

Introducing...



Jolly
Phonics

Little Word Books



Fully decodable books for new readers!

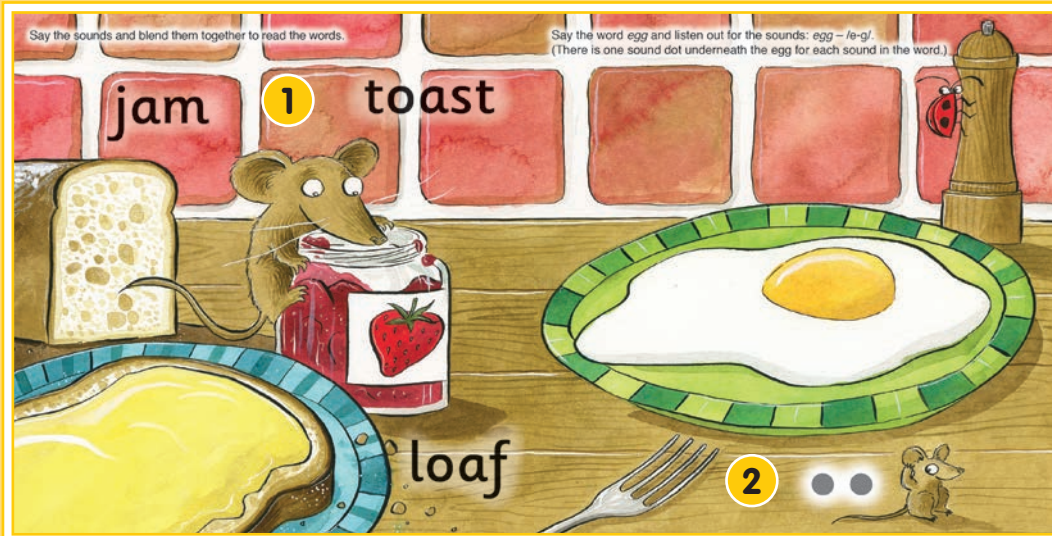
The **Jolly Phonics Little Word Books** are fully decodable books for new readers. They have a very carefully controlled vocabulary and are specifically designed for children who are learning to read and write with Jolly Phonics. The text in the first two books uses only decodable regular words made up from the first group of letter sounds; the text in the next two books uses only the first and second groups of letter sounds and so on, so that the number of sounds used in the text builds up cumulatively.

Tips for teachers and parents are also included within each book.

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

JL7137 Jolly Phonics Little Word Books (14 books)

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1. Words in books only contains the letter sounds covered in each set.

2. Some words are replaced by sound dots. Children can look at the picture, say the word and listen for the sounds.

3. Guidance for teachers and parents, highlighting what their child needs to know ahead of attempting to read this book.

4. Each book lists the sounds that will be used

5. Tips for teachers and parents

Teachers and parents

3

Before tackling this Little Word Book, a child will need to be able to do the following:

- Say the sounds made by the letters shown below;
- Read (blend) regular words containing these letter sounds.

Letter sounds

4

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

Tips for teachers and parents

5

• Sound dots

Some of the pages in this book have sound dots. Each of the dots represents a sound in the word illustrated above the dots. Say the word very slowly and clearly for the child, and then model sounding it out, pointing to each dot as you say the sound: for example, *cake* - /c-ai-k/. It is important to focus on the sounds in the word and not the letters used to spell it, so the sounds in *cake* are /c-ai-k/ and not /c-a-k-e/. The individual sounds in each sounding-out word are given in the instructions at the top of the page. After you have modelled sounding out a few times, the child will begin to hear the individual sounds without help.

• Silent letters

Some English words have silent letters, such as the 'e' in *gone*, which are not pronounced when the word is read. In these books, any silent letters are shown in faint type. Remind the child not to say the faint letters when blending the word.

• 's' saying /z/

The letter 's' is sometimes pronounced /z/; for example, at the ends of *is* and *his*. Children do not usually have trouble reading these words, but they might need some help and guidance at the beginning.

• Vocabulary

If any vocabulary might be new to the child, ask what (s)he thinks it means. If (s)he does not know, point out the item in the picture, or explain the word and relate it to what is happening in the book.

Titles in this series include:

- | | |
|-----------------------------|-------------------------|
| 1a <i>Ants in a Tin</i> | 4b <i>Mmm, Snacks</i> |
| 1b <i>Snip, Snip</i> | 5a <i>Rook Wood</i> |
| 2a <i>Ten Tents</i> | 5b <i>Moon Landing</i> |
| 2b <i>Kitten in Mittens</i> | 6a <i>Puffin Cliffs</i> |
| 3a <i>Frog's Pond</i> | 6b <i>Traffic Jam</i> |
| 3b <i>Dog Digs</i> | 7a <i>Farm Rescue</i> |
| 4a <i>Train Tracks</i> | 7b <i>River Outing</i> |



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