

Scope & Sequence for Jolly Phonics: STEP 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9+
	s a t i p	n c k e h r	m d g o u	l f b ai j	oa ie ee or z w	ng v oo oo y x	ch sh th th qu ou	oi ue er ar	Continue to revise the letter sounds.
Letter Sound Recognition	- Introduce the sounds, letters and actions through stories, at a rate of one sound a day. - Revise the letters and sounds so that the children know them well.						Learn the sounds of the capital letters in preparation for reading sentences.		
Letter Formation	- Feel the letter shapes: air writing / grooved letters in the Finger Phonics books. - Learn the formation of the new letters. Revise the formation of recently learnt letters. - Practise neat and correct letter formation (including direction of movement), using the tripod grip: lesson pages, dry-wipe boards, lined paper.								
Blending (for reading)	Auditory blending: the teacher says the sounds in a word / the children listen for the word.	Blend words with: - initial and final consonant blends, e.g. <u>s</u>top and <u>m</u>ilk. - double letters, e.g. <u>d</u>uck and <u>h</u>ill.			Start using the JP Little Word Books with children who can independently blend simple regular words.			Introduce JP Readers (decodable books): - Orange Level (hesitant readers) - Pink Level (readers needing simpler texts, especially EAL/EFL learners). - Red Level (confident readers).	
	Frequently blend simple words that use the taught letter sounds, including words with digraphs.								
Identifying Sounds in Words (for writing)	Introduce the reading of phrases (Week 2) and simple sentences (Week 5), using suggestions from the lesson plans and/or JP Word Bank. Demonstrate how to adjust the pronunciation of certain words, such as <i>a</i> and <i>is</i>.			- Identify the sounds in a word: Is there a /s/ in <i>nest</i>? Is it at the beginning, the middle or the end? - Call out simple words, e.g. <i>dog</i>, <i>clap</i>, <i>sheep</i>. The children respond by saying the individual sounds and holding up a finger for each one: /d-o-g/ (3 sounds, 3 fingers); /c-l-a-p/ (4 sounds, 4 fingers); /sh-ee-p/ (3 sounds, 3 fingers). Write the sounds on the board as they are called out and blend them with the children to read the word and check it is correct. - Dictate letter sounds and simple regular words, including words with digraphs.					
	- Segment regular words - Dictation			Teach the first 12 tricky words: /sh/ lesson: <i>i</i> /th/ lesson: <i>the</i> /qu/: <i>he, she</i> /ou/: <i>me, we</i> /oi/: <i>be</i> /ue/: <i>was</i> /er/: <i>to, do</i> /ar/: <i>are, all</i>.					
Tricky Words	- Read tricky words and identify the tricky part - Write tricky words, remembering how the tricky part is spelt			Continue to revise the tricky words.					