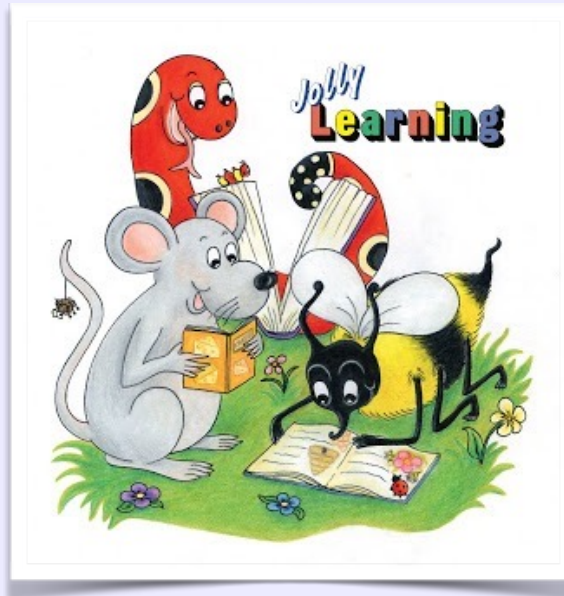


# Jolly Grammar 1

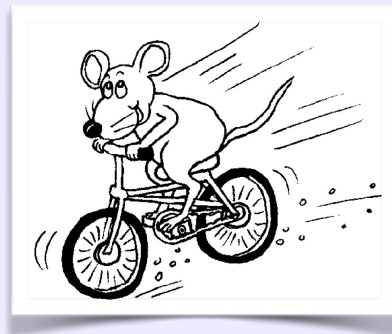


With Teacher Trainer Beki Wilson  
[www.funphonicspain.com](http://www.funphonicspain.com)

# Jolly Grammar 1-6

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

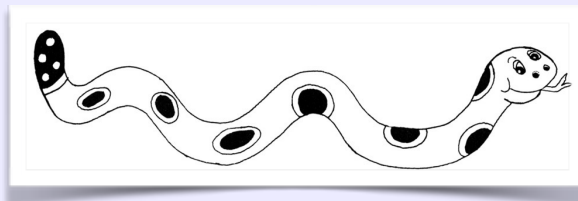
1. Learning the letter sounds.
2. Learning letter formation.
3. Blending.
4. Identifying sounds in words.
5. Tricky words.



## 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





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

## 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.”



## 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!

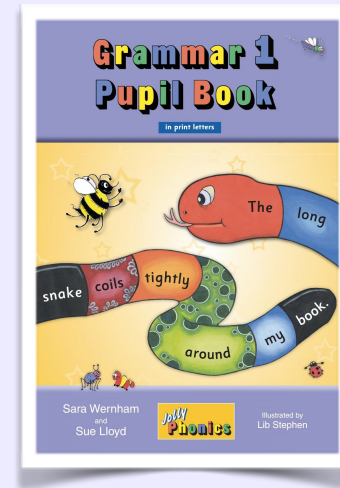


# Jolly Grammar 1 - lesson overview

<h2>Grammar 1</h2> <h3>Lesson Overview</h3>		
Week	Spelling Lessons	Grammar and Punctuation Lessons
1	<b>&lt;sh&gt;</b> 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.	<b>Rainbow Capitals</b> 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.
2	<b>&lt;ch&gt;</b> 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.	<b>Sentences</b> 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.
3	<b>&lt;th&gt;</b> 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.	<b>Correcting Sentences</b> 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.
4	<b>&lt;ng&gt;</b> 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.	<b>Capital Letters</b> The children practise forming capital letters and matching capital letters to lower-case letters.
5	<b>&lt;qu&gt;</b> 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.	<b>Proper Nouns</b> 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.

# Jolly Grammar 1 - spelling lessons

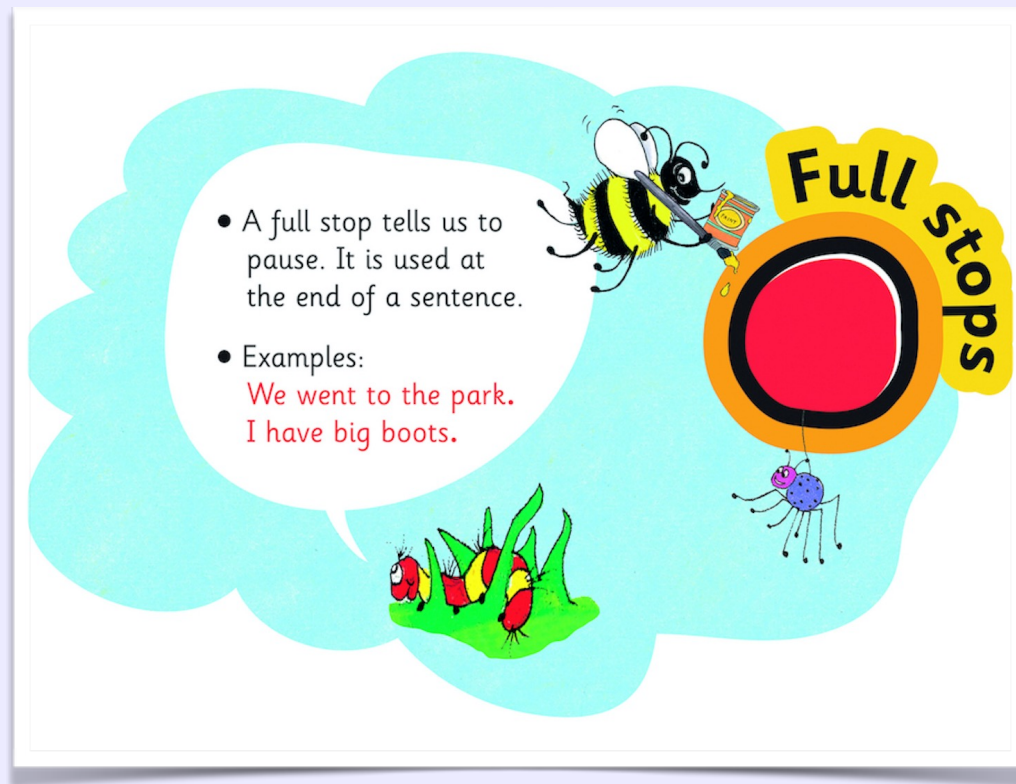
Revision  
Alternative spellings introduced  
Short and long vowel sounds  
New spelling patterns  
Tricky words  
(revision & new words 72 in total)



## **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

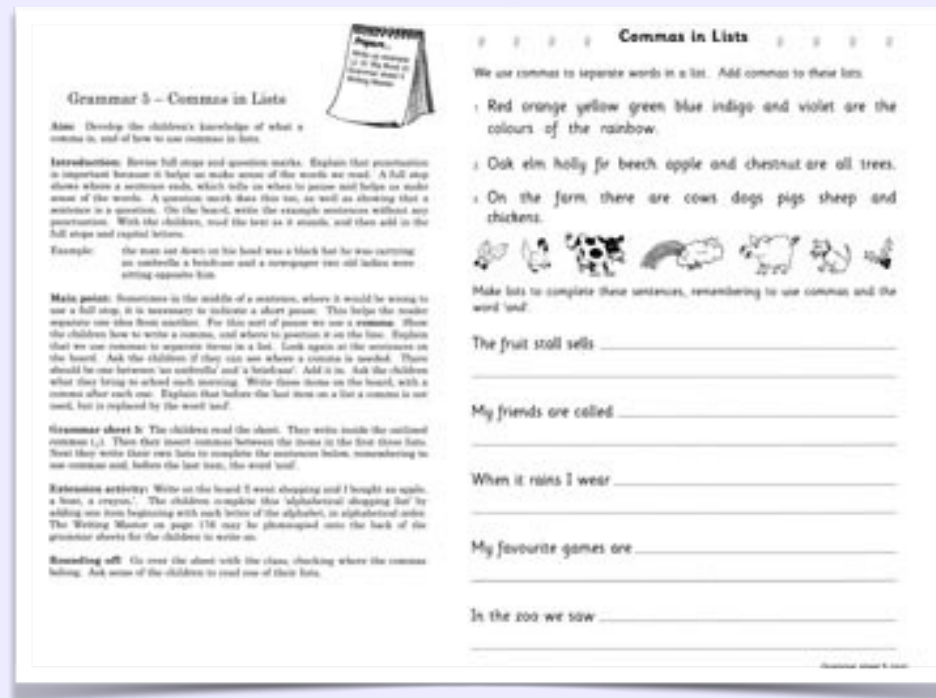
# Punctuation





# Grammar Handbook 1

There are 2 weekly lesson plans for spelling and grammar:



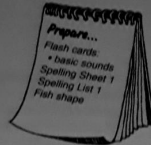
Flexibility in other areas of the curriculum



# 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

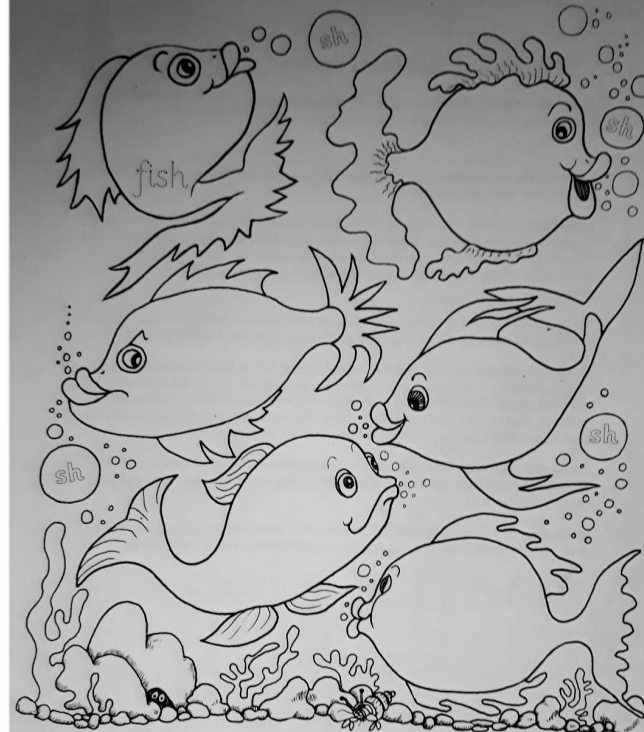
- |          |          |
|----------|----------|
| 1. ship  | 4. brush |
| 2. shed  | 5. rush  |
| 3. shelf | 6. smash |

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!

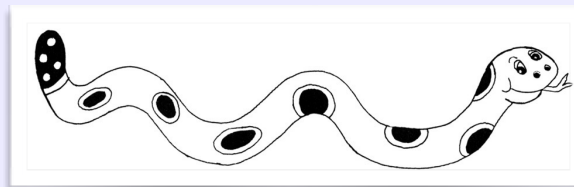
## Jolly Grammar 1 - revision of main digraphs

Beginning of the year:

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

End of the year:

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

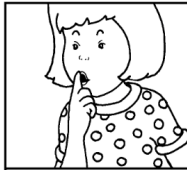


## Jolly Grammar 1 - revision of main digraphs

Group 1	s	a	t	i	p	n
Group 2	c k	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

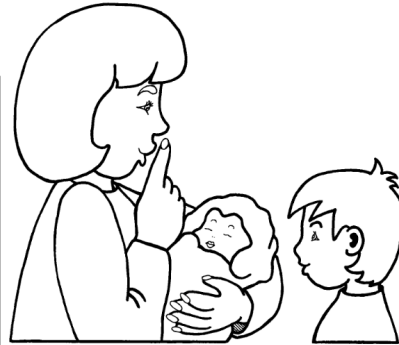
## Jolly Phonics - the digraphs

# sh

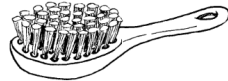
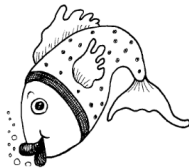
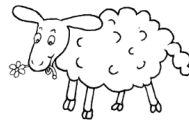


### ACTION

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.

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**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**

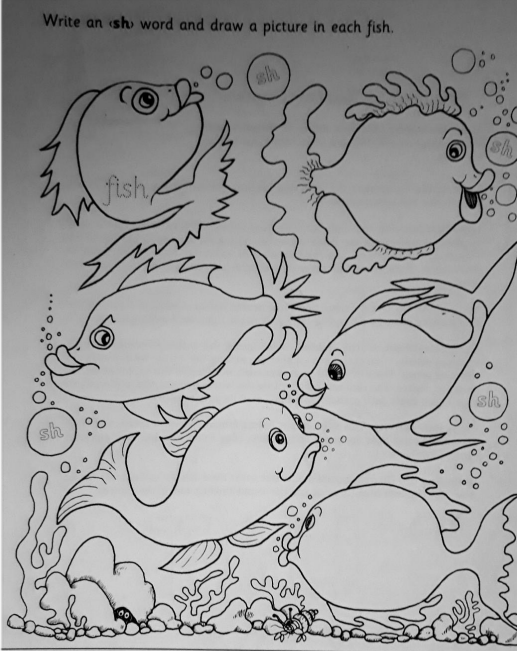
1. ship	4. brush
2. shed	5. rush
3. shelf	6. smash

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

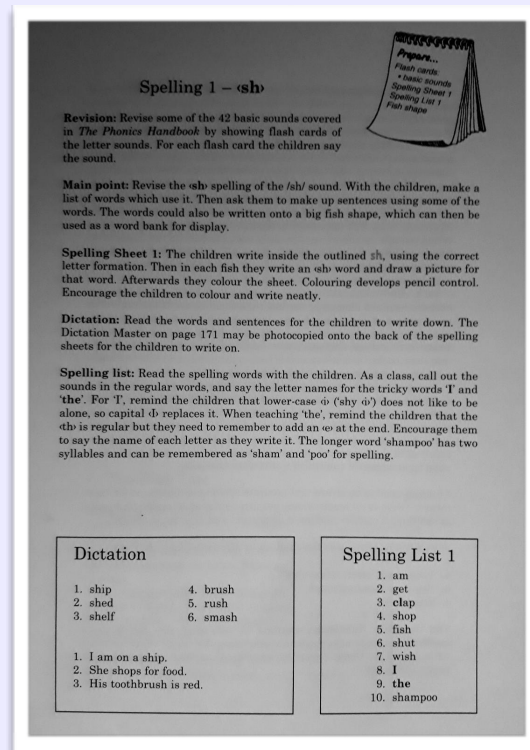
Write an <sh> word and draw a picture in each fish.



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

## Spelling lesson 1 - <sh>

# Jolly Grammar 1 - revision of main digraphs



## 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.

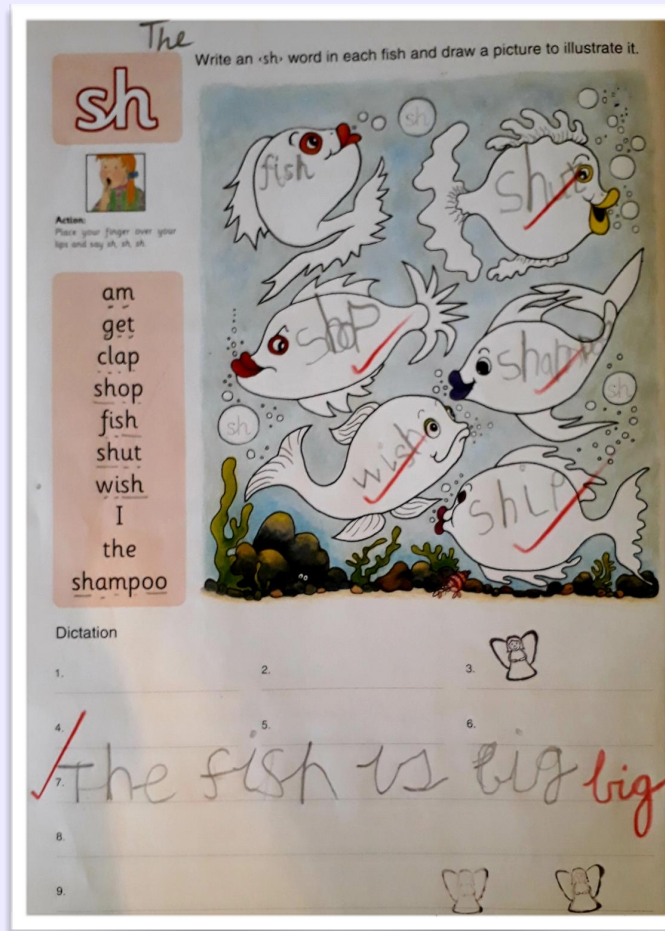
**sh**

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



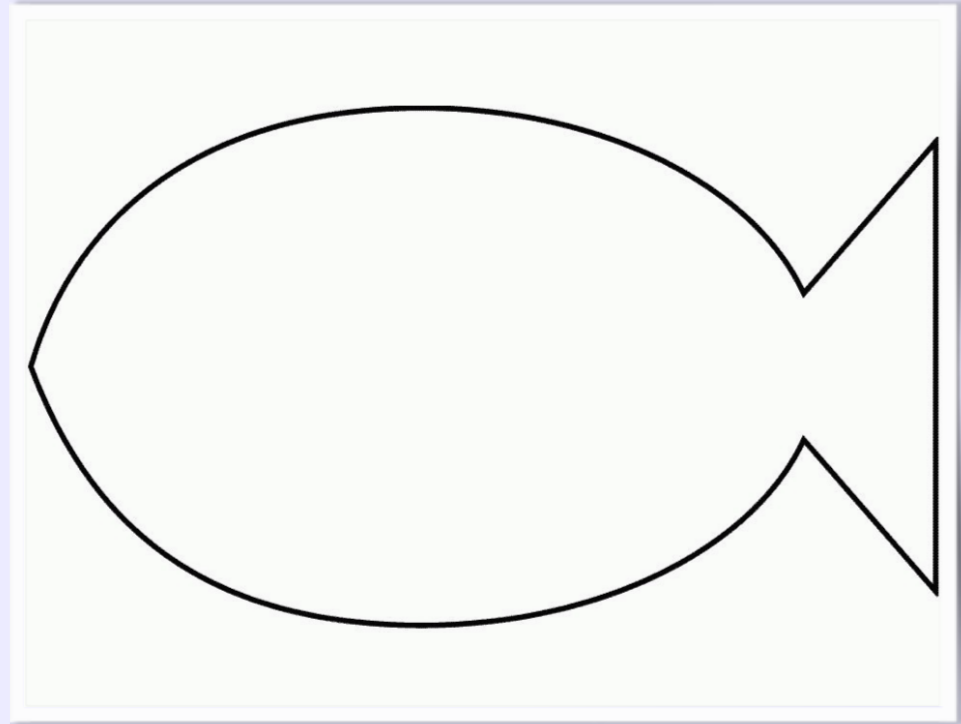
# Adapting the spelling lists and dictations



Spelling 1 - <sh>

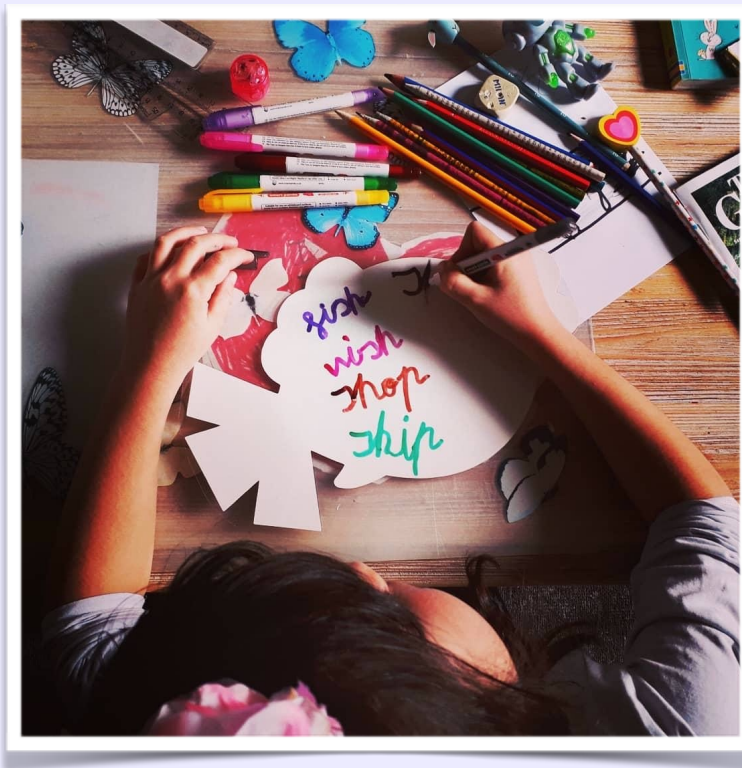


## Grammar Handbooks 1 - adapting dictations



Spelling 6 - fish templates

## Grammar Handbooks 1 - adapting dictations



Spelling 6 - fish templates

## Reinforcing the letter sounds through other subjects



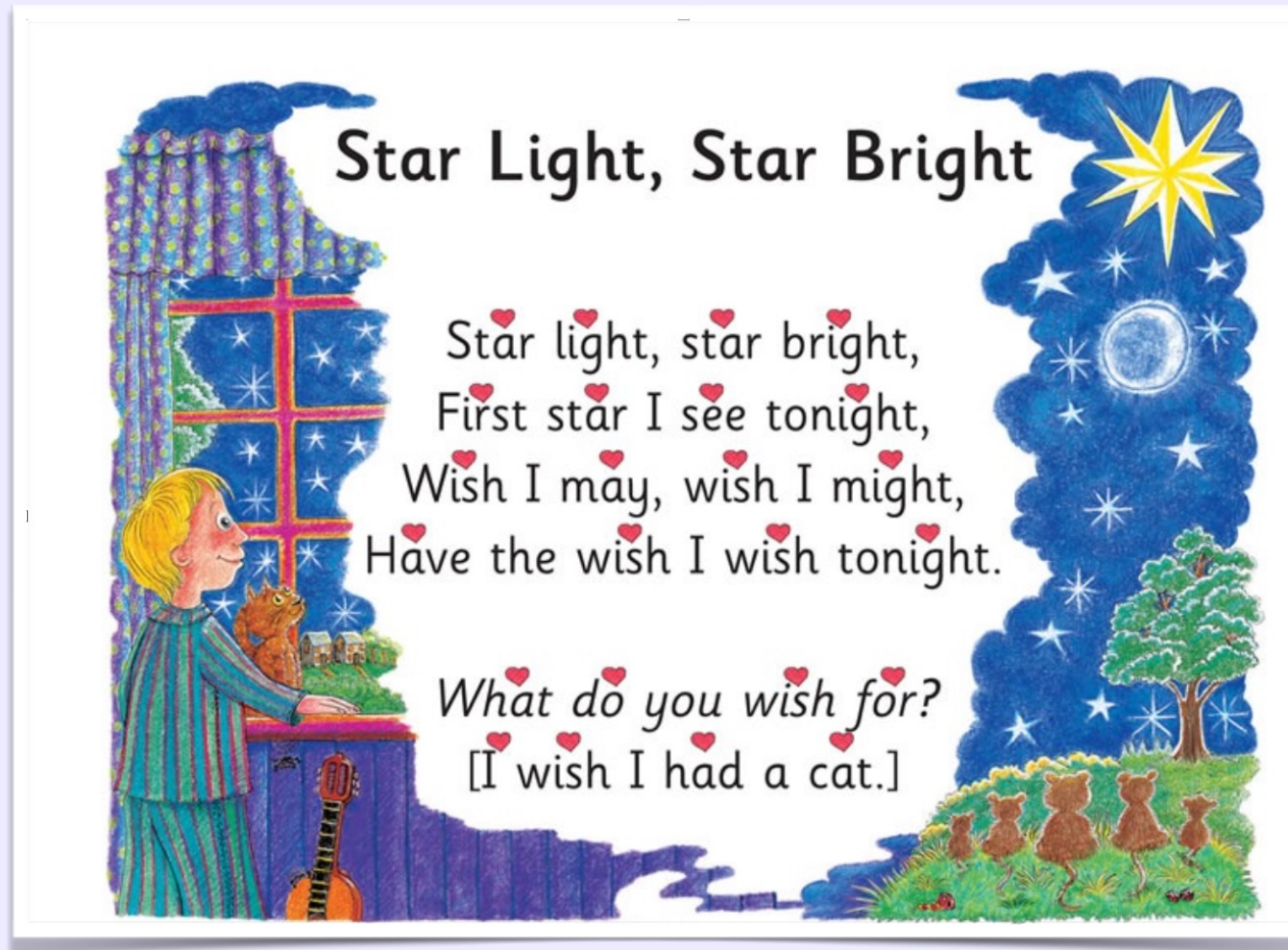
[songs! /sh/ \(Youtube\)](#)

## Reinforcing vocabulary & language comprehension



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

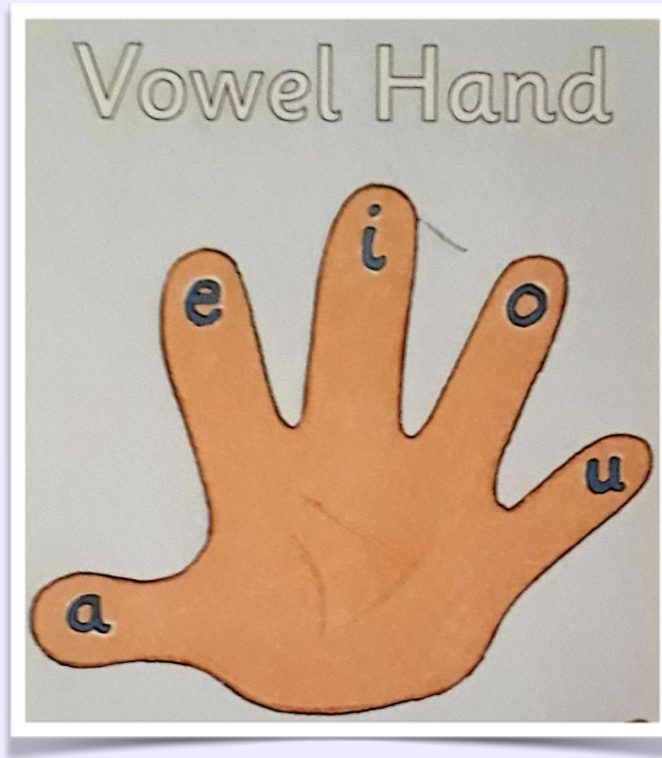
## Reinforcing the letter sounds through rhymes



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

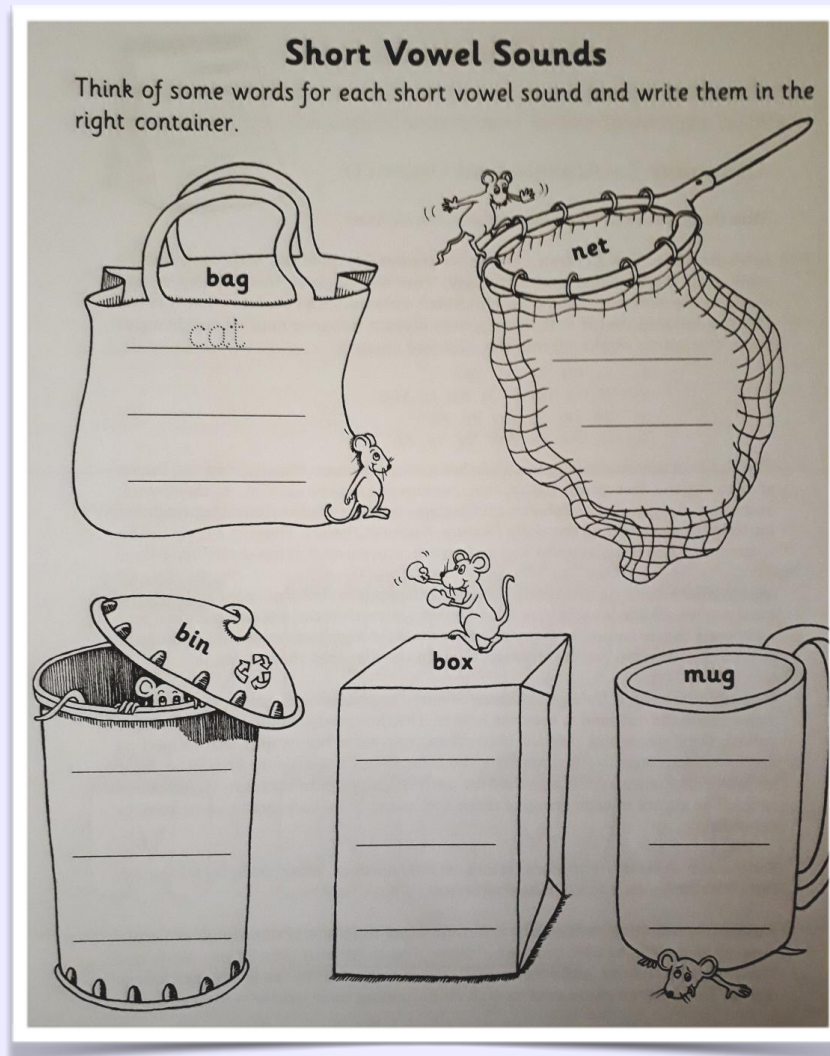


## JG1 - ideas for reinforcing short vowels



[Long and short vowel song](#)

## JG1: spelling lesson 7 - short vowels



## Jolly Phonics - simple alphabetic code














## Jolly Grammar 1 - new spelling patterns

an a an a or 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**

ck

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

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

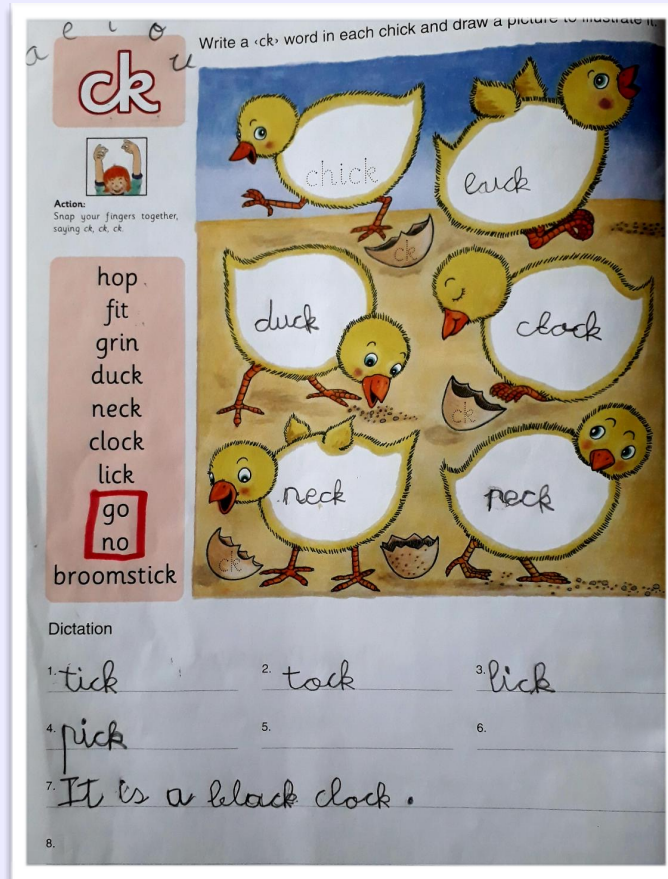
4. pick 5. 6.

7. It is a black clock.

8.

Spelling lesson 11 - <ck>

## Jolly Grammar 1 - introducing <ck>



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



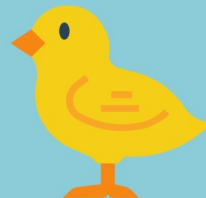
sock



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](http://www.funphonicspain.com)*

Spelling lesson 11 - <ck>

Jolly Grammar 1 - reinforcing <ck>



Tick Tock - ck Pink Fong You Tube

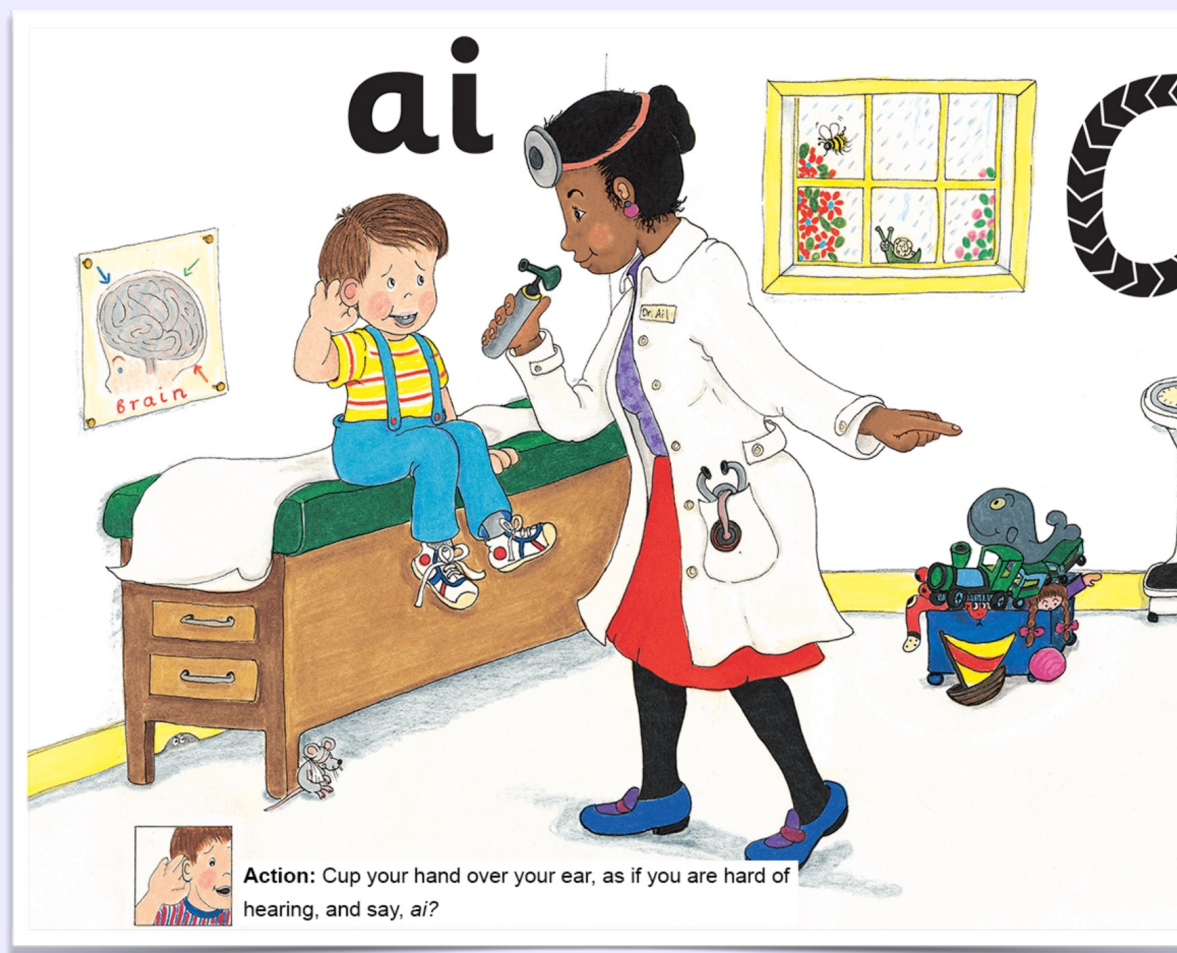


## JG1 - from basic to complex spelling patterns

Group 1	s	a	t	i	p	n
Group 2	c k	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>

**a\_e**

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

**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  
fl\_m  
g\_t  
l\_k sh\_d  
pl\_n n\_m

Dictation

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

Spelling 14

**ay**

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

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

crayon  
an  
cat  
skin  
say  
away  
play  
today  
why  
where  
playground

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  
fl\_m  
g\_t  
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

ay

ay

ay

ay

an  
cat  
skin  
say  
away  
play  
today  
why  
where  
playground

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

Dictation

1. 2. 3.

Spelling 19

## Make up some silly sentences



crayon

today

day

say

away

play

Monday

stay

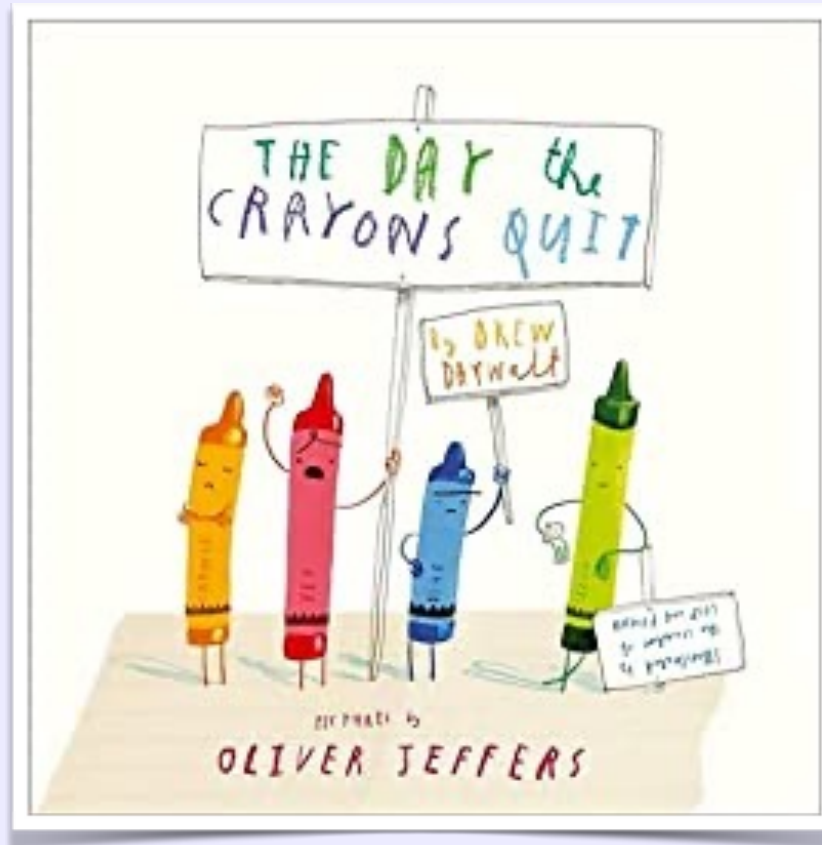
pay

way

Write some words that have <ay> in  
them.

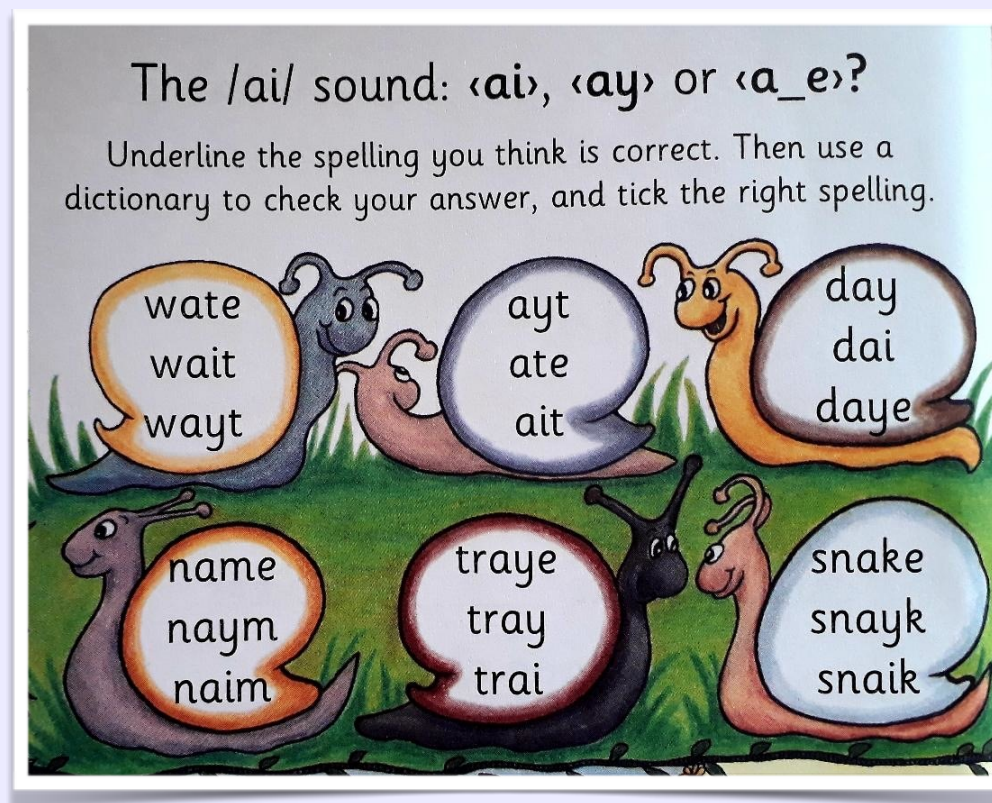


# The Day the Crayons Quit by Oliver Jeffers



## Opportunities for creative activities

## Jolly Grammar 2&3 - revise the main digraphs



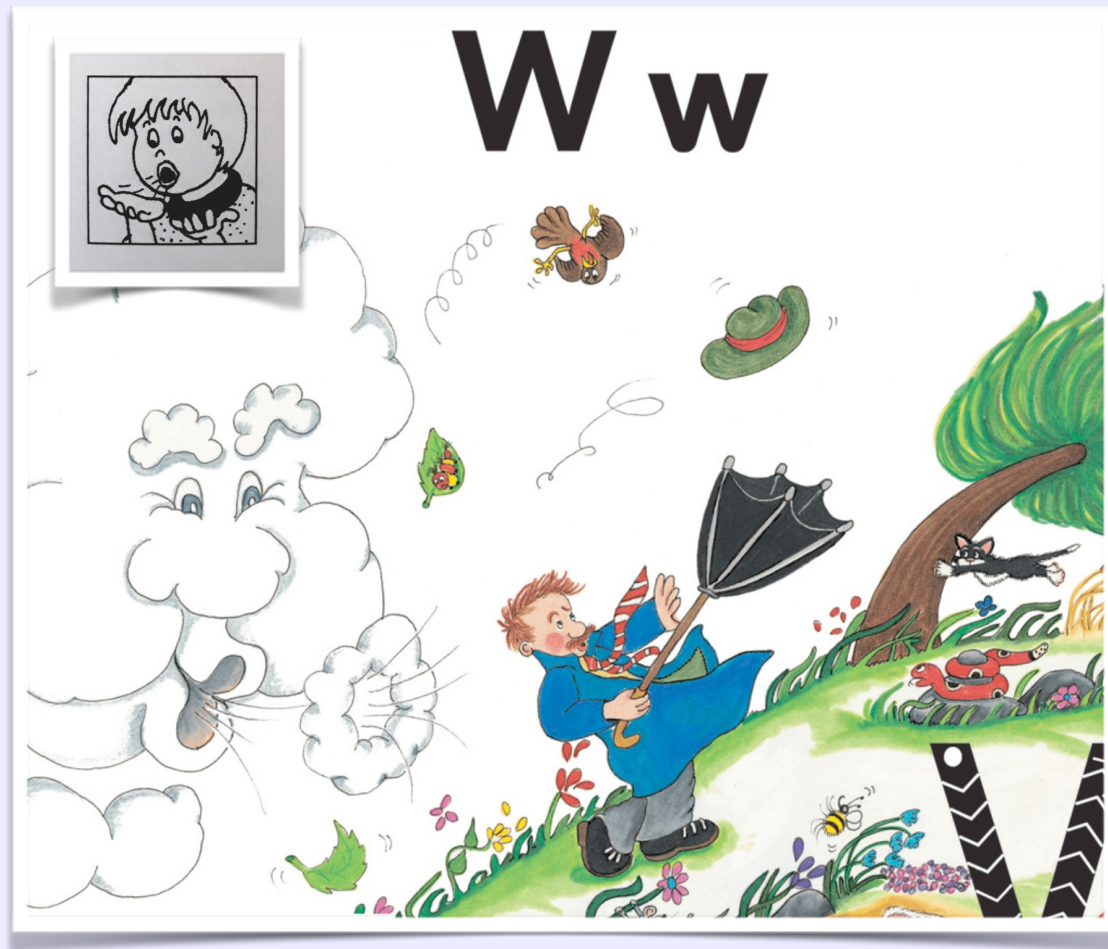
/ai/, <ay> or <a\_e>?

## 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.

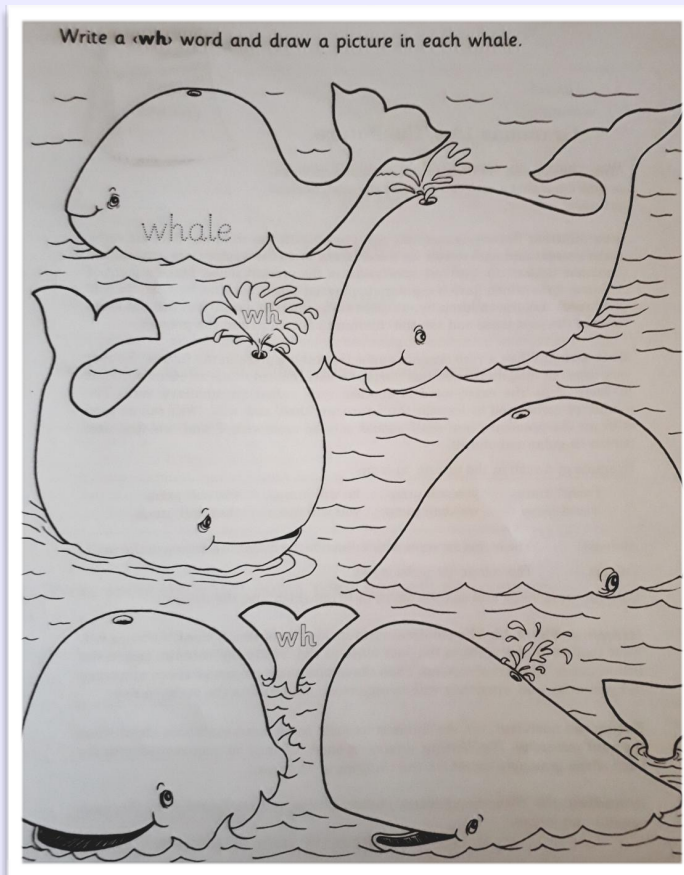
Jolly Phonics - letter sound /w/



Group 5

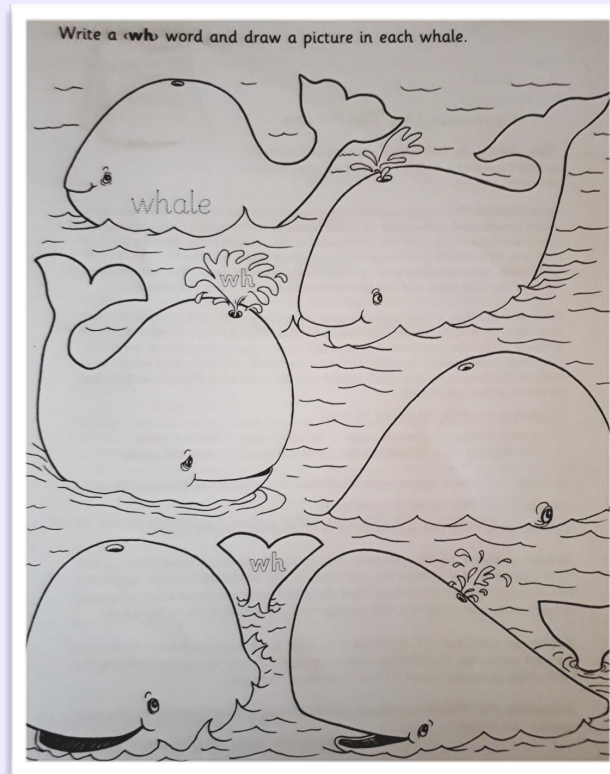


JG1 - /w/ alternative spelling: <wh>



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

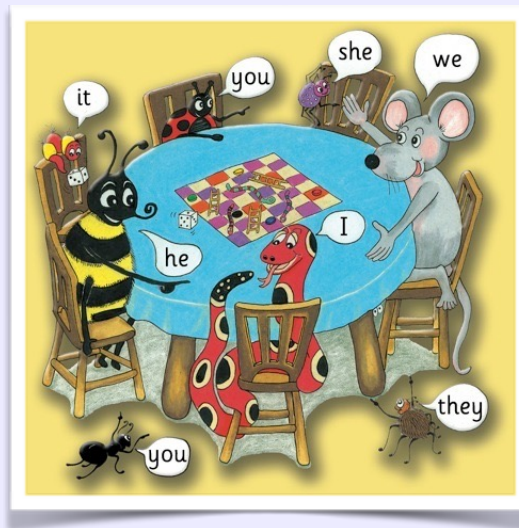
Sentence work  
Letter names / alphabet  
Basic punctuation  
Parts of speech  
Regular verbs and tenses.  
Using a dictionary  
Vocabulary work  
Proofreading



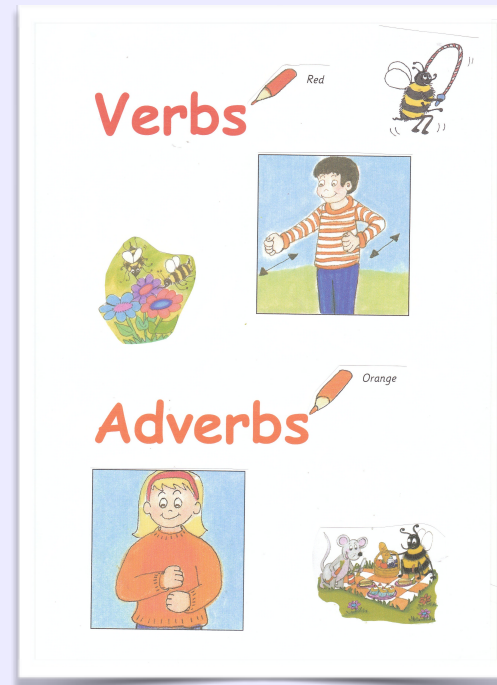
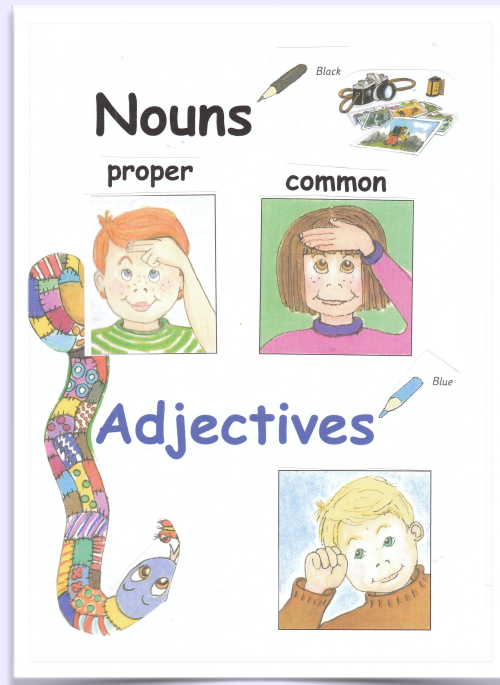
# Multi-sensory approach

Each part of speech has:

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

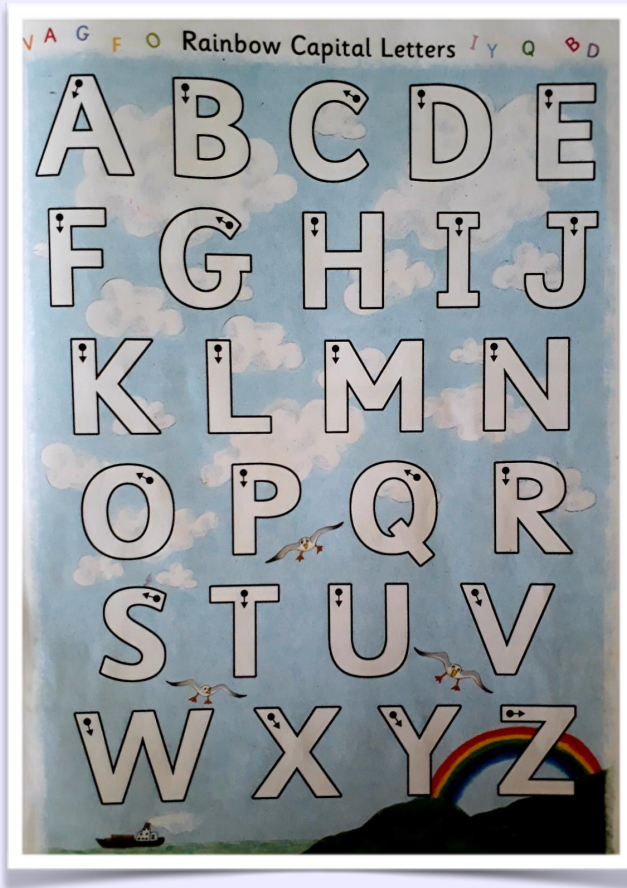


# Jolly Grammar 1



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.





# 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** /təblət/

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** /tækəl/

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** /tædpuːl/

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**



**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** /tælɪəm 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

**tall** /tɔːl/

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



**talon** /tələn/

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**

**tame** /teɪm/

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

**tame** /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** /tænjərɪn/

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

**tangled** /tæŋɡld/

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**

Tt



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** /ziəro/

The number 0 that means 'nothing' **NOUN**

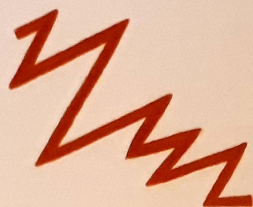
**zest** /zest/

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** /zoʊn/

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** /zoʊ/

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



**zoom** /zoʊm/

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.

A \_ C \_ \_ F G \_ I J \_ M  
N \_ Q \_ S T \_ W \_

Put these words into alphabetical order.

sheep horse dog cow

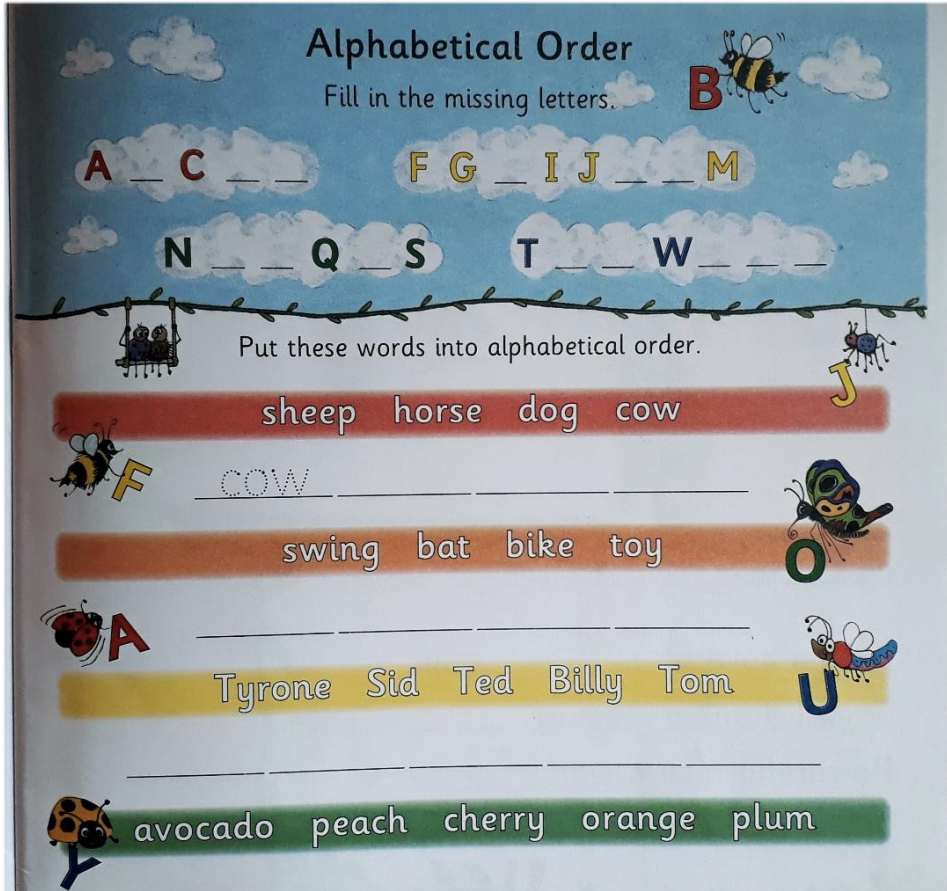
F COW

swing bat bike toy

A Tyrone Sid Ted Billy Tom


U

avocado peach cherry orange plum





## JG1 - Tricky Words throughout the year

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

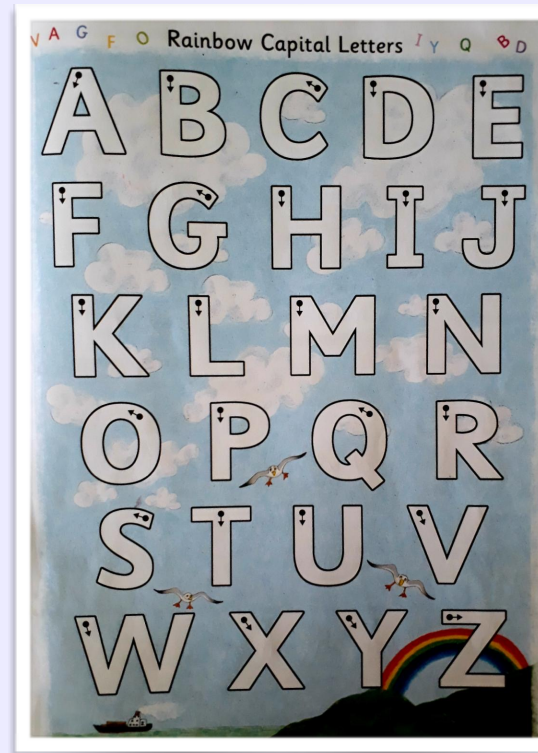
Spelling lesson 1 - **Tricky Words**

\* Related to the grammar lesson.

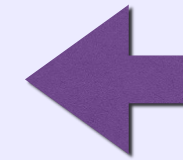
## Week 1 - Tricky Words, capital letters and punctuation

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			

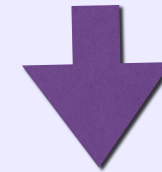
Spelling 1 -  
**Tricky Words**



Grammar 1 -  
**Capital letters**



**Punctuation**

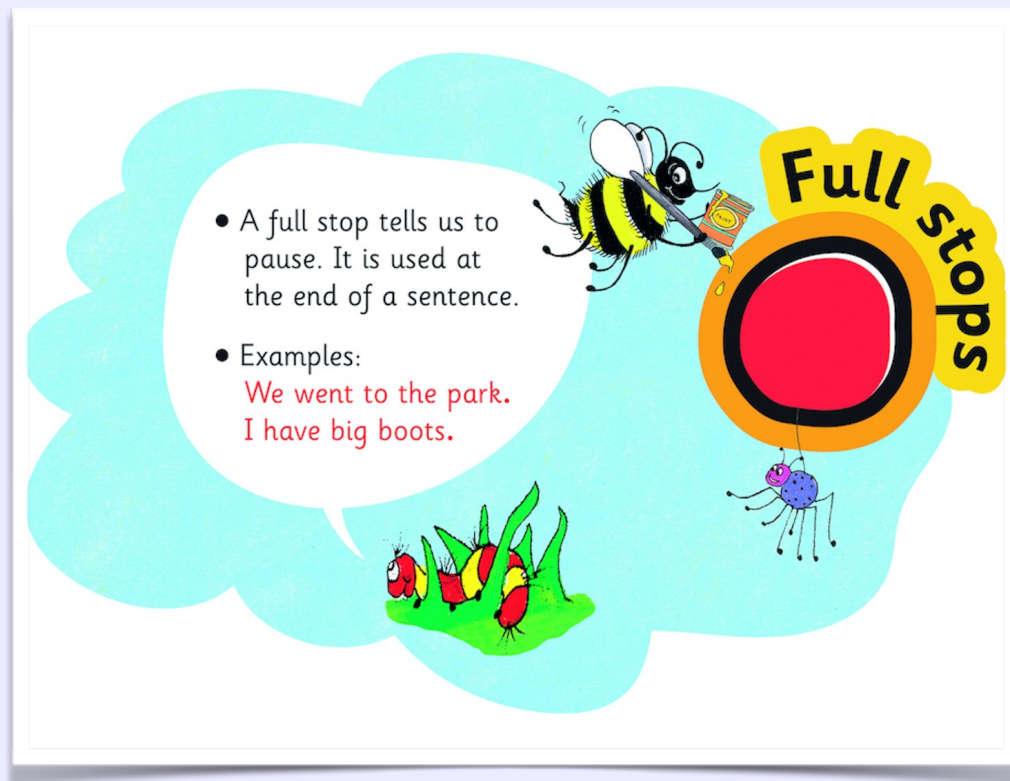


Grammar  
lesson 2 =  
**sentences**

## **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)



# Kung-Fu Punctuation

## Punctuation



Capital letter



Full stop



Comma



Speech marks



Question mark

[www.funphonicspain.com](http://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

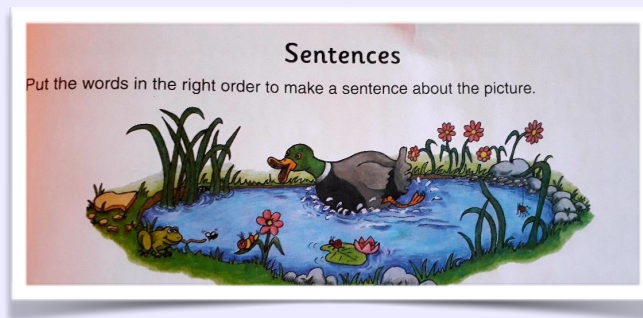
duck


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.  Woof

3 Now add another **adjective**.

The \_\_\_\_\_, \_\_\_\_\_ dog barked.

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

The dog barked \_\_\_\_\_.  WOOF!

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







## 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)





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



Pronouns are used instead of nouns.

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



Actions and colours for parts of speech.

## Personal pronouns - grammar lesson 10



Pronouns can replace **nouns**.



## Visual learning - colour



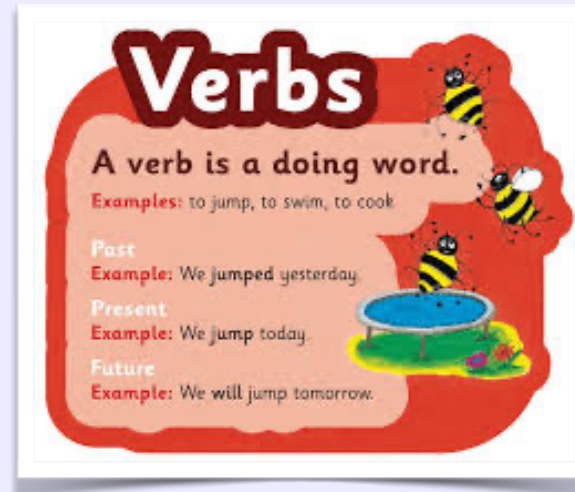
I  
you  
he/she/it  
we  
you  
they



## Personal pronouns



Grammar lesson 10



Grammar lesson 14

## Visual learning - colours and parsing



I  
you  
he/she/it

Tricky words  
From spelling lesson 1+



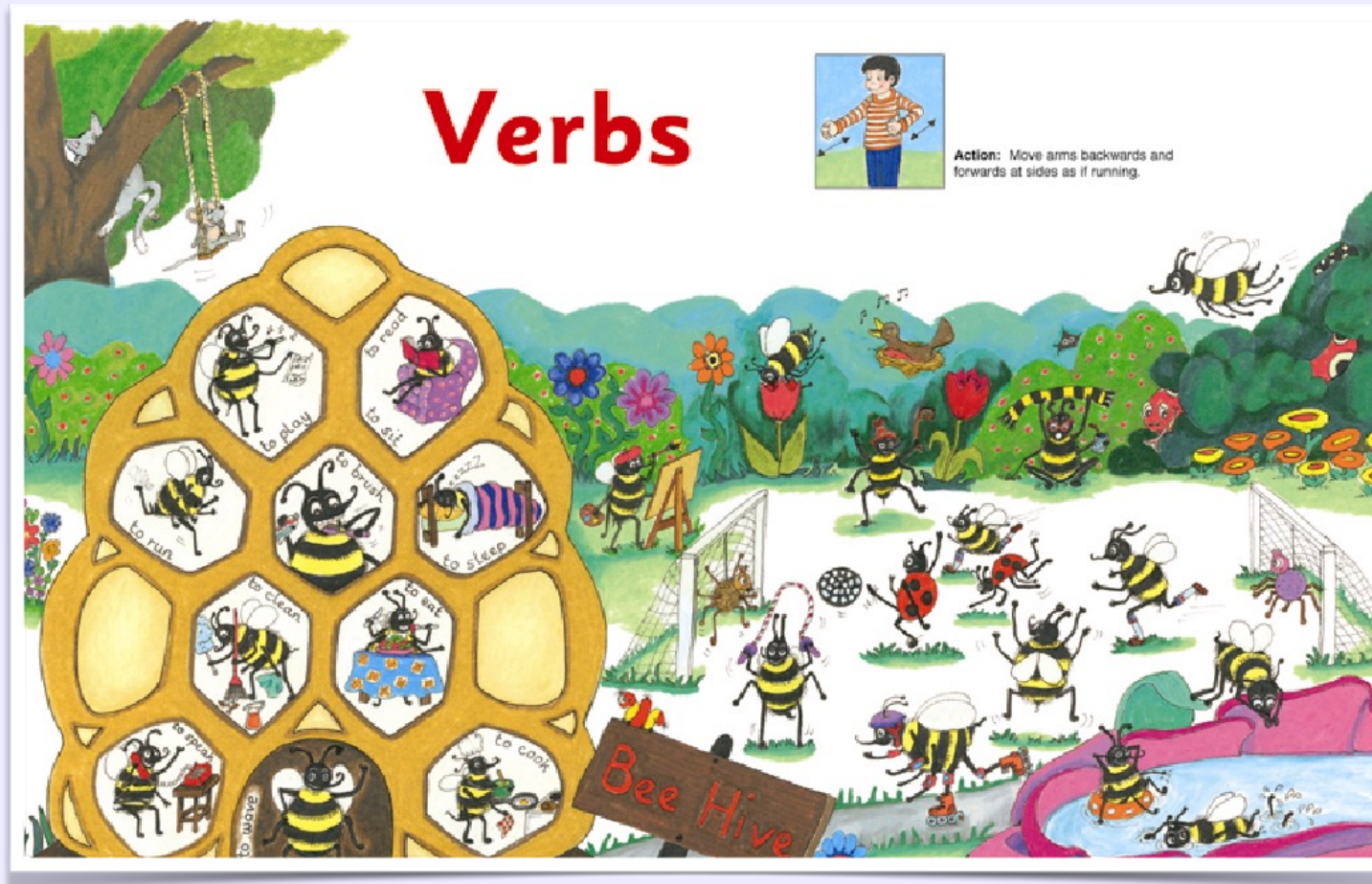
bake  
bake  
bakes

<a\_e>  
spelling  
lesson 14



Plurals -  
grammar  
lesson 9

## Introducing verbs



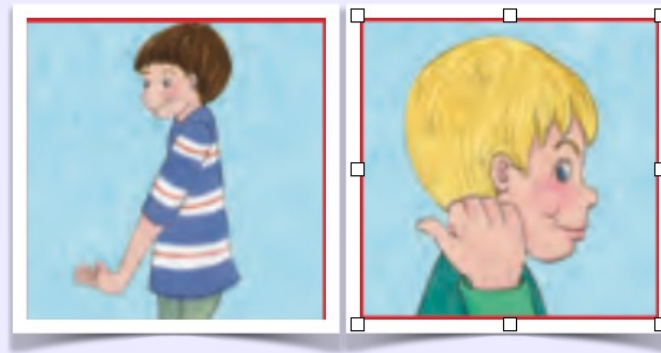
Grammar lessons 14 & 15

## Group work - actions

play

wave

jumped



liked

painted

shouted

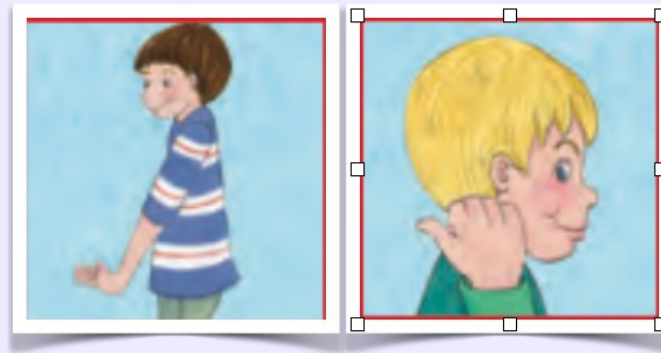
skated

## Speaking activities - making up sentences

play

wave

jumped



liked

painted

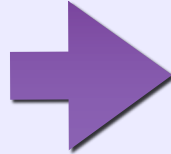
shouted


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~~x~~ + 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.

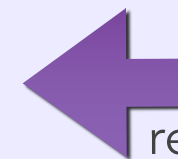
Present	Past	Present	Past
jump	_____	hope	_____
paint	_____	play	_____
like	_____	wave	_____
shout	_____	skate	_____



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



# The Adjective Snake



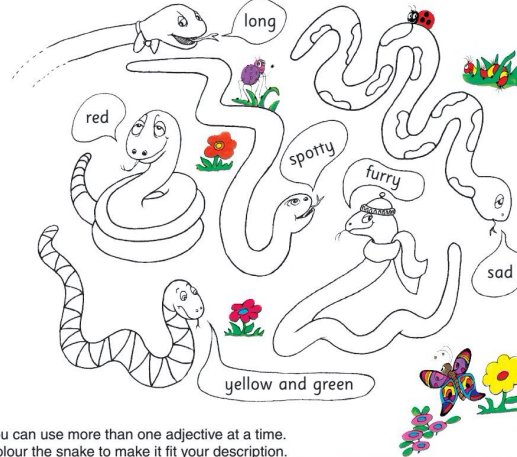
# The Adjective Snake

## Adjectives

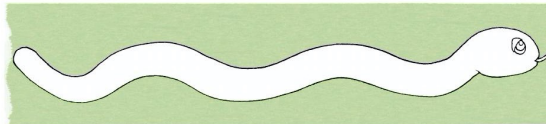


**Action**  
Touch the side of your temple  
with your fist.

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

43

A \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ snake.



## Alternative adjective activity



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

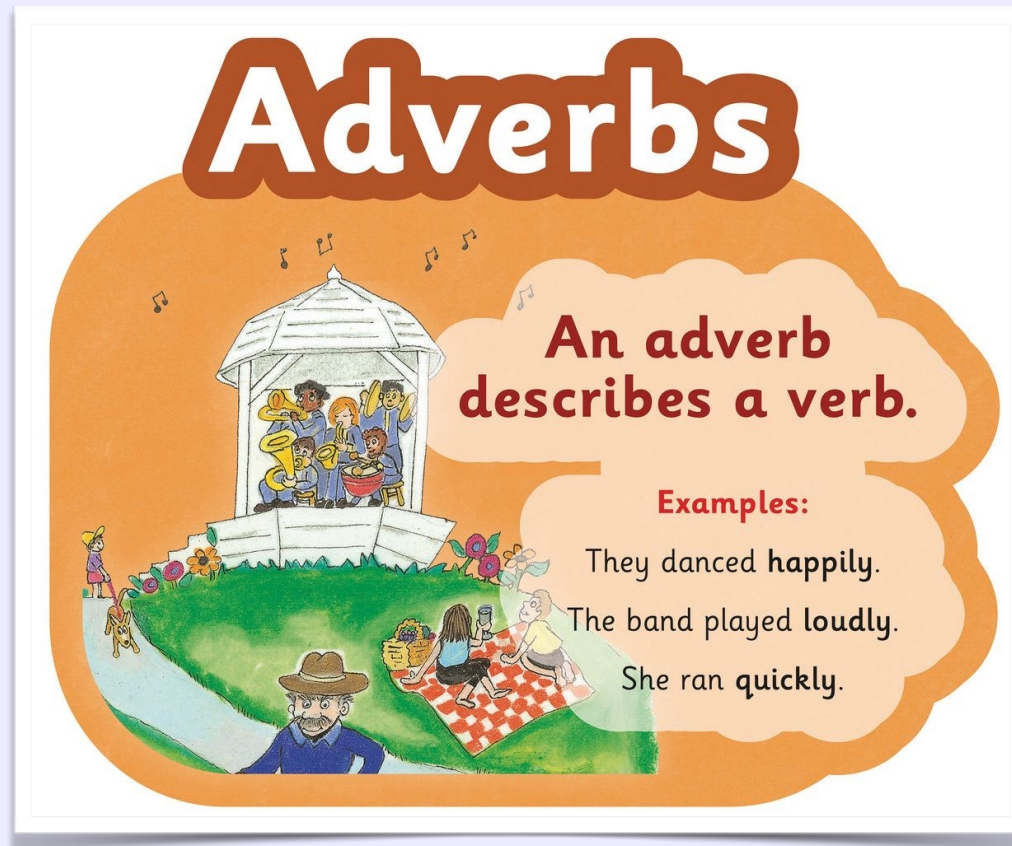


## Alternative adjective activity



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

## Grammar 27 & 28 - Adverbs



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

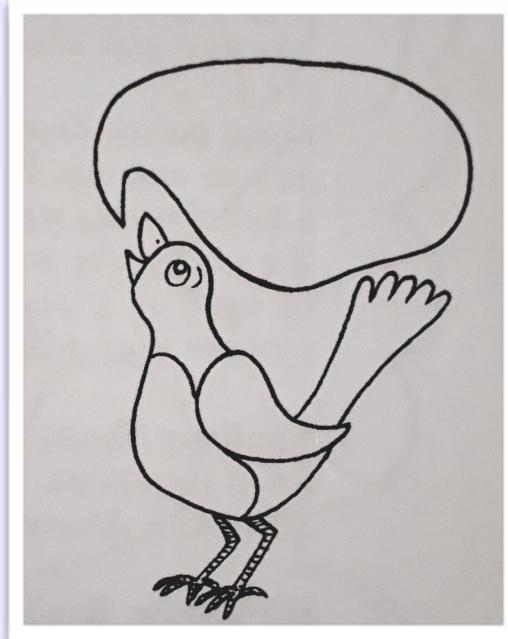
**Action:** Bang one fist on top of the other.

**Colour:** Orange

Grammar Sheet 27 (can)

Jolly Grammar 1 Handbook / Pupils Book

## Grammar lessons 27 & 28 - Adverbs

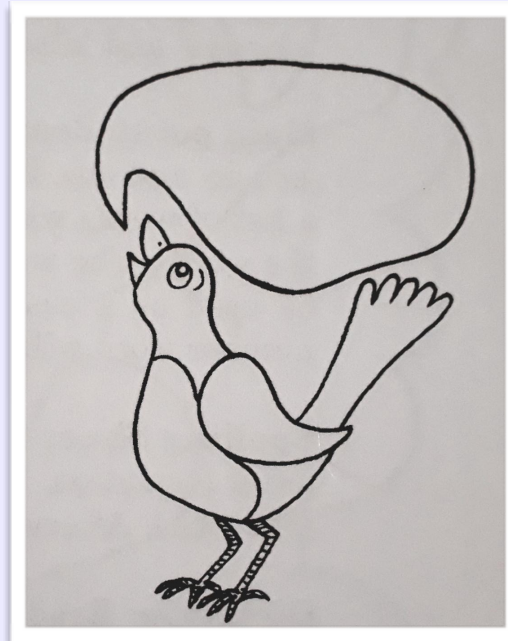


The bird **sings** happily.

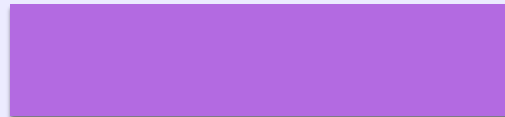
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## Grammar lesson 32 - Speech marks



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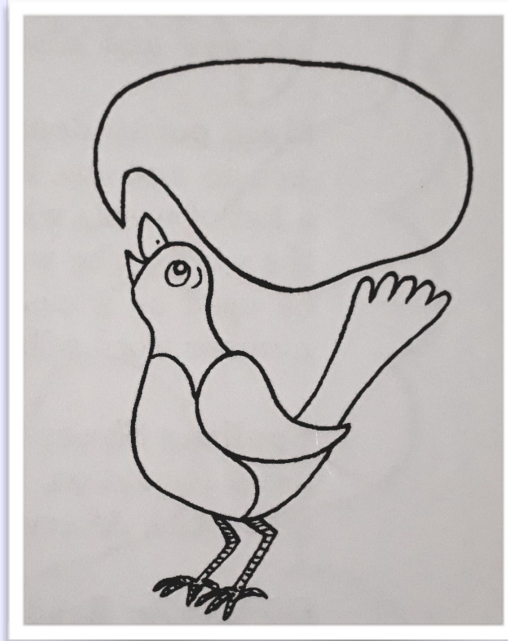
, **said** the bird.



“

”

## Grammar lesson 32 - Speech marks



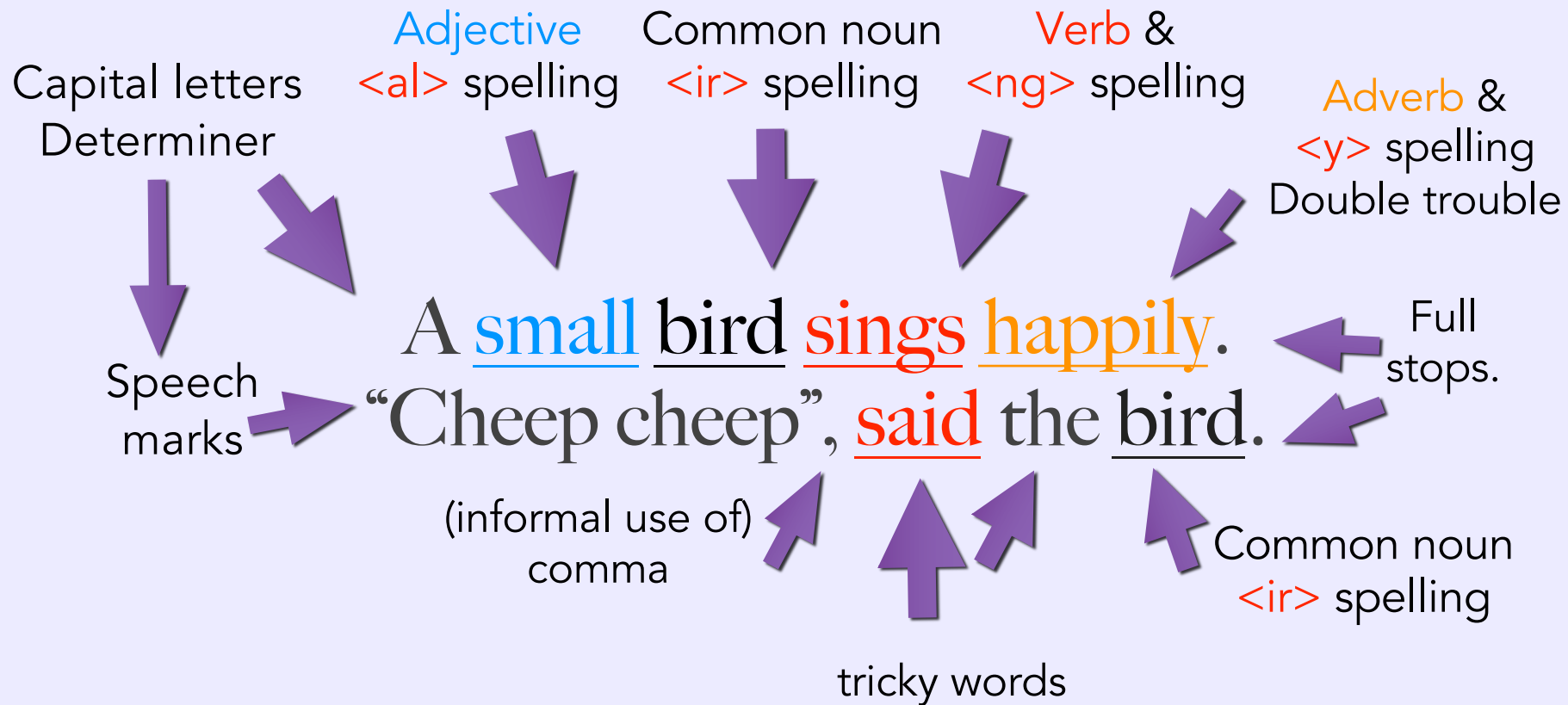
“

Cheep cheep

”

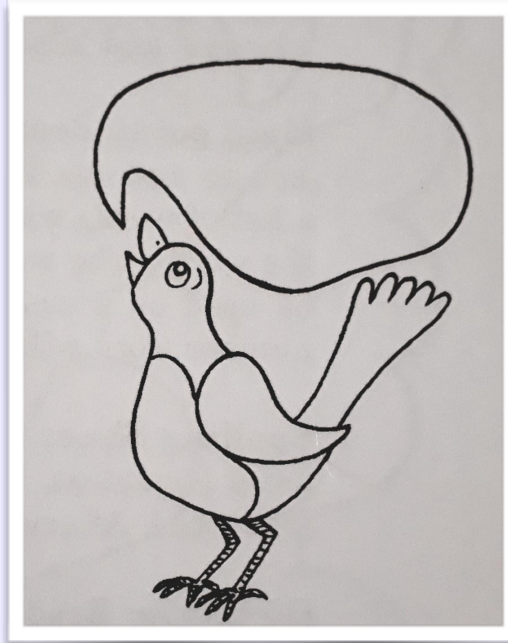
, **said** the bird.

## 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.

