

Why use Jolly Phonics in your school?

A program that grows with your children

Jolly Phonics is a comprehensive literacy program that meets many of the requirements of the Common Core State Standards.

Teaching begins with systematic synthetic phonics in Kindergarten. As children move through the Grades, the early phonics teaching is reviewed and extended with the teaching of grammar, spelling and punctuation concepts.

Multi-sensory teaching keeps children active and engaged in their learning. Lessons are carefully sequenced, age appropriate and build on children's knowledge from earlier years.

Children make rapid progress and continue to develop their understanding of how language works. This brings diversity to their writing and improves spelling, enabling them to express themselves more accurately and clearly.

- Lesson plans with detailed teacher's notes provide support and guidance
- Multi-sensory teaching through the school years
- Extensive range of resources, including photocopiable handbooks, student and teacher's books, software, decodable readers and posters



Training options to suit your school

To help you get the most from the program we provide a range of high quality training options:

- Attend a scheduled course covering phonics and grammar
- Invite a Jolly Phonics trainer to your school for whole school staff training
- Take the online Jolly Phonics course

For more details visit www.jollylearning.com/training-courses

Jolly Phonics

Clear and structured progression for schools providing

Phonics Grammar Spelling Punctuation Extra Support

Age 4 Age 5 Age 6 Age 7 Age 8 Age 9 Age 10 Age 11 Age 12

Phonics

Grammar 1

Grammar 2

Grammar 3

Grammar 4

Grammar 5

Grammar 6

available back to school 2015



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Jolly Phonics

Aligns with the Common Core State Standards (CCSS) from Kindergarten to Grade 5 for English Language Arts



Phonics Grammar Spelling Punctuation Extra Support

How Jolly Phonics aligns with The Common Core State Standards (CCSS)

Clear and consistent standards

Building on the best of existing state standards, the Common Core State Standards provide clear and consistent learning goals throughout school. The standards focus on core concepts and procedures starting in the early grades, which gives teachers the time needed to teach them and gives students the time needed to master them. While the standards set grade-specific goals, they do not define how the standards should be taught or which materials should be used.

Reading Foundational Skills

- print concepts
- phonological awareness
- phonics and word recognition
- fluency

Language Skills

- conventions of standard English
- vocabulary acquisition and use

What this guide shows

The center spread of this guide identifies the key requirements of The Common Core State Standards. The list is detailed to reflect the reading foundation and the language skills that are required to be taught from Kindergarten to Grade 5.

Jolly Phonics has a Handbook, or Student and Teacher's Books, for each year. This guide is arranged by each of these years of Jolly Phonics. Separately there is the wider range of materials (books, posters, software, readers and more) that can often be used over many years.



From this guide you can have confidence that Jolly Phonics aligns with the Common Core State Standards, and will enable you to deliver it. It is a highly effective teaching program that will enable children to:

- read fluently, with understanding
- spell and punctuate more accurately
- have a wider vocabulary
- produce better, more interesting pieces of writing
- have a clearer understanding of how language works



Kindergarten - Jolly Phonics

Reading Foundational Skills

Print Concepts

- Follow words from left to right, top to bottom, and page by page
- Recognize that spoken words are represented in written language by specific sequences of letters
- Understand that words are separated by spaces in print
- Recognize and name all uppercase and lowercase letters of the alphabet

Phonological Awareness

- Recognize and produce rhyming words
- Count, pronounce, blend, and segment syllables in spoken words
- Blend and segment onsets and rimes of single-syllable spoken words
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

Phonics and Word Recognition

- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels
- Read common high-frequency words by sight (ex.: the, of, to, you, my, is, are, does)
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ

Fluency

- Read emergent-reader texts with purpose and understanding

Language

Conventions of Standard English

- Print many uppercase and lowercase letters
- Use frequently occurring nouns and verbs
- Form regular plural nouns orally by adding /s/ or /es/
- Understand and use question words
- Use the most frequently occurring prepositions
- Produce and expand complete sentences in shared language activities
- Capitalize the first word in a sentence and the pronoun I
- Recognize and name end punctuation
- Write a letter or letters for most consonant and short vowel sounds (phonemes)
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships

Key

- Jolly Phonics**
- Grammar 1 & 2**
- Jolly Phonics & Grammar 1 & 2**
- Grammar 3**
- Grammar 4**
- Grammar 5**

Our thanks to Deb Bible who helped produce this guide.

Grade 1 - Grammar 1

Reading Foundational Skills

Print Concepts

- Recognize the distinguishing features of a sentence (ex.: first word, capitalization, ending punctuation)

Phonological Awareness

- Distinguish long from short vowel sounds in spoken single-syllable words
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

Phonics and Word Recognition

- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)
- Decode regularly spelled one-syllable words
- Know final e and common vowel team conventions for representing long vowel sounds
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
- Decode two-syllable words following basic patterns by breaking the words into syllables
- Read words with inflectional endings
- Recognize and read grade-appropriate irregularly spelled words

Language

Conventions of Standard English

- Print all upper and lowercase letters
- Use common, proper, and possessive nouns
- Use singular and plural nouns with matching verbs in basic sentences (ex.: He hops; We hop)
- Use personal, possessive, and indefinite pronouns (ex.: I, me, my; they, them, their, anyone, everything)
- Use verbs to convey a sense of past, present, and future (ex.: Yesterday I walked home; Today I walk home; Tomorrow I will walk home)
- Use frequently occurring adjectives
- Use frequently occurring conjunctions (ex.: and, but, or, so, because)
- Use determiners (ex.: articles and demonstratives)
- Use frequently occurring prepositions (ex.: during, beyond, toward)
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- Capitalize dates and names of people
- Use end punctuation for sentences
- Use commas in dates and to separate single words in a series
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions words
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (ex.: because)

Grade 2 - Grammar 2

Reading Foundational Skills

Phonics and Word Recognition

- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Know spelling-sound correspondences for additional common vowel teams
- Decode regularly spelled two-syllable words with long vowels
- Decode words with common prefixes and suffixes
- Identify words with inconsistent but common spelling-sound correspondences
- Recognize and read grade-appropriate irregularly spelled words



Language

Conventions of Standard English

- Use collective nouns (ex.: group)
- Form and use frequently occurring irregular plural nouns (ex.: feet, children, teeth, mice, fish)
- Use reflexive pronouns (ex.: myself, ourselves)
- Form and use the past tense of frequently occurring irregular verbs (ex.: sat, hid, told)
- Use adjectives and adverbs, and choose between them depending on what is to be modified
- Produce and expand complete sentences in shared language activities
- Capitalize holidays, product names, and geographic names
- Use commas in greetings and closings of letters
- Use an apostrophe to form contractions and frequently occurring possessives
- Generalize learned spelling patterns when writing words
- Consult reference materials, including beginning dictionaries as needed to check/correct spellings

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

Grade 3 - Grammar 3

Reading Foundational Skills

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words
- Identify and know the meaning of the most common prefixes and derivational suffixes. (JG3 teaches suffixes -less and -ful and several prefixes.)
- Decode words with common Latin suffixes
- Decode multisyllable words
- Read grade-appropriate irregularly spelled words

Vocabulary Acquisition and Use

- Determine the meaning of the new word formed when a known affix is added to a known word (ex.: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)
- Use a known root word as a clue to the meaning of an unknown word with the same root (ex.: company, companion)
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases

See our catalog for resources to help you implement the CCSS

Language

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
- Form and use regular and irregular plural nouns
- Form and use regular and irregular verbs
- Form and use the simple (ex.: I walked; I walk; I will walk) verb tenses
- Ensure subject-verb and pronoun-antecedent agreement
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified
- Produce simple, compound, and complex sentences
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Use commas and quotation marks in dialogue
- Form and use possessives
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (ex.: sitting, smiled, cries, happiness)
- Use spelling patterns and generalizations (ex.: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

Reading Foundational Skills

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words
- Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (ex.: roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context



Language

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Form and use the progressive (ex.: I was walking; I am walking; I will be walking) verbs
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- Correctly use frequently confused words (ex.: to, too, two, there, their)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Use correct capitalization
- Use commas and quotation marks to mark direct speech and quotations from a text
- Spell grade-appropriate words correctly, consulting references as needed

Vocabulary Acquisition and Use

- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (ex.: telegraph, photograph)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)

Grade 5 - Grammar 5

Reading Foundational Skills

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words
- Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (ex.: roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context



Language

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Form and use the perfect (ex.: I had walked; I have walked; I will have walked) verb tenses
- Use verb tense to convey various times, sequences, states, and conditions
- Recognize and correct inappropriate shifts in verb tense
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Spell grade-appropriate words correctly, consulting references as needed

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (ex.: photograph, photosynthesis)
- Use the relationship between particular words (ex.: synonyms, antonyms, homographs) to better understand each of the words

Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading or listening
- Expand, combine, reduce sentences for meaning, reader/listener interest, and style