

# Grammar

Leading The Teaching Of Literacy  
Improving Children's Written And Oral  
Expression



# Phonics & Grammar

An integrated programme that grows with the children

ages <b>4-5</b> Phonics	ages <b>5-6</b> Grammar 1	ages <b>6-7</b> Grammar 2	ages <b>7-8</b> Grammar 3	ages <b>8-9</b> Grammar 4	ages <b>9-10</b> Grammar 5	ages <b>10-11</b> Grammar 6
<b>Phonics</b>	<b>Grammar, Spelling and Punctuation</b>					
	<b>Jolly Phonics Readers</b>					

# Jolly Phonics

*Jolly Phonics continues with Grammar and builds on the foundation and its 5 skills:*

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



# Jolly Phonics

**Spelling** lessons provide:

- Reinforcement of phonic knowledge (digraphs, alternatives, tricky words)
- Extension of phonic knowledge:
  - new spelling patterns
  - consonant blends
  - short vowels
  - syllables



# Jolly Phonics

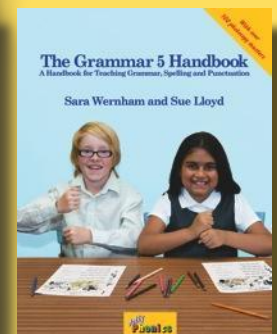
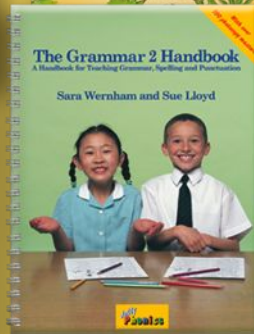
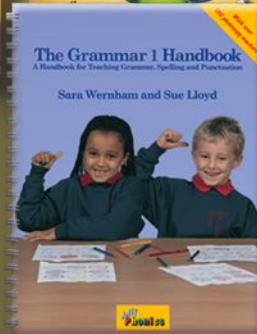
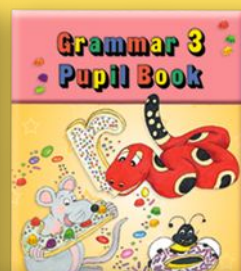
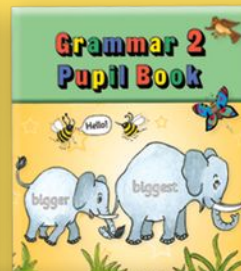
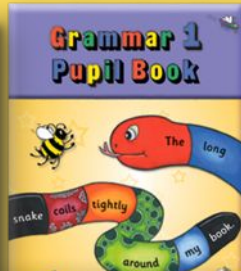
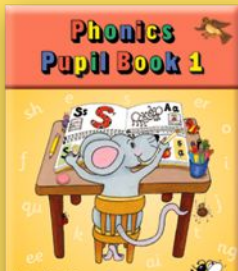
## Grammar lessons cover:

- Sentence writing
- Parts of speech / parsing
- Verb tenses
- Punctuation
- Dictionary work
- Vocabulary work
- Proofreading



# Core Materials

## Worksheets or Write-In Pupil Books



Phonics

Grammar

Grammar

Grammar

Grammar

Grammar

1

2

3

4

5

Grammar

# Handbooks & Pupil Books

## Similar format to The Phonics Handbook and Phonics Pupil Books

- Detailed introduction
- Teacher's notes for every lesson
- Photocopiable worksheets in the Handbooks
- Colour lesson pages in the Pupil Books
- Extension activities



# Handbooks & Pupil Books

## Same content, different delivery

Handbooks

Find the words from the Spelling List. Which one is missing?

a	b	s	t	w	a	d	d	l	e	r	r	y	n
s	w	a	f	t	z	i	n	g	c	h	i	m	f
s	w	a	p	l	e	s	q	u	a	b	b	l	e
g	y	q	u	a	n	t	i	t	y	r	o	u	w
s	q	u	a	l	i	t	y	p	i	n	t	a	x
z	e	u	t	h	s	w	a	n	d	a	y	e	r
s	w	a	m	p	l	e	n	w	a	l	l	e	t
s	w	a	t	c	h	i	n	v	o	i	c	k	e
c	e	l	l	i	n	g	s	q	u	a	l	i	d
w	r	o	t	w	r	i	s	t	w	a	t	c	h
p	h	y	s	i	c	i	a	s	q	u	a	d	n
f	l	i	s	q	u	a	t	h	v	i	x	o	l
w	a	d	d	l	e	w	a	l	l	a	b	y	r
e	a	r	y	q	u	a	n	d	a	r	y	v	e

Spelling List 28

- swap
- waft
- swamp
- wand
- wallet
- squad
- swatch
- squat
- squalid
- quality
- wallaby
- waddle
- squabble
- twaddle
- quandary
- wristwatch
- quantity
- qualification

Split these words into syllables. 1  
squash quarry w

Parse these sentences and identify the subject in each one.  
1. The swallow swoops high into the sunny sky.  
2. The white swan is floating gracefully along the River Thames.

Find the words from the spelling list. Which one is missing?

a	b	s	t	w	a	d	d	l	e	r	r	y	n
s	w	a	f	t	z	i	n	g	c	h	i	m	f
s	w	a	p	l	e	s	q	u	a	b	b	l	e
g	y	q	u	a	n	t	i	t	y	r	o	u	w
s	q	u	a	l	i	t	y	p	i	n	t	a	x
z	e	u	t	h	s	w	a	n	d	a	y	e	r
s	w	a	m	p	l	e	n	w	a	l	l	e	t
s	w	a	t	c	h	i	n	v	o	i	c	k	e
c	e	l	l	i	n	g	s	q	u	a	l	i	d
w	r	o	t	w	r	i	s	t	w	a	t	c	h
p	h	y	s	i	c	i	a	s	q	u	a	d	n
f	l	i	s	q	u	a	t	h	v	i	x	o	l
w	a	d	d	l	e	w	a	l	l	a	b	y	r
e	a	r	y	q	u	a	n	d	a	r	y	v	e

Look up each word in the dictionary and read its definition. Write the page number in the swan.

Split these words into syllables. For words of one syllable add the long or short vowel symbol.  
squash quarry wander wallet twaddle

Parse these sentences and identify the subject in each one.  
The swallow swoops high into the sunny sky.  
The white swan is floating gracefully along the River Thames.

Put the words from the Spelling List into the crossword.

Spelling List 27

- abyss
- myth
- lynx
- lyrics
- syrap
- idyllic
- pyramid
- symbol
- cymbal
- system
- Egypt
- typical
- syllable
- sympathy
- mystery
- rhythm
- acrylic
- physic

Split the word  
Olytr

Parse the word  
Parrir

Put the words from the Spelling List into the crossword.

Put the words from the spelling list into the crossword.

Look up each word in the dictionary and read its definition. Write the page number in the syrap.

Split these words into syllables. For words of one syllable add the long or short vowel symbol.  
Olympic cygnet system hymn pygmy

Parse these sentences and identify the subject in each one.  
She will be learning the lyrics for her new song.  
We heard mysterious myths about the Egyptian pyramids.

Pupil Books



# Spelling & Grammar

Consolidates and extends phonic knowledge

Introduces and develops key grammar, punctuation and writing skills

! 's ,

homophones

object suffixes

prefixes subject

contractions

paragraphs

“ spelling

parts of speech

dictionaries word

opposites webs

vocabulary skills ”

syllables?

# Spelling Progression

## Grammar 1

## Grammar 2

Write an <ay> word and draw a picture in each crayon.

168

Spelling Sheet 19 (GH1)

**Action:** Cup your hand over your ear, as if you are hard of hearing, and say *ai, ai, ai?*

Spelling List

the /ai/ sound: <ai>, <ay> or <a\_e>

Underline the spelling you think is correct. Then use a dictionary to check your answer, and tick the right spelling.

1. next	ate ait ayt	wate wait wayt	day dai daye
2. quit	naym naim name	snaik snake snayk	traye traï tray
3. m_k			
4. p__			
5. m__n			
6. cl__			
7. w__st			
8. r__nstorm			
9. half			
10. quarter			

Choose a word from the list to fit each sentence.

- She made a model from \_\_\_\_\_.
- Is it free or do we have to \_\_\_\_\_?
- I got wet in the \_\_\_\_\_.
- My jeans have a tight \_\_\_\_\_.

half /h/ h \_ l \_  
\_ a \_ f  
h \_ \_ \_

quarter /k/ q \_ a \_ t \_  
\_ u \_ r \_ \_  
\_ \_ \_ t \_ r

'there' or 'their'?

- \_\_\_\_\_ they are! Up \_\_\_\_\_.
- \_\_\_\_\_ toys are over \_\_\_\_\_.

'are' or 'our'?

- We \_\_\_\_\_ going to visit \_\_\_\_\_ grandma.
- They \_\_\_\_\_ all coming to \_\_\_\_\_ school.

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Spelling Sheet 13 (GH2)

# Spelling Progression

## Grammar 3

## Grammar 4

**Spelling List 19**

- crazy
- taste
- basic
- baby
- haste
- maple
- inhaler
- pastry
- acorn
- stable
- vacant
- chamber
- plague
- chaotic
- stranger
- adjacent
- newspaper
- conversation

**Grammar 3**

Read each word and draw a picture for it in the box.

cradle      baby

lady      acorn

raven      stable

Look up these words in the dictionary. Write the page number in the box.

table	apron	raven
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lazy	famous	gravy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Split these words into syllables.

basic    lazy    vacant    newspaper    conversation

Parse these sentences.

- The beautiful lady ate a tasty pastry.
- The lazy alien is lying in the lunar crater.

Spelling Sheet 19 (GH3)

**Spelling List 24**

**Schwa 'i'**

- civil
- pupil
- pencil
- weevil
- evil
- peril
- nostril
- basil
- April
- fossil
- gerbil
- anvil
- utensil
- tendril
- lentil
- council
- stencil
- tranquil

Unscramble the letters and add them to 'i' on the pencils to make words from the Spelling List.

cenp      ppu      weve

tentl      berg

sofs      tencs

trnos

van

trnd

vic

quarnt      cocun

Look at each picture and description below, and write down the personal pronoun to match.

SINGULAR			PLURAL		
1st Person	2nd Person	3rd Person	1st Person	2nd Person	3rd Person

Parse this sentence, identify the subject and choose the correct tense.

The pupil is drawing carefully inside the stencil with a green pencil.

simple past	simple present	simple future
past continuous	present continuous	future continuous

Spelling Sheet 24 (GH4)

# Spelling Progression

## Grammar 5

**Spelling List 13**

Which nouns in the Spelling List come from these root verbs?

- option
- position
- action
- section
- mention
- question
- direction
- suggestion
- infection
- rejection
- condition
- function
- competition
- contribution
- introduction
- opposition
- production
- connection

to act      to infect

to opt      to reject

to suggest      to quest

to direct      to contribute

to oppose      to produce

to compete      to connect

to introduce

**REMEMBER!**  
If 'to' can be put in front of a word and still make sense, it can be a verb.

Write four words from the Spelling List that can be used both as a noun and a verb.

Spelling Sheet 13 (GHS)

**Spelling List 16**

Write the meaning for each of the spelling words numbered below.

musician

magician

dietician

optician

tactician

technician

clinician

mortician

patrician

politician

physician

electrician

beautician

statistician

arithmetician

mathematician

obstetrician

paediatrician

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Spelling Sheet 16 (GHS)

**Spelling List 15**

Which four words from the Spelling List contain the word 'mission'?

1. session

2. passion

3. mission

4. permission

5. submission

6. admission

7. expression

8. impression

9. profession

10. aggression

11. progression

12. obsession

13. discussion

14. depression

15. succession

16. concession

17. omission

18. percussion

to permit      to submit

to admit      to express

to impress      to progress

to obsess      to discuss

to depress      to succeed

to concede      to omit

Find three words from the Spelling List which begin with these prefixes.

(de-)

(ex-)


(sub-)

Spelling Sheet 15 (GHS)

# Grammar Progression

## Grammar 1

## Grammar 2

**Future**      Verbs  Red

Past Yesterday		Future Tomorrow
I _____	I cook	I _____
I _____	I listen	I _____
I _____	I skate	I _____
I _____	I walk	I _____

Write some sentences about what you did yesterday.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


Write some sentences about what you will do tomorrow.

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_


A sentence must have a verb.  
Underline the verbs in your sentences in red.

 **Action (Future):** Point to the front.

Grammar Sheet 18 (GH1)

**'to be'**      Verb  Red



Fill in the verb 'to be' in the present tense.

 I \_\_\_\_\_      we \_\_\_\_\_


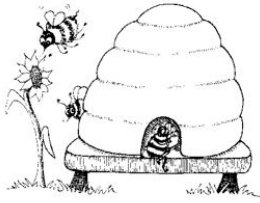
you \_\_\_\_\_      you \_\_\_\_\_

he/she/it \_\_\_\_\_      they \_\_\_\_\_

Write in the missing parts of the verb 'to be'.

- You \_\_\_\_\_ very tall. 
- She \_\_\_\_\_ a girl.
- Today they \_\_\_\_\_ happy.
- Ben said, "I \_\_\_\_\_ six years old."
- The car \_\_\_\_\_ red. 
- We \_\_\_\_\_ in the race.

Draw a bee around the part of the verb 'to be' in each sentence.

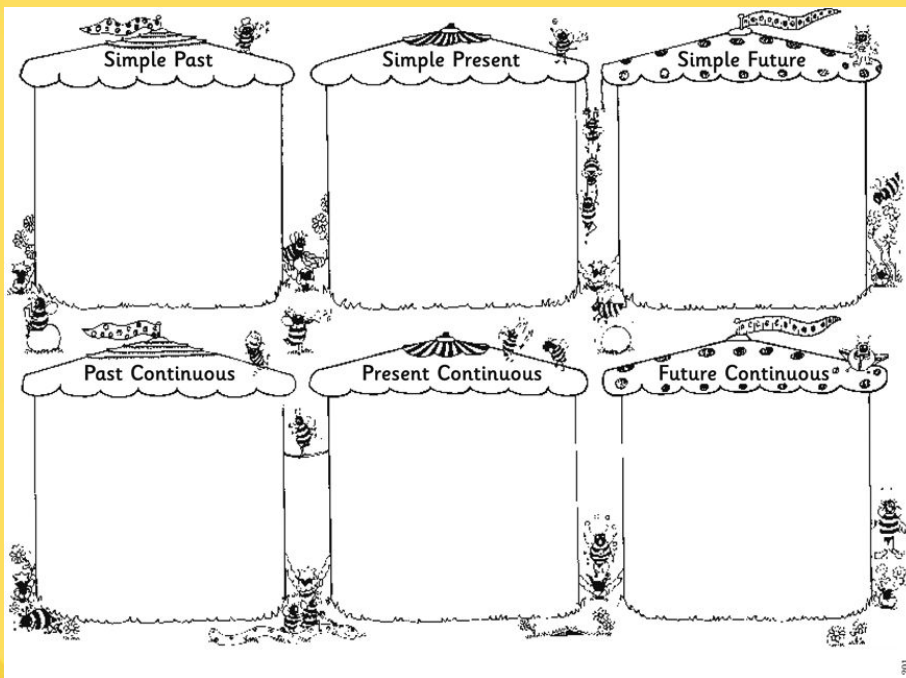
- It is a lovely day today. 
- She is in the choir.
- The bees are busy.
- The tree is tall.
- "I am sorry," he said.
- You are good at dancing. 

Grammar sheet 16 (GH2)

# Grammar Progression

## Grammar 3

## Grammar 4








### 1st, 2nd and 3rd Person - Singular and Plural

Start by underlining the verbs in red and the pronouns in pink. Then decide whether they are in the first, second or third person, and if they are singular or plural.

- We went to the opera last night.
- He is a very good swimmer.
- They launched the magazine last year.
- She felt scared during the earthquake.
- I play the drums in a band.
- You painted the wall by yourself.
- It was the world's worst hurricane.
- You are the most enthusiastic workers.

The subject of each sentence below is a noun. Think about which pronoun you would use instead of the noun to help you choose the correct answer.

- Granny knitted a hat and scarf.
- The Russian gymnasts won the tournament.
- The worm wriggled on the ground.
- The art experts valued the painting.
- Zack ate the chocolate cake.

I  1st person singular	you  2nd person singular	he/she/it  3rd person singular	we  1st person plural	you  2nd person plural	they  1st person plural
--	--	--	---	--	---

Grammar Sheet 22 (G4)

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# Grammar Progression

## Grammar 5

**Verbs** Red

### Present and Past Participles

Make the present and past participle for each of these verbs by adding the suffixes *-ing* and *-ed*, using the spelling rules.

Verb	Present Participle + <i>ing</i>	Past Participle + <i>ed</i>
to accept		
to enter		
to die		
to marry		
to annoy		
to damage		
to disturb		
to copy		
to chop		
to permit		
to compete		
to applaud		
to spray		
to exercise		
to terrify		
to worry		
to unwrap		
to disapprove		

**Butterfly House**

Grammar Sheet 6 (GHS)

**Verbs** Red

Write the verb 'to finish' in the past, present and future perfect. Then write a sentence at the bottom of each tense form which uses the verb in the appropriate tense.

**Past Perfect**

I had finished

you \_\_\_\_\_

he \_\_\_\_\_

she \_\_\_\_\_

it \_\_\_\_\_

we \_\_\_\_\_

you \_\_\_\_\_

they \_\_\_\_\_

**Present Perfect**

I have finished

you \_\_\_\_\_

he \_\_\_\_\_

she \_\_\_\_\_

it \_\_\_\_\_

we \_\_\_\_\_

you \_\_\_\_\_

they \_\_\_\_\_

**Future Perfect**

I shall have finished

you \_\_\_\_\_

he \_\_\_\_\_

she \_\_\_\_\_

it \_\_\_\_\_

we \_\_\_\_\_

you \_\_\_\_\_

they \_\_\_\_\_

Grammar Sheet 7 (GHS)

**Transitive and Intransitive Verbs** Red

verb + object = transitive verb  
verb + no object = intransitive verb

Circle the verb in red and identify the subject and also the object, if any. Write whether the verb is transitive or intransitive.

Angela watered the flowers carefully.

The magician vanished.

The boy is sleeping.

The autumn leaves will fall.

The cars are moving in the opposite direction.

There are some superb musicians.

She bought the big mansion.

The horses in the field were galloping.

The crack in the wall had cracked.

The apples fell into a bowl.

He participated in the poetry competition.

She answered the questions fully.

The radio was ticking loudly in the dusty attic.

The celebrity superstar signed her autograph for her fans.

Grammar Sheet 17 (GHS)

# Grammar Range

## Supplementary material for Grammar 1 & 2

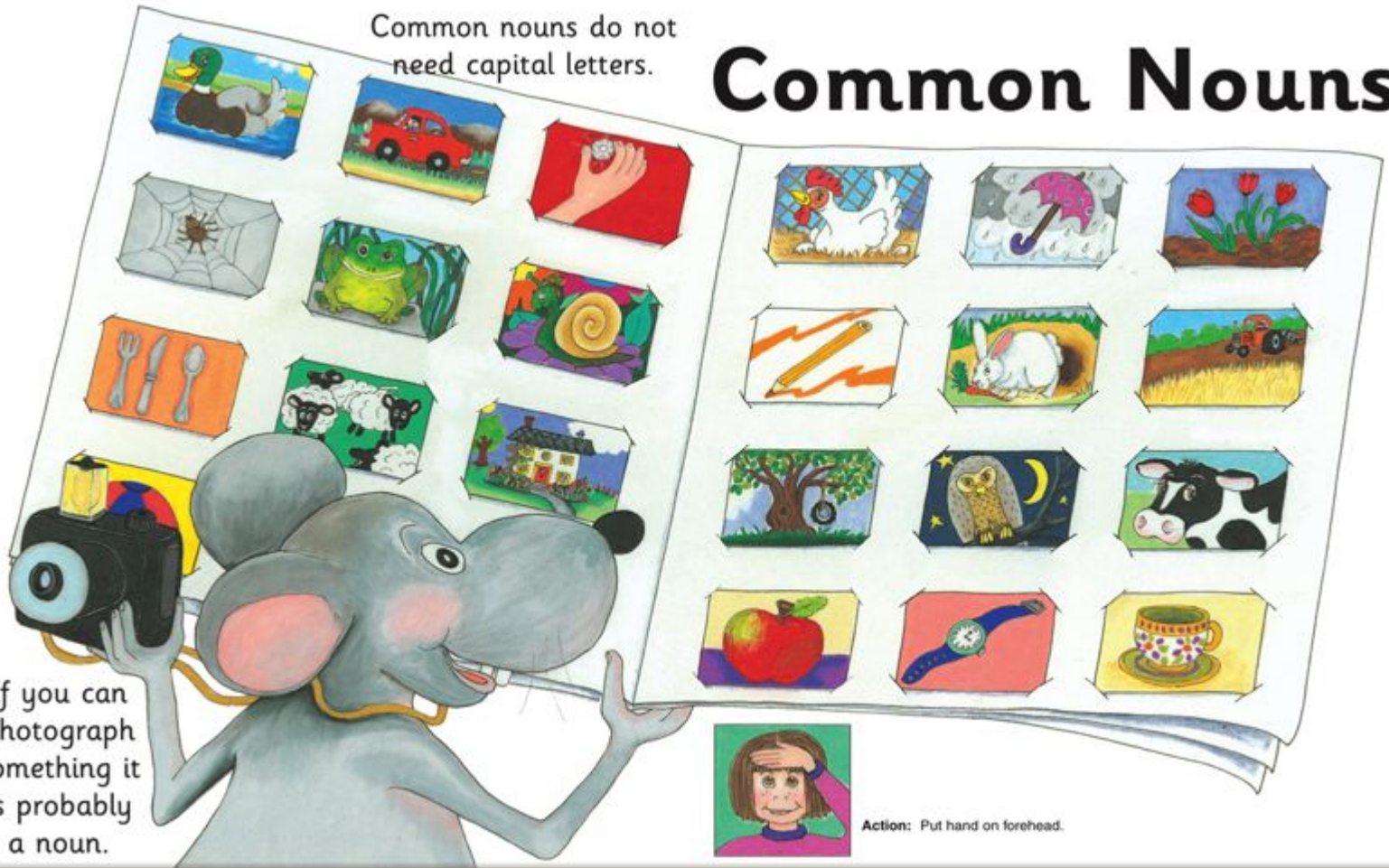




# Grammar Big Books

Common nouns do not  
need capital letters.

## Common Nouns



If you can  
photograph  
something it  
is probably  
a noun.

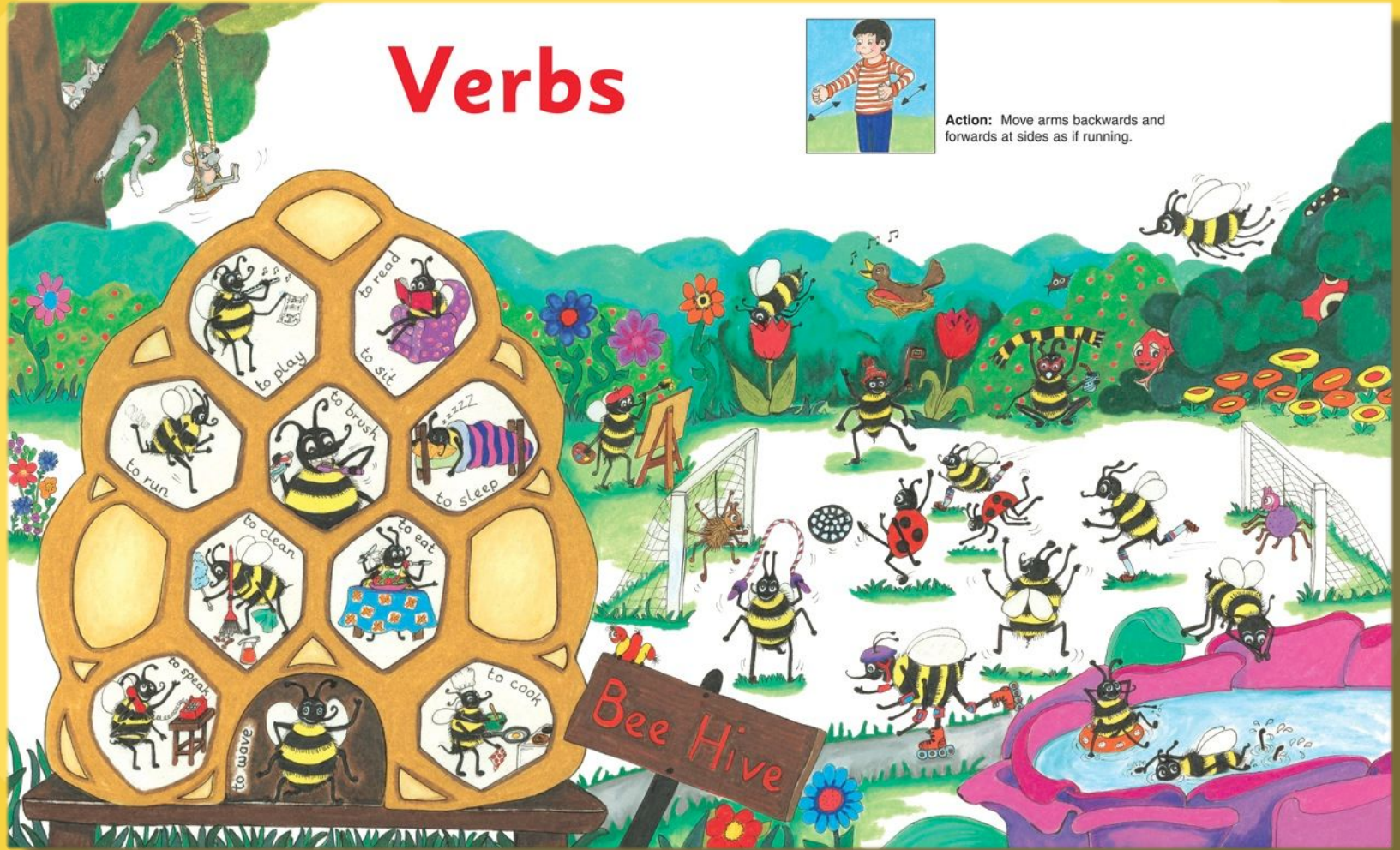
Action: Put hand on forehead.

# Grammar Big Books

## Verbs



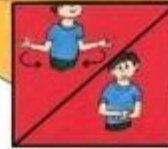
Action: Move arms backwards and forwards at sides as if running.



# Grammar Big Books

## Conjunctions

and but while so or because



Action: Hold hands apart with palms facing up. Move both hands so one is on top of the other.

He listened to music

he was working.

He wanted to go to the party

he wasn't very well.

Mum said we could go to the cinema

the zoo.

It was raining

we stayed inside.

She went to the library

she had to return her books.

He fell over

he didn't hurt himself.

She smiled

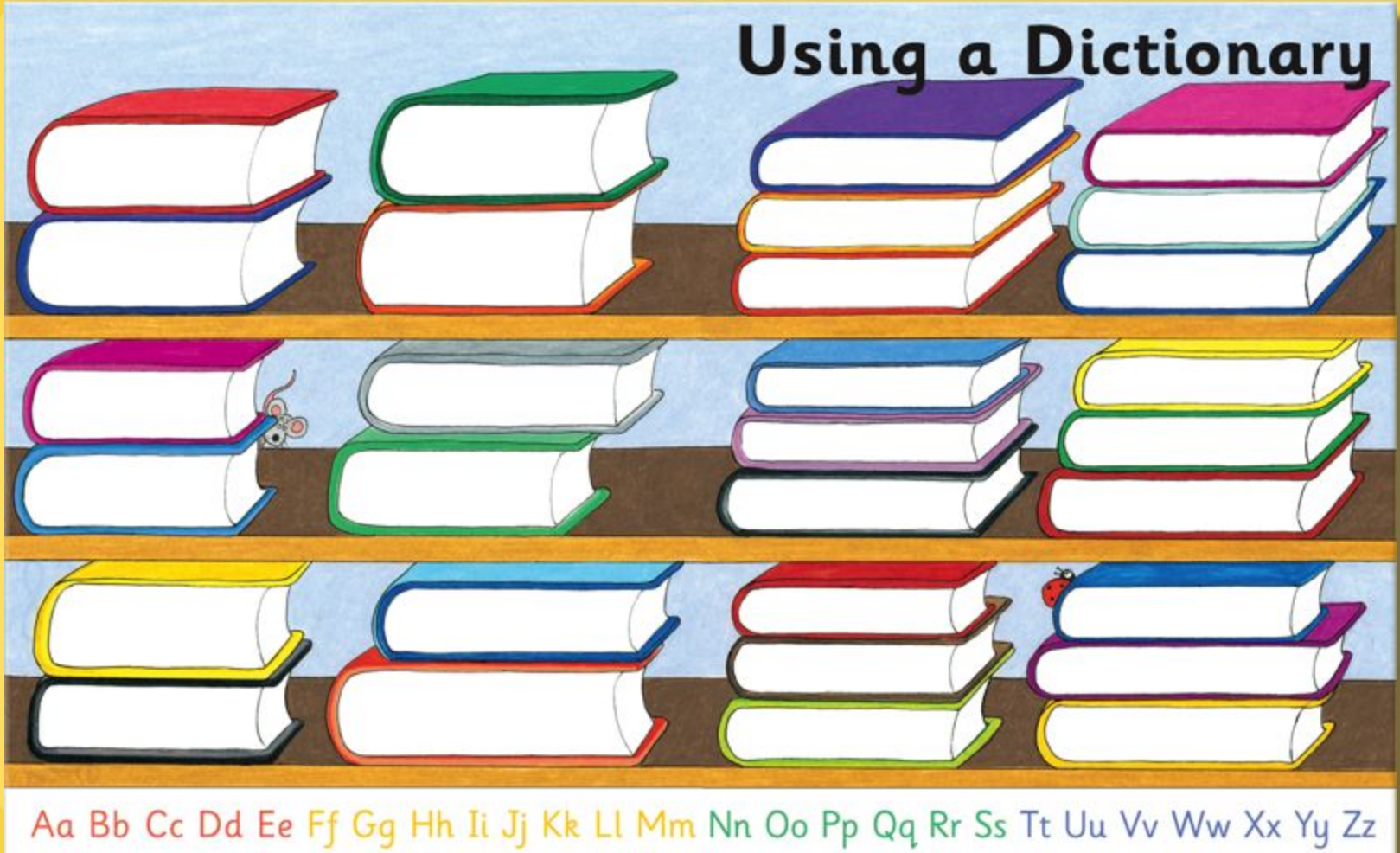
the baby smiled back.

We could have orange

apple juice.

# Grammar Big Books

## Using a Dictionary



# Jolly Dictionary

a b c d e f g h i j k l m

Ll

**load** /lɒd/

An amount of something that can be carried in one go **NOUN**  
Can you carry this load of bricks?

**load**<sup>2</sup> /lɒd/

1. To put things into or onto something  
We loaded the truck with vegetables.  
2. To put a computer program onto your computer **VERB**

**loads** /lɒdz/

Another word for lots **NOUN PLURAL**  
Bee has made loads of mistakes in her homework.

**loaf** /lɒf/

Bread that has been baked as one big piece **NOUN**  
Let's go and buy a loaf of bread.  
■ **loaves** /lɒvz/ **PLURAL**

**lobe** /ləʊb/

The soft part at the bottom of your ear **NOUN**

**lobster** /lɒbstə/

A sea animal with a shell and big claws **NOUN**



**local** /ləʊkəl/

Near, or connected with a particular area **ADJECTIVE**  
Many children go to their local school.

**location** /ləʊkəʃən/

The place where something is **NOUN**

**loch** /lɒk/

A loch is a lake in Scotland **NOUN**

**lock**<sup>1</sup> /lɒk/

Something opened with a key that is used to keep a door, drawer or box shut **NOUN**

**lock**<sup>2</sup> /lɒk/

1. To turn the key in a lock so that something cannot be opened  
He locked the door when he left the house. 2. To lock something somewhere is to put it there and turn the key in the lock  
They locked the money in the safe. **VERB**

**locker** /lɒkə/

A small cupboard with a lock where you can keep things **NOUN**

**locomotive** /ləʊkəməʊtɪv/

The big engine that pulls a train **NOUN**

**loft** /lɒft/

The space under the roof of a building **NOUN**

**log** /lɒg/

A thick piece of wood from a tree **NOUN**  
a log cabin

**lollipop** /ləʊləpɒp/

A hard sweet on a stick **NOUN**

**lone** /ləʊn/

Not with anyone else **ADJECTIVE**  
We saw a lone figure in the distance.

**lonely** /ləʊnlee/

1. Unhappy because you are all alone  
If you're feeling lonely, phone me and I'll come over. 2. Far away from other people  
This is a lonely place. **ADJECTIVE**

n o p q r s t u v w x y z

Ll

**long**<sup>1</sup> /lɒŋ/

1. Measuring a big distance or amount of time  
It was a long walk to the park. • An hour is too long to wait. 2. Measuring a certain amount  
The carpet is ten feet long. **ADJECTIVE**

**long**<sup>2</sup> /lɒŋ/

For a long time **ADVERB**  
Have you been waiting long?

**look**<sup>1</sup> /lʊk/

1. To turn your eyes so that you are aware of something or someone  
Look out of the window. 2. To have the appearance of something or someone  
You look just like your grandfather. 3. **look after** responsible for someone or something  
I look after my pet cat. 4. **look for** to find someone or something  
I'm looking for my keys. **VERB**

**look**<sup>2</sup> /lʊk/

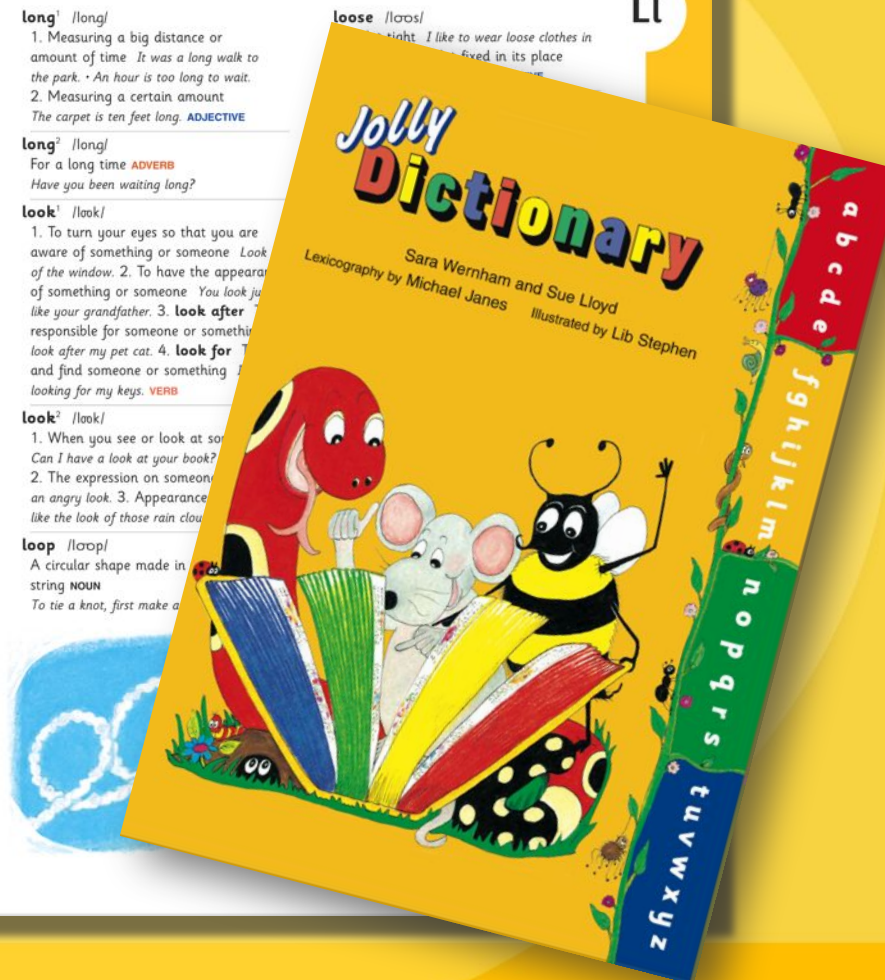
1. When you see or look at someone  
Can I have a look at your book? 2. The expression on someone's face  
He gave me an angry look. 3. Appearance  
She has the look of those rain clouds.

**loop** /lʊp/

A circular shape made in a string **NOUN**  
To tie a knot, first make a loop.

**loose** /ləʊs/

Not tight  
I like to wear loose clothes in summer. • The screw was fixed in its place.



# Jolly Dictionary

**moat** /moat/

A deep hole full of water going all the way around a castle **NOUN**



# Jolly Phonics Readers

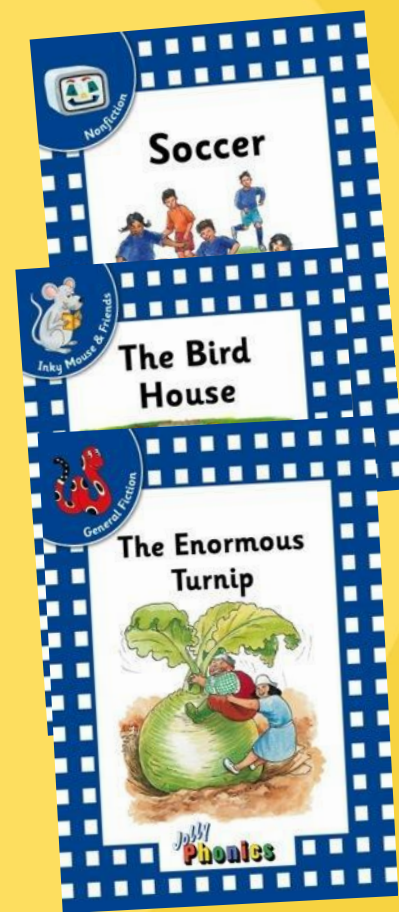
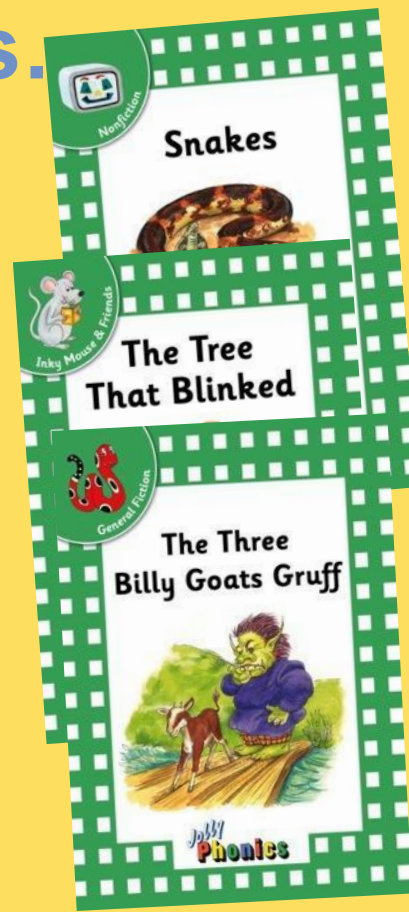
Independent reading requires:

- Letter-sound knowledge
- Blending skills
- Knowing tricky words
- Helpful hints
- Analogy



# Jolly Phonics Readers

A wealth of interesting, decodable  
ts.

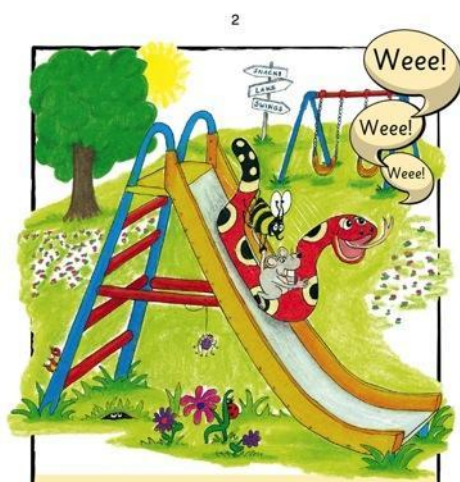




# Jolly Phonics Readers

...and a different look for each genre

## Inky Mouse and Friends



It was a sunny morning.  
Bee, Snake and Inky had gone  
to the park.

## General Fiction



and jet around the stars  
a bit...

## Non-fiction

2

Not all the rainforests have been  
explored yet.



The biggest rainforest is the  
Amazon in South America.

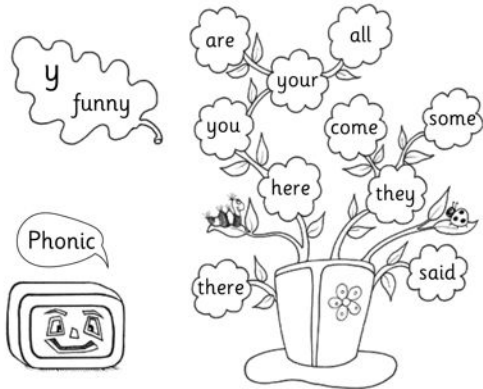
# Jolly Phonics Readers

...plus extra information, questions & handy tips

## Teachers and parents

Before tackling these Yellow Level Readers, a child will need to be able to:

- Recognise the basic 42 letter sounds shown at the bottom of this page;
- Understand the alternative sound made by 'y' at the end of words like *happy* and *sunny*, as shown in the leaf below;
- Read (blend) regular words containing these letter sounds;
- Recognise the ten tricky words shown in the flowers below;
- Recognise the names of the three main characters, including Phonic.



s	a	t	i	p	n	ck	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

## Reading Comprehension

### Teachers and parents

An important part of becoming a confident, fluent reader is a child's ability to understand what they are reading. Below are some suggestions on how to develop a child's reading comprehension.

- Make reading this book a shared experience between you and the child. Try to avoid leaving it until the whole book is read before talking about it. Occasionally stop at various intervals throughout the book.
- Ask questions about the characters, the setting, the action and the meaning.
- Encourage the child to think about what might happen next. It does not matter if the answer is right or wrong, so long as the suggestion makes sense and demonstrates understanding.
- Ask the child to describe what is happening in the illustrations.
- Relate what is happening in the book to any real-life experiences the child may have.
- Pick out any vocabulary that may be new to the child and ask what they think it means. If they don't know, explain it and relate it to what is happening in the book.
- Encourage the child to summarise, in their own words, what they have read.

### What's in this book?

- Who is doing handstands in the park?
- Who is in bed?
- What is the clever monster doing?

### Further thoughts...

- Does the monster like being in the pond?
- Why is it lucky that the red monster is long and tall?

Tips for teachers & parents

Easy-reference  
phonics  
check

Comprehension

Grammar

# Jolly Phonics Readers

	Books per pack	Pages per book	Tricky Words per book	Alternative Spellings per book	Sentences per page
<b>Read &amp; See</b> Pack 1 & 2	24	8	0	0	1 word per page
<b>Level 1</b>	18	8	11	0	1
<b>Level 2</b>	18	12	20	0	2
<b>Level 3</b>	18	16	40	5	4
<b>Level 4</b>	18	16	61	18	4

# Grammar

- 6 years of literacy teaching
- Systematic approach
- Fun, multi-sensory teaching
- Range of age-appropriate materials
- Enables confident, independent learning

