

Jolly Phonics Teacher Checklist

Teacher: _____ Class/Grade: _____ Date: _____

This checklist is mainly for an administrator to use, perhaps with lesson observation, to evaluate how faithfully Jolly Phonics is being used.

	Y	N	Further information
1. General 1.1 Are the skills of learning the letter sounds, letter formation, blending and identifying sounds in words being taught from the beginning?	<input type="checkbox"/>	<input type="checkbox"/>	It is important that all these skills are taught from the beginning, and not just the letter sounds. The introduction of tricky words is delayed but is then taught alongside the other skills.

Comments:

2. Learning Letter Sounds 2.1 Are the letter sounds being taught initially (not the letter names)? 2.2 Are the 42 letter sounds being taught at a fast pace (3-6 a week)? 2.3 Is there regular practice of the letter sounds taught so far? 2.4 Are the 42 letter sounds being taught, including the digraphs? 2.5 Are the main alternative spellings being introduced once the initial 42 letter sounds have been taught?	<input type="checkbox"/>	<input type="checkbox"/>	Introducing letter names is delayed until the third group of letter sounds has been taught to avoid confusion.
	<input type="checkbox"/>	<input type="checkbox"/>	Teaching fewer than 3 letter sounds a week is not very stimulating and should be avoided, if possible.
	<input type="checkbox"/>	<input type="checkbox"/>	It is important to provide the class with some quick practice in every lesson. It is also important to monitor individual performance.
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	These should be introduced gradually (1-2 a week), at a pace that suits the class. Support can be given to the slower learners.

Comments:

3. Letter Formation 3.1 Is the class being taught how to hold a pencil properly, from the beginning? 3.2 Is the class being taught how to form each letter correctly? 3.3 Is the class being given regular practice in letter formation?	<input type="checkbox"/>	<input type="checkbox"/>	The tripod grip is recommended. This teaching is most important in the initial stages.
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	Regular letter-sound dictation provides the opportunity to check on the formation of letters.

	Y	N	Further information
3.4 Is the class being monitored to ensure correct formation and neat handwriting?	<input type="checkbox"/>	<input type="checkbox"/>	
3.5 Is the alphabet being introduced at an appropriate stage?	<input type="checkbox"/>	<input type="checkbox"/>	It is recommended that the class learns how to sing or recite the alphabet once the third letter sound group has been taught.
3.6 Is the class being taught how to form the capital letters correctly?	<input type="checkbox"/>	<input type="checkbox"/>	Capital letters are not introduced initially, but are taught once the alphabet has been introduced.

Comments:

4. Blending

4.1 Is the class being taught how to blend sounds into words?	<input type="checkbox"/>	<input type="checkbox"/>	Regular practice is important. In the initial stages, the teacher may say the sounds for the class to blend. Eventually, everyone should be able to read and blend the word themselves.
4.2 Are words, phrases and sentences being provided for blending?	<input type="checkbox"/>	<input type="checkbox"/>	Regular whole class and individual practice is needed to develop fluency in this skill. The texts should only use the letter sounds and tricky words taught so far.
4.3 Are decodable books being used in individual reading practice, once the skill of blending has been acquired?	<input type="checkbox"/>	<input type="checkbox"/>	Decodable books only use the letter sounds and tricky words taught so far. A wider choice of books can be given to those in the class who have fluency of reading and who blend new, unfamiliar words automatically.

Comments:

5. Identifying the Sounds in Words (Segmenting)

5.1 Is the class being taught to identify all the sounds in words?	<input type="checkbox"/>	<input type="checkbox"/>	For spelling, it is important that all the sounds in a word can be identified, and not just the initial sound.
5.2 Are words being dictated to the class on a regular basis?	<input type="checkbox"/>	<input type="checkbox"/>	Initially, words for dictation should avoid double or silent letters and be restricted to those of the 42 letter sounds that have been taught so far.
5.3 Are model sentences being written on the board for the class?	<input type="checkbox"/>	<input type="checkbox"/>	Model writing demonstrates how to write a given sentence (eg starting with a capital letter, writing letters for the sounds in words, leaving spaces, spelling the tricky word, etc). A good time to start is when the tricky words are being taught.
5.4 Are sentences being dictated, using the letter sounds and tricky words taught so far?	<input type="checkbox"/>	<input type="checkbox"/>	It works well to give sentence dictation at least twice a week, in preparation for independent writing. However, it is best to do this once most of the class can write words from dictation.
5.5 Is the class being encouraged to write independently, once the initial 42 letter sounds have been taught?	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

	Y	N	Further information
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6. Tricky Words

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| 6.1 Is the class being taught the tricky words? | <input type="checkbox"/> | <input type="checkbox"/> | Generally, the tricky words are introduced once /th/ has been taught. |
| 6.2 Is the class being taught to identify the awkward bits of tricky words for reading and spelling? | <input type="checkbox"/> | <input type="checkbox"/> | For example, in the word 'said', the /s/ and /d/ sounds are regular but it must be remembered that the <a> spelling has an /e/ sound. |
| 6.3 Is the class being given regular practice in reading and writing the tricky words? | <input type="checkbox"/> | <input type="checkbox"/> | |

Comments:

7. Struggling Students

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| 7.1 Are those who are struggling to learn the letters sounds being identified at an early stage? | <input type="checkbox"/> | <input type="checkbox"/> | It should be possible to identify strugglers by the time the second group of letter sounds has been introduced. Slow learners of the letter sounds tend to have a poor visual memory. They need extra practice and support from the teacher or a buddy. |
| 7.2 Are those who are struggling with any of the other skills (letter formation, blending, segmenting and tricky words) being identified as early as possible? | <input type="checkbox"/> | <input type="checkbox"/> | Each weakness needs attention. Those struggling to blend and segment have poor auditory skills. They will need more practice than the rest of the class, either in small groups or individually. |
| 7.3 Is extra practice and support being given to those who need it? | <input type="checkbox"/> | <input type="checkbox"/> | The earlier the intervention, the more effective it will be and the more likely that further difficulties will be avoided. Any improvement should be demonstrable, either in achievement (eg the number of letter sounds known, improved motor skills, etc) or against something like the spelling/reading age. |

Comments: