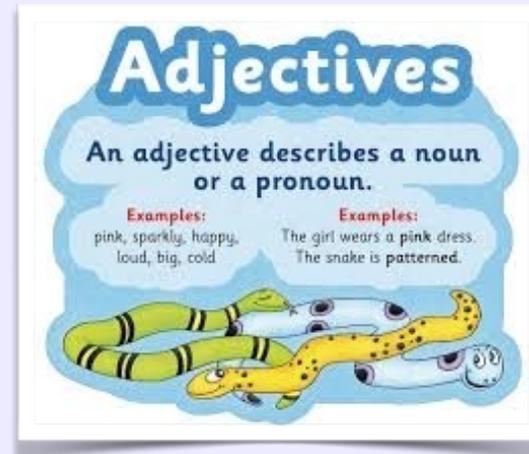
? ? ? ? ? ? ? ? ? ?

If you met someone for the first time, what other questions could you ask them?

Grammar 34 & 35 - question marks

Jolly Grammar 1 - grammar content

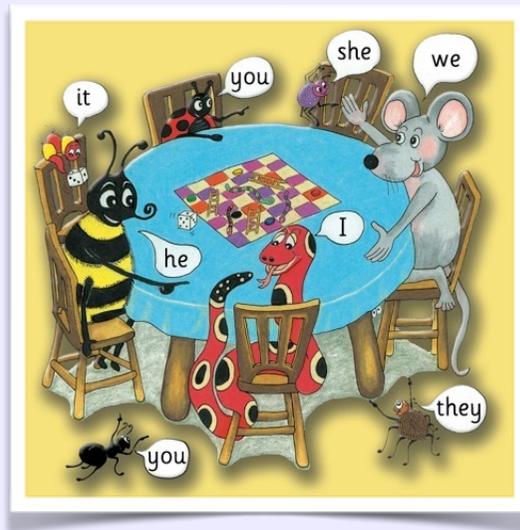
Sentence work
Letter names / alphabet
Basic punctuation
Parts of speech
Regular verbs and tenses.
Using a dictionary
Vocabulary work
Proofreading



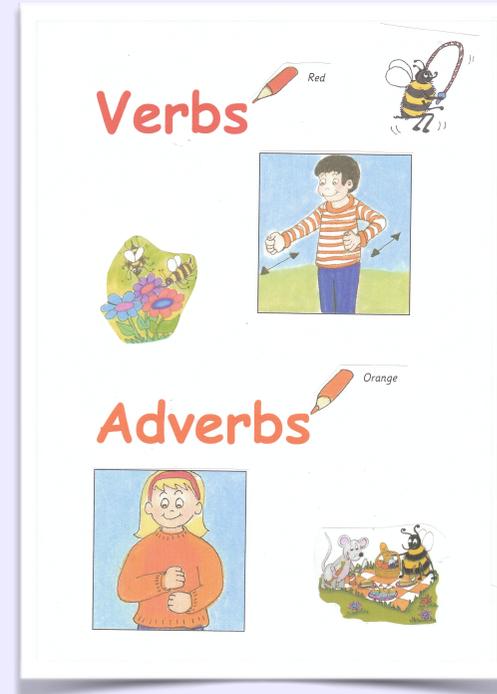
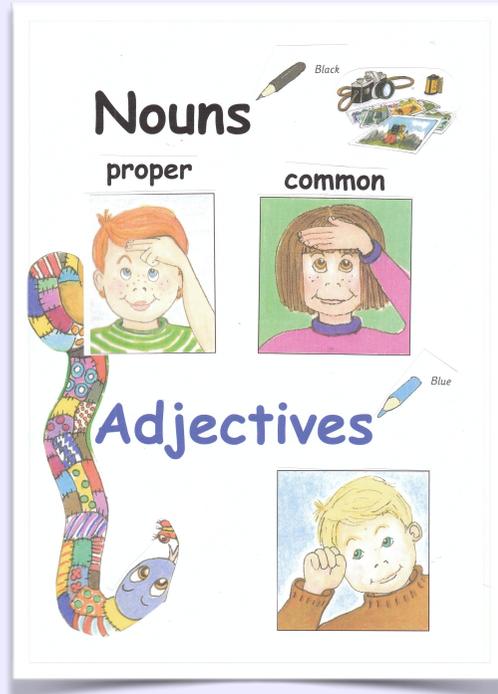
Multi-sensory approach

Each part of speech has:

- An action.
- A colour.
- An easy-to-understand definition.

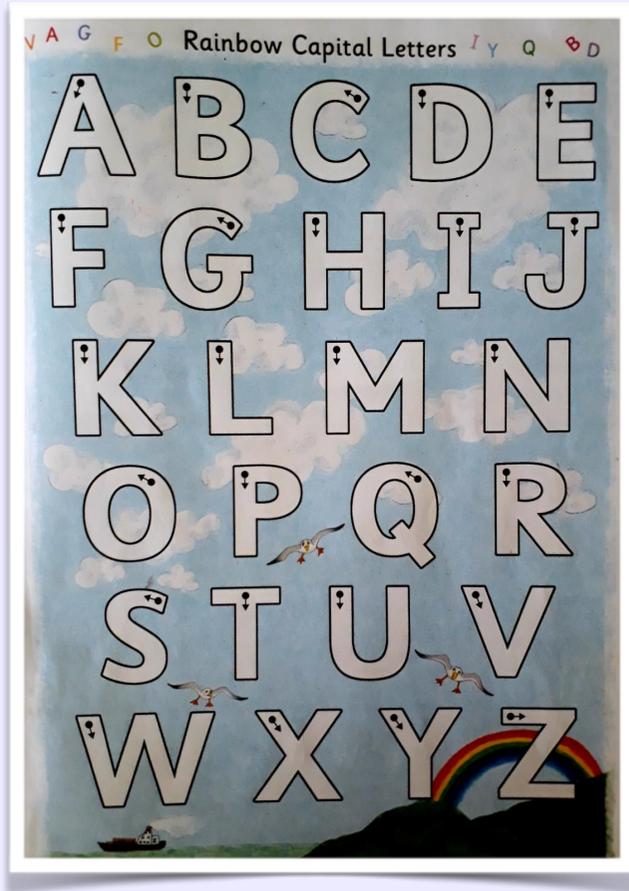


Jolly Grammar 1



Actions and colours for parts of speech.

JG1 - The alphabet - why do we need it?



Grammar 1 - Capitals:

- 1- Say the alphabet together.
- 2- Practice alphabet during the year.
- 3- Write/identify some letters.
- 4- Match upper and lower case.

Grammar lesson 1 - Rainbow Capitals

Using a dictionary

3 key skills are necessary:

Knowing the alphabet.

Putting letters into alphabetical order.

Putting words into alphabetical order.





Aa Bb Cc Dd Ee



Ff Gg Hh Ii Jj Kk Ll Mm



Nn Oo Pp Qq Rr Ss



Tt Uu Vv Ww Xx Yy Zz



Jolly Dictionary

Sara Wernham and Sue Lloyd

Lexicography by Michael Janes Illustrated by Lib Stephen



a b c d e

f g h i j k l m

n o p q r s

t u v w x y z

a b c d e f g h i j k l m

Tt



table /taɪbəl/

A piece of furniture with a flat top and legs that people usually sit at **NOUN**
• **tablecloth** /taɪbəlklɒθ/ **NOUN**

tablespoon /taɪbəlspuːn/

A big spoon for serving food **NOUN**

tablet /tæblət/

A medicine that looks like a tiny round hard ball. If you take a tablet, you swallow it **NOUN**

table tennis /taɪbəl tenɪs/

A game like tennis but with a small bat, ball and net that two people play indoors on the top of a table **NOUN**

tackle /tækl/

In sports, if a player tackles another player, they try to take the ball away from them **VERB**

tact /tækt/

The ability to say or do things in a nice way, without being rude **NOUN**
• **tactful** /tæktfʊl/ **ADJECTIVE**

tadpole /tædpoʊl/

A tadpole is a tiny baby frog or toad before its legs start to grow. It has a long tail and lives in water **NOUN**



286

tag /tæg/

A piece of paper or plastic with information on it like a price or a name **NOUN**

tail /teɪl/

The long thin part that moves at the back of lots of animals like cats or mice or horses **NOUN**

tailor /teɪlə/

Someone who makes clothes such as trousers and jackets for men **NOUN**

take /teɪk/

1. To hold something or move it from one place to another *Don't forget to take your umbrella.* 2. To let someone come with you, for example in a car or walking *I'm taking the dog for a walk.* 3. To do a certain action *Do you want to take a shower?* 4. To go on something like a bus or train *I take the bus to school.* 5. If something takes up space or time, it fills it 6. If a plane takes off, it starts flying somewhere **VERB**

■ **took, taken**

• **take-off** /teɪk ɒf/ **NOUN**

talcum powder /tælçəm paʊdər/

A kind of powder that people put on a baby's body or their own body after a bath or shower **NOUN**

tale /teɪl/

Another word for a story **NOUN**

talent /tələnt/

When you are very good at something **NOUN**

talk /tɔːk/

To say things using words **VERB**
• **talk** /tɔːk/ **NOUN**
• **talkative** /tɔːkətɪv/ Talking a lot **ADJECTIVE**

n o p q r s t u v w x y z

Tt

tall /tɔːl/

If someone or something is tall, their head or their top part is a long way from the ground **ADJECTIVE**



talon /tælən/

Talons are the sharp claws of a bird such as an eagle **NOUN**

tambourine /tæmbəreɪn/

An instrument like a small drum with little metal discs around the edge that you shake with your hand to make a ringing sound **NOUN**

tame¹ /teɪm/

A tame animal is happy to be near people and does not run away **ADJECTIVE**

tame² /teɪm/

To train an animal not to run away from people but to stay calm **VERB**

tan /tæn/

1. The brown colour that the sun gives to people's skin 2. A light brown colour **NOUN**



• **tan** /tæn/ **VERB**

tandem /tændəm/

1. If people do something in tandem, they do it together and at the same time 2. A bicycle that two people ride at the same time **NOUN**

tangerine /tændʒəriːn/

A fruit like a small orange with loose skin **NOUN**

tangled /tæŋɡəld/

Twisted together and looking untidy **ADJECTIVE** *Comb your hair, James, it's all tangled.*

tank /tæŋk/

1. A big container for things like petrol or water 2. A fish tank is a container with glass sides for keeping fish in 3. A tank that soldiers use is a heavy vehicle with a gun on the top and metal belts over its wheels **NOUN**



tanker /tæŋkər/

A ship or a truck that carries oil, petrol or other liquids **NOUN**

tanned /tænd/

If someone is tanned, their skin has a brown colour because they have been in the sun **ADJECTIVE**

287

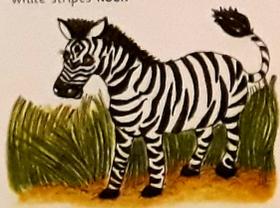
a b c d e f g h i j k l m

Zz

Zz



zebra /zebra/ An animal like a horse with black and white stripes **NOUN**



zebra crossing /zebra crossing/ A place on a road with black and white lines where cars must stop to let people cross **NOUN**

zero /zi.ə.rou/ The number 0 that means 'nothing' **NOUN**

zest /zest/ The outer skin of fruits like lemons or oranges. People use tiny pieces of zest in cooking to give the food more taste **NOUN**



zigzag /zigzag/ A line that keeps changing direction **NOUN**



• **zigzag** /zigzag/ **ADJECTIVE, VERB**

zip /zip/ Something used for opening and closing things like parts of clothes. It has two rows of pointed parts called teeth that fit into each other **NOUN**



• **zip** /zip/ **VERB**

zit /zit/ Another word for a spot on your skin like a tiny red bump **NOUN**

zone /zo:n/ An area, usually where only certain things are allowed **NOUN**

n o p q r s t u v w x y z

Zz

zoo /zoo/ A place with lots of animals from different countries. People go there to look at them **NOUN**



zoom /zoom/ 1. To move very fast 2. To zoom in on something means to make it look bigger with a camera **VERB**



Jolly Grammar 2 - alphabetical order

Alphabetical Order
Fill in the missing letters.  **B**

A _ **C** _ _ _ **F** **G** _ **I** **J** _ _ **M**

N _ _ **Q** _ **S** _ **T** _ _ **W** _ _

Put these words into alphabetical order.

sheep horse dog cow 

 **F** cow _____ 

swing bat bike toy 

 **A** _____ 

Tyrone Sid Ted Billy Tom **U**

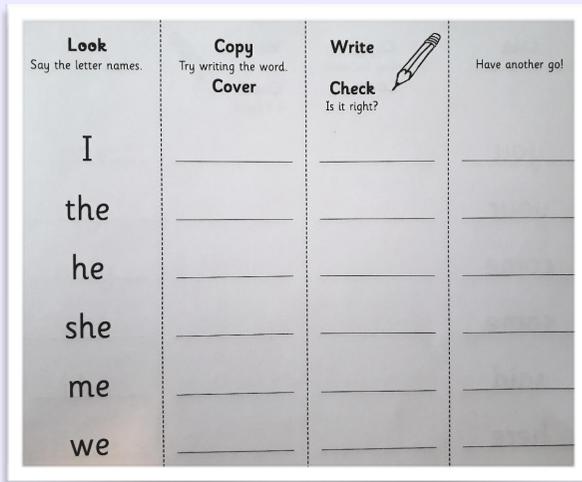
 avocado peach cherry orange plum

JG1 - Tricky Words throughout the year

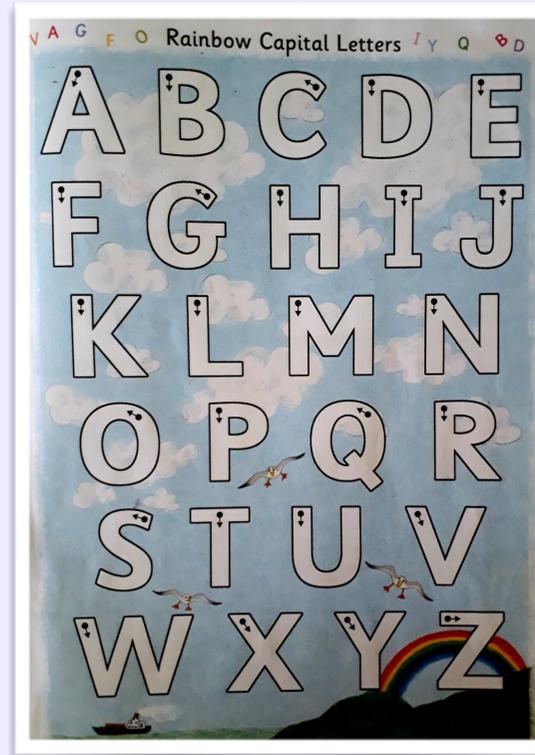
Look Say the letter names.	Copy Try writing the word. Cover	Write  Check Is it right?	Have another go!
I	_____	_____	_____
the	_____	_____	_____
he	_____	_____	_____
she	_____	_____	_____
me	_____	_____	_____
we	_____	_____	_____

Spelling lesson 1 - **Tricky Words**
* Related to the grammar lesson.

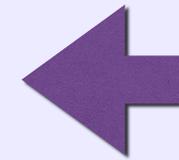
Week 1 - Tricky Words, capital letters and punctuation



Spelling 1 -
Tricky Words



Grammar 1 -
Capital letters



Punctuation

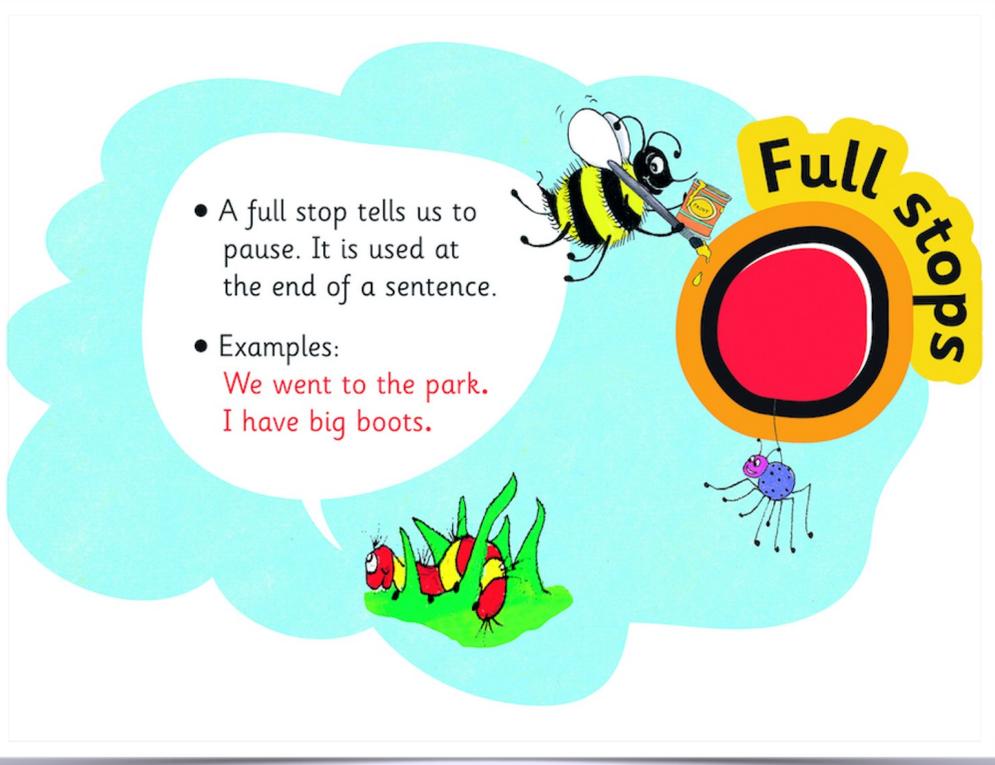


Grammar
lesson 2 =
sentences

Jolly Grammar year 1: sentences (objectives)

- **Sentences start with a capital letter.**
- **End with a full stop (punctuation).**
- **Make sense.**

Jolly Grammar year 1: sentences (objectives)



• A full stop tells us to pause. It is used at the end of a sentence.

• Examples:
We went to the park.
I have big boots.

Kung-Fu Punctuation

Punctuation



Capital letter



Full stop



Comma



Speech marks



Question mark

www.funphonicspain.com

A big, long, red snake was
slithering in the grass.
"Is that a snake?"



[Kung-Fu Punctuation - Norseman DHS](#)

Grammar lesson 2 - supporting vocabulary

Sentences

Put the words in the right order to make a sentence about the picture.



Sentences - sequencing

A

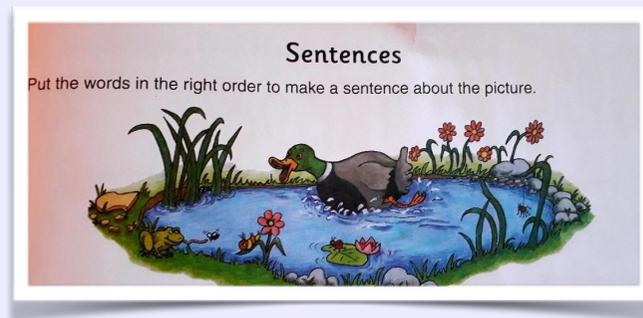
duck

swims

on

the

pond.



Expanding a Sentence

1 We can make a sentence more interesting by adding extra information to it. Read the simple sentence below. Underline the **noun** in black and the **verb** in red.

The dog barked.

2 Now add an **adjective** to describe the **noun**.

The _____ dog barked.

3 Now add another **adjective**.

The _____, _____ dog barked.

4 Now add an **adverb** to describe the **verb**.

The dog barked _____.

5 Adding details can also make a sentence more interesting. What was the dog barking at?

The dog barked at _____.

6 Now write out the sentence, adding in all the details.

The _____, _____ dog barked _____
at _____.

Now the sentence is much more interesting!

Expand these sentences on the lines.

The boy laughed.

The rabbit hopped.

Jolly Grammar 2

- Revises sentences.
- Adds parts of speech.
- Builds confidence when writing.
- Encourages the use of different vocabulary.

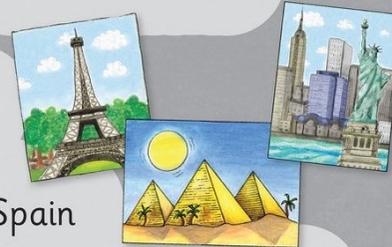
Nouns

A noun is something we can see, hear or touch.

Proper Nouns

The name of a particular person, place or thing.

Examples: Big Ben, Jess, Spain



Common Nouns

Any noun that is not a proper noun.

Examples: apple, book, bed, cloud

Proper Nouns  Black

me

my teacher

 **Action:** Touch your forehead with your index and middle fingers.

Colour: Black

Grammar lesson 5 - **proper nouns**

Jolly Grammar 2 - proper nouns

Proper Nouns 

The names of the months are **proper nouns**.
Write them in order on the calendar pages below, and
draw a picture for each month in the space.

REMEMBER Start each month with a capital letter.

Action: 
Touch your forehead
with your index and
middle fingers.

 January		

(also Tricky Word families)

Common nouns do not need capital letters.

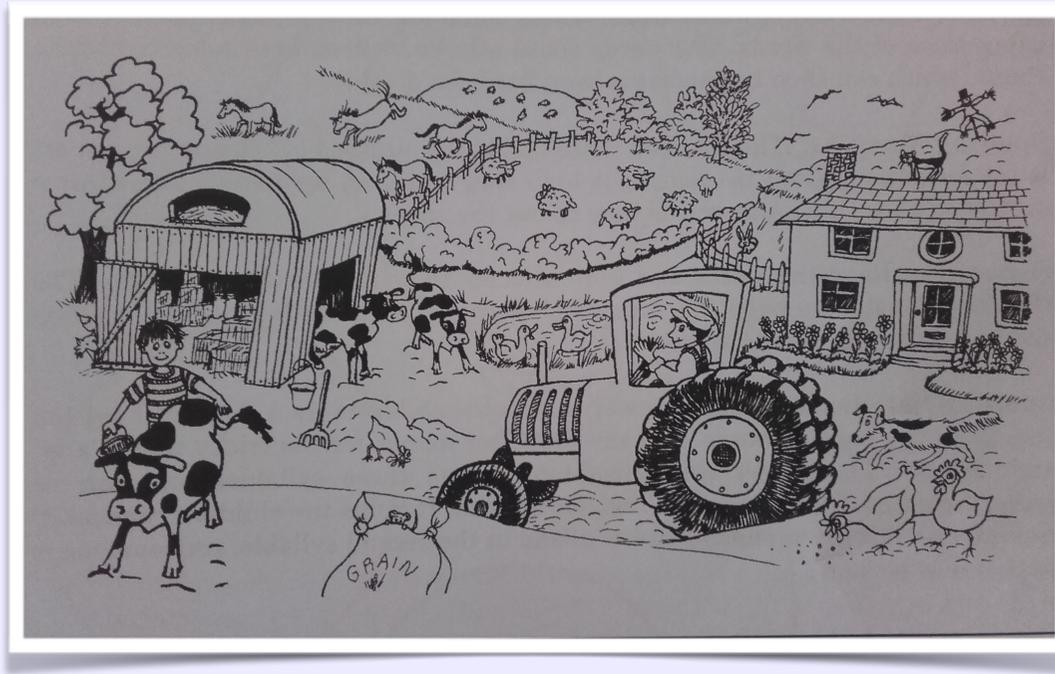
Common Nouns

If you can photograph something it is probably a noun.

Action: Put hand on forehead.

Grammar lesson 6 - **common nouns**

Identify the nouns in the sentences



- 1) The dog is black and white.
- 2) A cat is on the roof.
- 3) The tractor is big.



Grammar lesson 6 - **common noun cameras**

Personal pronouns

Pronouns



As you say "I am" point to yourself.
Then act out each line of the poem.

I am standing, 

I am walking, 

I am sitting on the floor. 

I am reading, 

I am writing, 

I am learning more and more. 

Repeat the verse using the other pronouns.
Do the action for each of the pronouns.

I am You are He is She is It is We are You are They are



Pronouns are used instead of nouns.

Actions and colours for parts of speech.

Personal pronouns - grammar lesson 10

Pronouns

Pronouns can be used to replace nouns.

The pronouns are:
I, you (singular), he, she, it, we, you (plural), they.



Pronouns can replace **nouns**.

Visual learning - colour

Pronouns

Pronouns can be used to replace nouns.

The pronouns are:
I, you (singular), he, she, it, we, you (plural), they.

An illustration of various animals sitting around a blue table playing a board game. A bee is labeled 'it', a ladybug 'you', a mouse 'she', a rat 'we', a dog 'I', a cat 'he', and a group of ants 'they'. There are also two ants labeled 'you' on the floor.

I
you
he/she/it
we
you
they

Personal pronouns

Pronouns

Pronouns can be used to replace nouns.

The pronouns are:
I, you (singular), he, she, it, we, you (plural), they.



Grammar lesson 10



Verbs

A verb is a doing word.

Examples: to jump, to swim, to cook

Past
Example: We jumped yesterday.

Present
Example: We jump today.

Future
Example: We will jump tomorrow.



Grammar lesson 14

Visual learning - colours and parsing

Pronouns

Pronouns can be used to replace nouns.

The pronouns are:
I, you (singular), he, she, it, we, you (plural), they.



Verbs

A verb is a doing word.

Examples: to jump, to swim, to cook

Past
Example: We jumped yesterday

Present
Example: We jump today

Future
Example: We will jump tomorrow.



I
you
he/she/it

Tricky words
From spelling lesson 1+



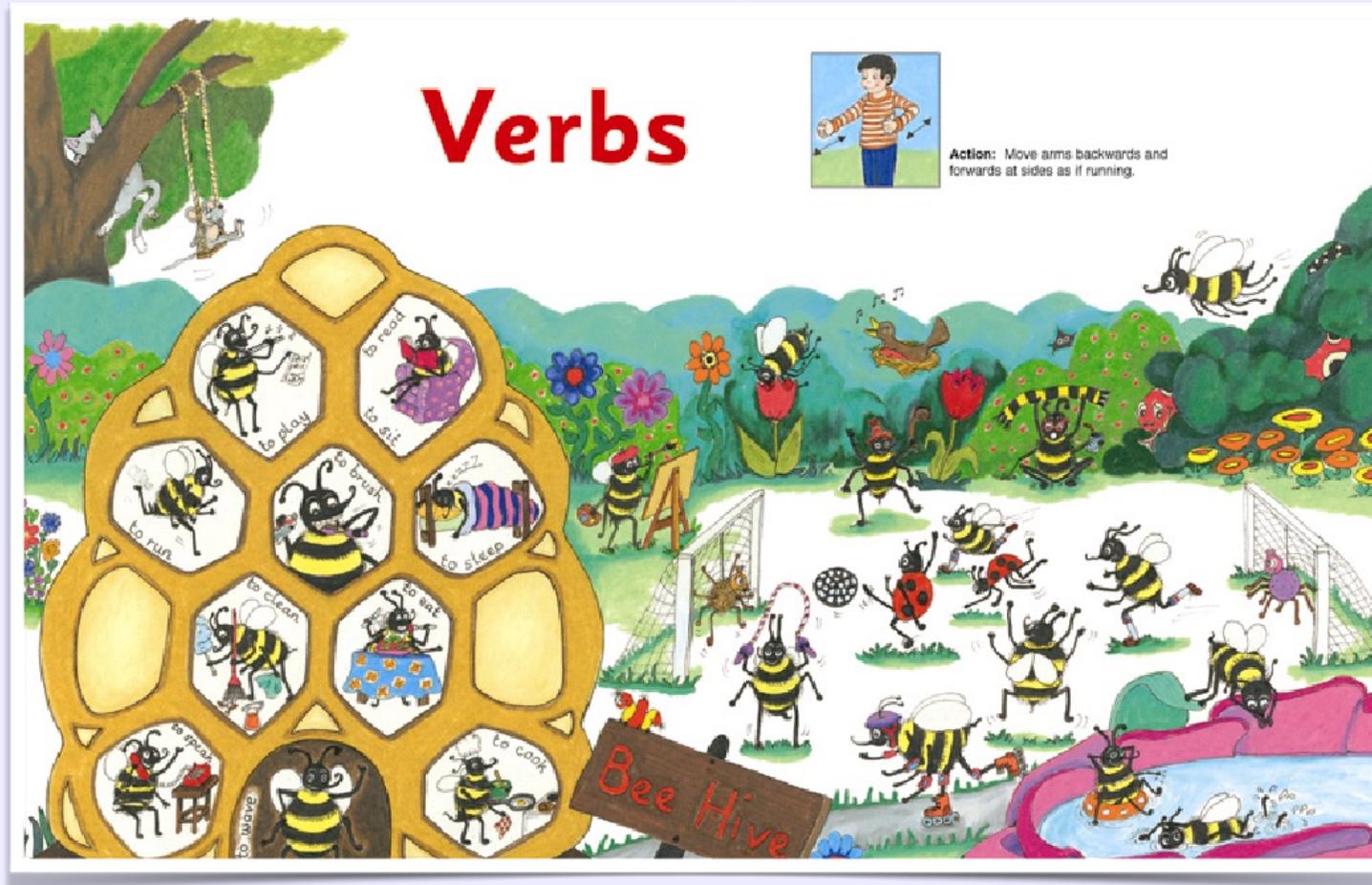
bake
bake
bakes

<a_e>
spelling
lesson 14



Plurals -
grammar
lesson 9

Introducing verbs



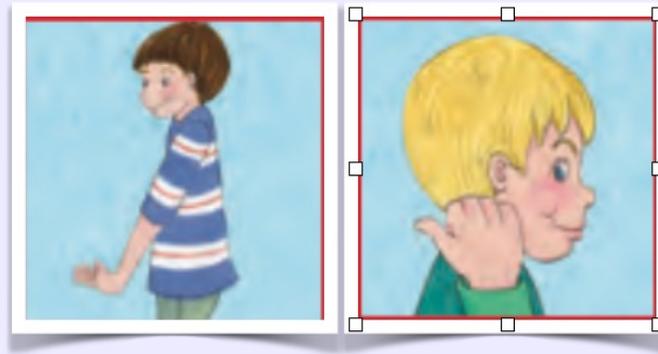
Grammar lessons 14 & 15

Group work - actions

play

wave

jumped



liked

painted

shouted

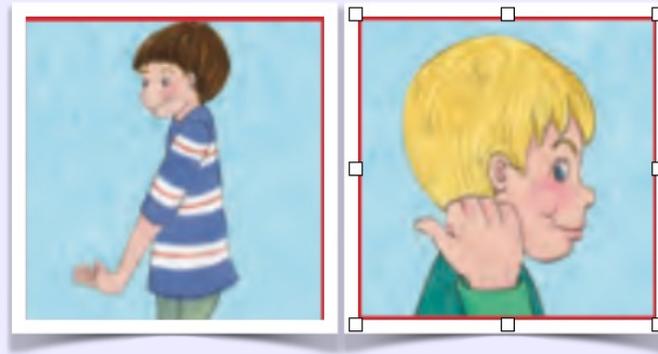
skated

Speaking activities - making up sentences

play

wave

jumped



liked

painted

shouted

skated

One week - grammar lesson 16

Monday:
introduction



Past Tense Verbs  Red

The simplest way to make the past tense is by adding **ed** to the verb.

Today I talk talk + ed **Yesterday I talked**

If a verb already ends with an **e**, cross it off and then add **ed**.

Today I smile ~~smile~~ + ed **Yesterday I smiled**

Revise the colour,
guided group work
and examples.

Tuesday:
revision,
reading, writing
and identifying
the verb tenses.



Put these words into the past tense.

Present	Past	Present	Past
jump	_____	hope	_____
paint	_____	play	_____
like	_____	wave	_____
shout	_____	skate	_____



Extra activities

Underline the verbs in red.
Then decide if these sentences are in the present or past tense.

She brushed her hair.	<u>past</u> / present
They look out of the window.	past / present
I cooked dinner.	past / present
The race started in the park.	past / present

Wednesday:
Sentences,
reading, writing
and speaking
activities.

Grammar 21 & 22 - adjectives

Adjectives

An adjective describes a noun or a pronoun.

Examples:
pink, sparkly, happy,
loud, big, cold

Examples:
The girl wears a pink dress.
The snake is patterned.

An illustration of three cartoon snakes. One is green with black stripes, one is yellow with black spots, and one is white with black spots. They are all smiling and looking towards the viewer.

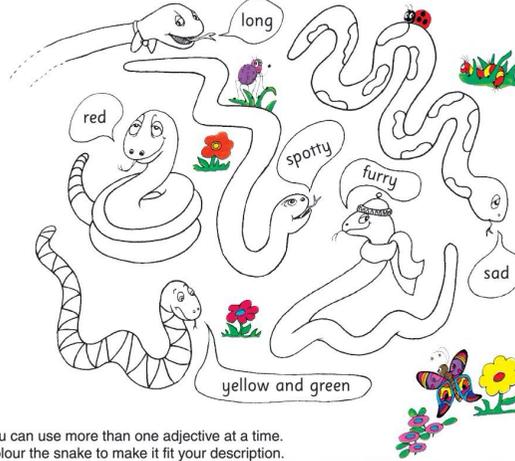
The Adjective Snake

Adjectives



Action
Touch the side of your temple
with your fist.

Colour the snakes so that they match the adjectives.



You can use more than one adjective at a time.
Colour the snake to make it fit your description.



a _____, _____, _____ snake

A _____, _____, _____ snake.

Alternative adjective activity



We Wear Pants (Katie Abey) - design your own pants!

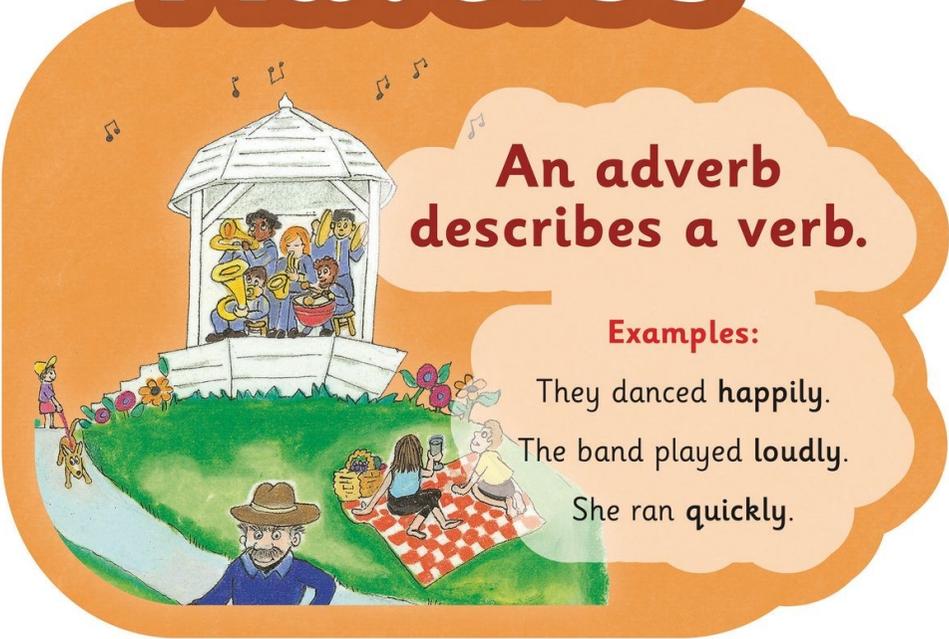
Alternative adjective activity



We Wear Pants (Katie Abey) - design your own pants!

Grammar 27 & 28 - Adverbs

Adverbs



**An adverb
describes a verb.**

Examples:

They danced **happily**.

The band played **loudly**.

She ran **quickly**.

silently, sadly, quickly, slowly, loudly, happily

Grammar lessons 27 & 28 - Adverbs

Adverbs

Action: Bang one fist on top of the other.

Choose an adverb to go with each picture.

quickly hungrily slowly

secretly happily loudly

 Inky eats

 Snake slithers

 Bee buzzes

 The ants whisper

 The snail goes

 The band played

Adverbs Orange

Choose an adverb to go with each picture.

secretly	happily	quickly
hungrily	loudly	slowly

 Inky eats

 Snake slithers

 Bee buzzes

 The ants whisper

 Snail goes

 The band played

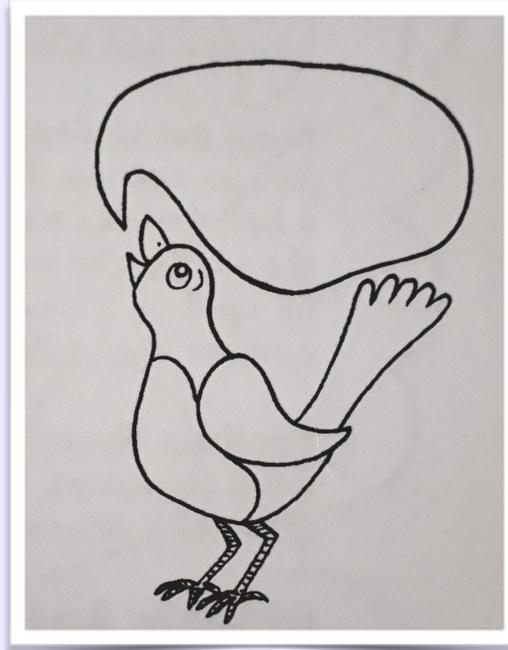
Action: Bang one fist on top of the other.

Colour: Orange

Grammar Sheet 27 (can)

Jolly Grammar 1 Handbook / Pupils Book

Grammar lessons 27 & 28 - **Adverbs**

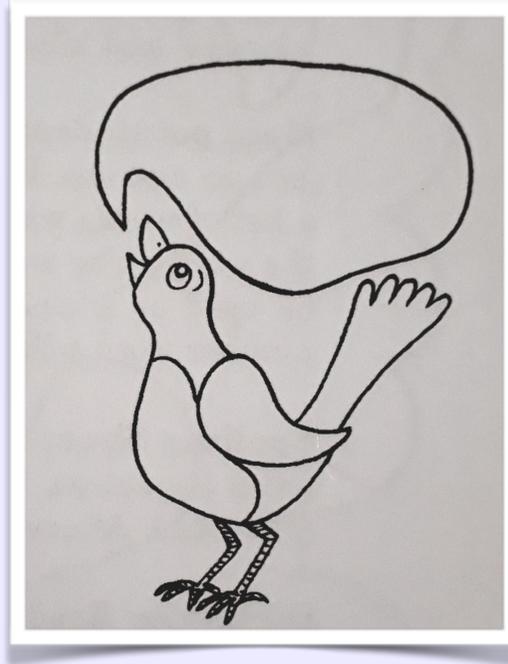


The bird **sings happily**.

“

”

Grammar lesson 32 - Speech marks



“



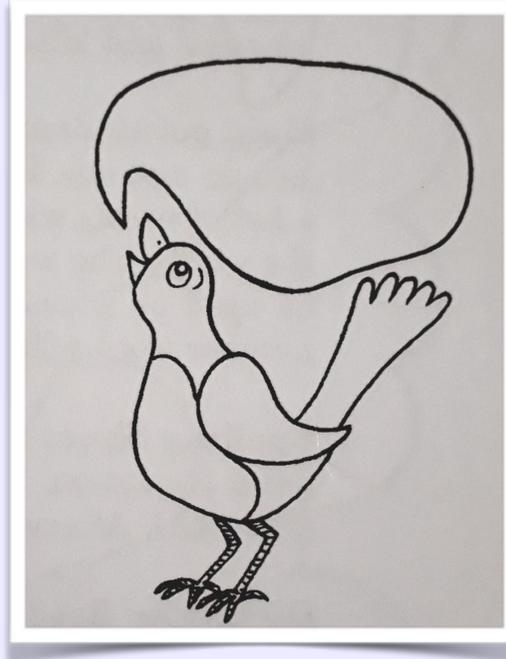
”

, **said** the bird.

“

”

Grammar lesson 32 - Speech marks



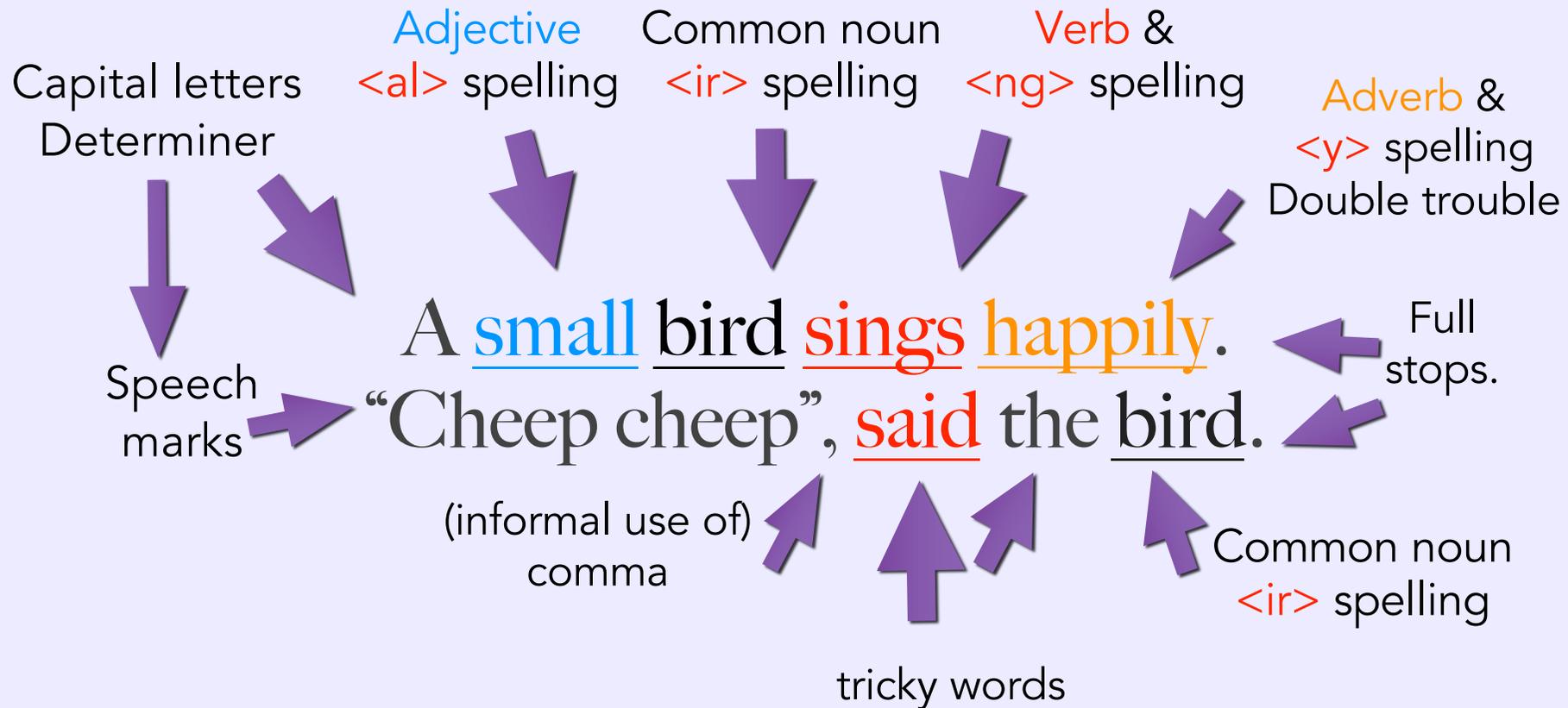
“

Cheep cheep

”

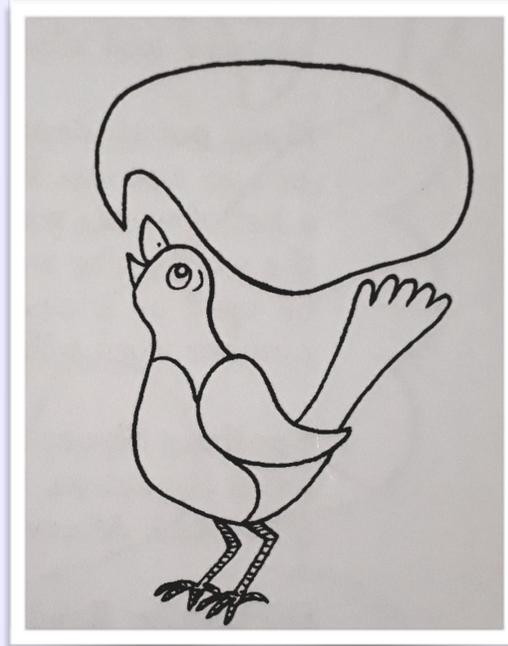
, **said** the bird.

Putting it all together



- + reading and writing practise
- + speaking/listening/proofreading

Ta Dah!



“Congratulations everyone,” said Beki.

Benefits of Jolly Grammar

The children will be able to:

- Spell and punctuate with better accuracy.
- Have a wider vocabulary.
- A clearer understanding of how language works.
- Produce better, more interesting pieces of writing.

