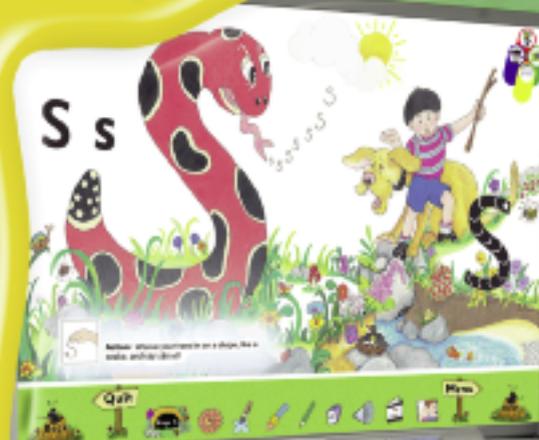


- ☀ Structured daily sessions, teaching the five skills for reading and writing.
- ☀ Step-by-step teacher's notes for every session, available on screen or for printing.
- ☀ Interactive lessons with lots of blending, spelling and writing practice.
- ☀ Audio option for hearing the sounds, Jolly Jingles and Jolly Songs.
- ☀ Lots of printable worksheets, templates and games.

*Easy to use on any whiteboard*

# Jolly Phonics *for the* Whiteboard Manual



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## Installation

### **Jolly Phonics for the Whiteboard**

has three main modules or 'Steps' provided over two discs: Step 1 (disc 1) and Steps 2 and 3 (disc 2). A PDF of this manual can be viewed prior to installation or while the software is running by clicking 'Manual' on the menu pages for each step. Adobe® Reader® (disc 2) or similar software is needed to display and print teacher's help and worksheets in the charts.

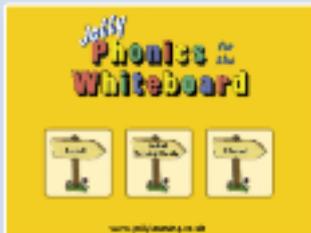
Place Disc 1 in your computer's CD/DVD drive, click the 'Install' button in the pop-up window and follow the on-screen instructions. If CD Autorun fails on a PC, click 'start' on the task bar, select 'My Computer' from the menu and double click your CD-ROM drive icon for the pop-up installation window. The serial number on the back of the CD case is required to activate the software. PC users will be prompted during the installation process; Mac users will be prompted when they first run the program. **Please Note: Mac systems do not allow for previous installation detection. Inserting the disc after installation will prompt you to install again and should be ignored.**

### **Running the software after installation**

Windows: Depending on the option selected at installation, either double click the desktop shortcut icon or run it from the start menu programs folder.

Mac: For each Step, open the relevant 'JP Whiteboard' folder in 'Applications' and double click the 'START' file.

To uninstall this product on a PC you can use the 'Add/Remove Program' tool in the control panel, or the Uninstall link in the 'start' menu. On a Mac you will need to navigate to the folder where the software is installed and drag the product files to the trash.



## Network Installation

*This section is intended as a guide for administrators only.*

### Windows

Copy 'Install.msi' and 'Jolly1.cab' from Disc 1 and 'Jolly2.cab' from Disc 2 to a folder for distribution. The following script can be adapted to most situations and will perform a silent install of the product to the chosen application directory:

```
msiexec /i "path_to_install.msi" /qn PIDKEY="16_digit_serial" APPDIR="path_to_install_location"
```

*Note: The 16 digit serial must include the hyphens*

### Mac (using Apple Remote Desktop)

1. Ensure the software has been installed to a desired folder for deployment, launched once and activated with the serial number.
2. Open Apple Remote Desktop and select the clients to deploy the software on.
3. Choose 'Manage' and then 'Copy items'. Drag and drop the three JP Whiteboard folders from the deployment folder onto the 'items to copy' list.
4. Apply the following settings and then click copy:  
Place items in: *Applications Folder.*  
Set item ownership to: *Preserve current owner.*
6. Next, for the same clients, choose 'Manage', then 'Copy items'.
7. Navigate to '/Library/Application Support'. Drag and drop the 'Jolly Learning Ltd' folder onto the 'items to copy' list.
8. Set 'Place items in:' to either */Library/Application Support (Local Application Support folder)* or *~/Library/Application Support (User Application Support folder)*.
9. Set 'Set item ownership to: Preserve current owner'. Click copy.

### Software Support

In the unlikely event that you experience problems using this software please email us at: [support@jollylearning.co.uk](mailto:support@jollylearning.co.uk)

***Whilst the software is designed to run full screen, you can use your operating system's default shortcuts as follows:***

- Windows** To access your desktop: Windows key + D  
To switch between programs: Alt key + Tab
- Mac** To switch between programs: Cmd/Apple key + Tab

## Introduction

**Jolly Phonics for the Whiteboard** provides a complete teaching framework for the first year of learning to read and write. There are structured daily sessions, with step-by-step guidance.

The five basic skills in **Jolly Phonics** are:

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



### 1. Learning the letter sounds

In **Jolly Phonics** the 42 main sounds of English are taught, not just the alphabet. The sounds are in seven groups. Some sounds, called digraphs, are written with two letters (for example, /ee/ as in **bee** and /or/ as in **for**). The digraphs 'oo' and 'th' can each make two different sounds, as in **book** and **moon, that** and **three**.

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



Children learn each letter by its sound, not its name. For instance, 'a' is /a/ (as in **ant**), not 'ay' (as in **day**). This will help in blending. The name of each letter follows later. Each sound has a story and an action, which help children remember the letter(s) that represent it.

The letters are not introduced in alphabetical order. The first group (s, a, t, i, p, n) is taught first because many simple three-letter words

can be made from the six letters. Sounds written in more than one way are initially taught in one form only. For example, 'ai' (as in **rain**) is taught first, then 'a\_e' (as in **gate**) and 'ay' (as in **day**) follow later.

### 2. Learning letter formation

The pencil should be held in the 'tripod' grip between the thumb and first two fingers. In time, the children will need to learn joined-up (cursive) writing, which aids fluency of writing and improves spelling. **Jolly Phonics for the Whiteboard** is available in either precursive (joining tails) or print letters (without joining tails), depending on whether joined-up writing is introduced early on. Typically UK schools use precursive, while US schools mostly use print letters. Schools in other countries will typically choose one or the other.



### 3. Blending

Blending is the process of saying the individual sounds in a word and running them together to make the word: s-w-ee-p, sweep. Every child needs to learn the technique, and it improves with practice.



s w ee p  
• • • •

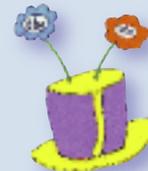
### 4. Identifying sounds in words

The ability to hear the sounds in words is called phonological awareness. It is the skill needed to be able to spell a word. Even with tricky words, an understanding of letter sounds helps.



### 5. Spelling the tricky words

Tricky words such as **said** and **was** cannot be read solely by blending and have to be taught. They have a 'tricky' part, which is irregular, or is written with an alternative spelling not yet taught. There are several ways of learning tricky spellings but the main one in **Jolly Phonics for the Whiteboard** is Look, Cover, Write and Check.



**Jolly Phonics for the Whiteboard** has 3 main modules or 'Steps':

**Step 1** provides 39 daily flipcharts, each teaching a new sound or sounds. The sounds should be taught in order, starting with /s/. By the end of Step 1, the children should know the 42 main sounds of English and the first set of 12 tricky words. They should know how to write these sounds, be able to blend them together to read simple words and phrases and be able to spell simple regular words by hearing the sounds in the word.

**Step 2** can be taught once the children have completed Step 1. Both Steps 2 and 3 build on the teaching of the previous module. They each provide 12 weekly units, and follow a similar format of daily revision and consolidation, along with extension topics that can be taught over the week. By the end of Step 2, the children should be familiar with the first 40 tricky words and the alternative ways of writing the vowel sounds; they should know the alphabet and be able to write capital letters; and they will be able to write longer words and sentences through dictation and guided writing.

**Step 3** aims to consolidate the learning of the previous modules, continue introducing new tricky words and some new spelling patterns, and develop the children's ability to read and write more complex words and sentences through guided writing and simple comprehension activities. By the end of Step 3, the children should be familiar with all 72 tricky words and the short and long vowels, be able to read words using the alternative spellings, and be able to write simple sentences independently.

### Step 1: Content

Teaches the 42 main sounds and introduces the first 12 tricky words:

Chart	Tricky Word	Chart	Tricky Word
/sh/	l	/th/	the
/qu/	he, she	/ou/	me, we
/oi/	be	/ue/	was
/er/	to, do	/ar/	are, all

### Steps 2 and 3: Topic Content by Chart

Step/Unit	Alternatives	Handwriting / Read, Write & Revise	Tricky Words
2.1	y as /ee/	SATIPN	you, your
2.2	short vowels	CKEHRMD	come, some
2.3	ck	GOULFB	said, here, there
2.4	double letters	J	they
2.5	long vowels	ZWV	go, no, so
2.6	and magic e	YXQ	my, one, by
2.7	ay, oy	all capitals	only, old
2.8	ea	b and d	like, have
2.9	y, igh	r, n, m, h	live, give
2.10	ow	c, a, d, o, g, q	little, down
2.11	ir, ur	b, d, h, k, l, t	what, when, why
2.12	ew	tails under the line	where, who, which
3.1	ph as /f/	ABCDE	any, many
3.2	soft c	FGHI	more, before
3.3	soft g	JKLM	other, were
3.4	ai, ay, a_e	NOPQRS	because, want
3.5	ee, ea, e_e	TUVWXYZ	saw, put
3.6	ie, igh, y, i_e	oa, ng	could, should, would
3.7	oa, ow, o_e	oo, or	right, two, four, goes
3.8	ue, ew, u_e	ie, ee, ue	does, made, their
3.9	ou, ow	sh, ch, th	once, upon, always
3.10	oi, oy	er, ar, ai	also, of, eight
3.11	er, ir, ur	oi, ou	love, cover, after
3.12	ear, air, are	all digraphs	every, mother, father

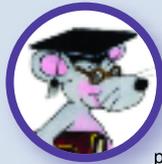
## Using the Toolbars

Every flipchart page has a pair of toolbars. The main toolbar runs along the bottom of the page and can be used by the teacher and the children. The teacher's toolbar is in the top right corner and is for the teacher only.



### Special Effects

The Spotlight and Blind tools focus attention on the screen.



### Teacher's Help

Step-by-step guidance, viewed on screen or printed off for reference.



### Print

Prints the current page selected or all the pages in a flipchart.



### Reset

Removes any added work and resets the contents of the screen.

### Back

Goes back to the previous page

### Page

Shows the page number

### Fill

Shades designated areas red, blue, green, etc

### Pencil

Offers a choice of Pencil or Highlighter for writing

### Speaker

Plays letter sounds and tricky words in dictation activities

### Letter Sounds

Gives the option to hear the letter sounds

### Next

Goes to the next page

### Quit

Quits the application

### Undo

Undoes the last Highlighter or Pencil action

### Eraser

Removes mistakes and reveals hidden content

### Flashcards

Goes directly to the flashcards page, showing the sounds taught so far

### Page Select

(Step 1 only)  
Allows quick navigation around the flipchart

### Menu

Goes to the main menu for the chart or module



**Navigating Flipcharts in Step 1**  
 Step 1 teaches the 42 main sounds. Select the group of sounds you want to teach from the main menu. Then select the sound from the group menu and click 'next' in the main toolbar to progress through the chart. This is typical of Step 1:



Main menu in Step 1 with letter sound group 3 menu



Title page for the sound /g/



Summary of the key toolbar features



Goes through all the sounds taught so far



Introduces the new sound through a story, action and song



An animated pencil shows the formation of the new sound



The children have a go at writing the letter



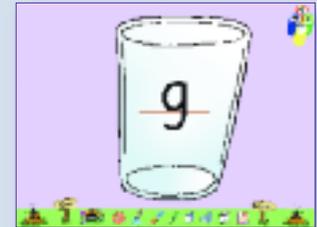
A game or activity focuses on the new sound



Blending and sounding practice uses the sounds taught so far



A second game or activity focuses on the new sound



Goes through the sounds again, including the new sound



Plenary page with words for blending



Worksheet to print and reproduce: Handwriting



Worksheet to print and reproduce: Sound Sheet



End of the flipchart

## Navigating Flipcharts in *Step 2* and *Step 3*

Both Step 2 and Step 3 have twelve weekly units.

Go to the main menu in either step and click on the unit you want to teach.

First, you will see a summary of the key toolbar features. Click on the page and continue to the unit menu.

Both steps follow a format of daily revision and consolidation, along with extension topics that can be taught over the week.

Using the unit menu, choose the section you want. This could be Daily Practice, a choice of four unit topics or a bank of reproducible worksheets and templates.

Daily Practice offers flashcards and dictation for a quick review of the letter sounds, as well as blending and sounding practice.

The four unit topics are Alternatives, Handwriting, Tricky Words and Words and Sentences. In Step 3, Handwriting becomes Read, Write and Revise (British English versions) or Read, Write and Review (American English versions).



Main menu for Steps 2 and 3



A summary of the key toolbar features



Unit Menu offering daily practice, a choice of topics and worksheets



Daily Practice Menu offering flashcards and dictation, plus blending and sounding practice



### Daily Practice in Step 2 and Step 3

As in Step 1, it is important to spend a little time going through the letter sounds and doing some blending and sounding every day.

This can be done in Daily Practice, which has flashcards and dictation for the letter sounds and a page of words per day for blending and sounding.

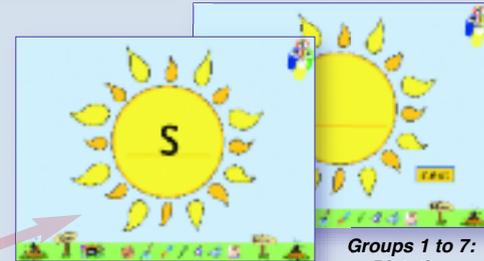
In Step 2, you can go through all the letter sounds, or choose between groups 1 to 3 and groups 4 to 7. In Step 3, the choice is between groups 1 to 7, groups 4 to 7, and the alternatives. The sounds appear once and in a random order each time.

Navigate the sub-menus to go to the section you want. These examples are from Step 2, except for the Alternatives, which are taken from Step 3.



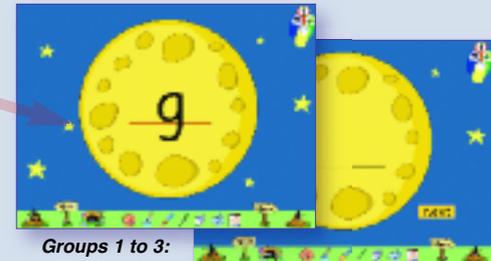
Alternatives: Flashcards

Alternatives: Dictation



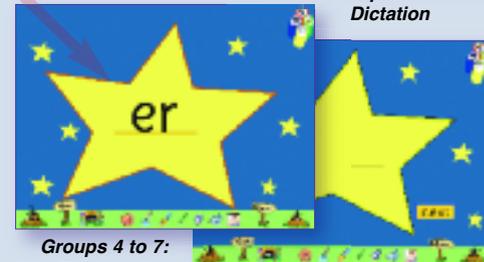
Groups 1 to 7: Flashcards

Groups 1 to 7: Dictation



Groups 1 to 3: Flashcards

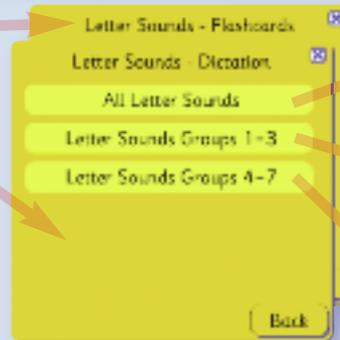
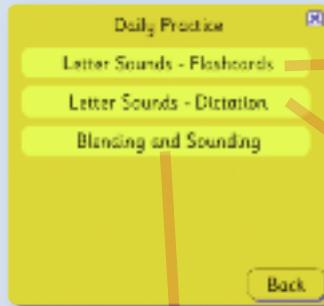
Groups 1 to 3: Dictation



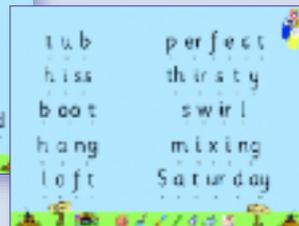
Groups 4 to 7: Flashcards

Groups 4 to 7: Dictation

### Daily Practice



Step 2: Unit 2



Step 2: Unit 12

**Unit Topics in Steps 2 and 3:** The four unit topics (Alternatives, Handwriting, Tricky Words, and Words and Sentences) can be

taught over the week in whichever order is preferred. Here are some typical pages and worksheets:



Alternatives



Handwriting



Tricky Words



Words & Sentences



Worksheets

## Credits

Authors: Sara Wernham and Sue Lloyd with Susan Lauder

Illustrator: Lib Stephen

Project Manager: Angela Hockley

Development Team: Susan Lauder, Richard McCormick and John Leitch, Edpax International Ltd

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## Handling Your Jolly Phonics for the Whiteboard Discs

Keep the discs clean and always hold them by the edges. Keep them in the protective case when not in use. Clean the discs with a lint-free, soft, dry cloth, wiping in straight lines from middle to the outer edge. Never use solvents or abrasive cleaners.

## PC and Mac Minimum System Requirements

PC: Intel PIII 1GHz or higher (or equivalent) running either Windows® XP, Vista or 7

Mac (Intel-based): OS X 10.4.x-10.6.6

For both PC and Mac: User with Administrator/Privileged Access Rights for installation, 550MB free hard-disk space for typical install, 256MB RAM, SVGA graphics (800 x 600 at 16-bit), CD-ROM drive, sound card.