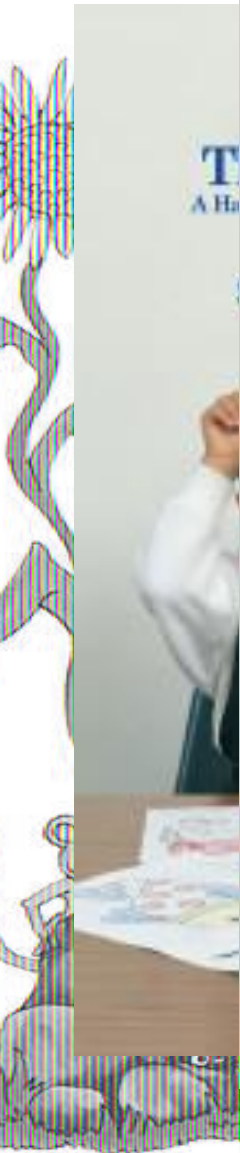




Обзор пособий по синтетической методике обучения чтению 'Jolly Phonics'

www.jollylearning.co.uk





a

t

i

p

n

ant



Photocopy Section 11

Missing Sounds

Independent writing, by listening for the sounds and writing the letters, needs to be developed gradually. These progressive worksheets are designed for this purpose.

Missing Sounds: pages 179–183

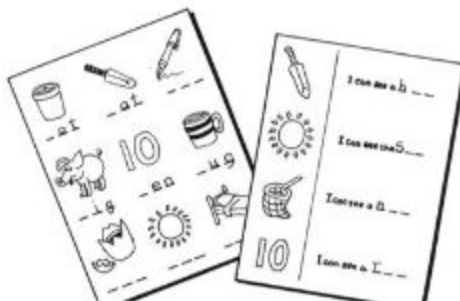
This set of sheets has pictures with dashes underneath. Ask the children to listen for the sounds and put the letters on the dashes. If this is too difficult, you could write in some of the letters and leave only one to be filled in.

- | | |
|---|-----|
| 1: pot, bat, pen, pig, ten, mug, egg, sun, bed | 179 |
| 2: mat, dog, cup, pin, net, ant, bun, tap, six | 180 |
| 3: star, snail, hook, pie, boat, oil, tree, moon, fort | 181 |
| 4: hand, frog, tent, crab, pram, nest, drum, vest, flag | 182 |
| 5: fish, duck, ring, shop, chin, ship, moth, queen, chick | 183 |

Missing Sounds: pages 184–188

This set of sheets has a missing word in each sentence. It is much the same as the first set, except there is a little reading to do as well.

- | | |
|-----------------------------|-----|
| 6: bat, sun, net, ten | 184 |
| 7: pig, bus, hat, cot, | 185 |
| 8: cat, peg, mug, box | 186 |
| 9: tree, tie, coat, snail | 187 |
| 10: moon, hands, frog, king | 188 |



o 'Jolly



[jolly-shop/th](#)
[int-letters](#)

Или Рурі's Book 1



S S S
S

Trace of these pictures back to the middle of them.
Trace out the rest of the snake too.



A a



a a a a a
a a a

Trace of these pictures back to the middle of them.
Trace out the rest of the snake too.



S
a

3 уровня Pupils' Books и Teacher's

jolly

daisy

sunny

funny



Read the words in the logs. Match each



s a t i p n

S S S S S S S

A A A A A

T T T T T T T

I I I I I I I

P P P P P P P

N N N N N N N



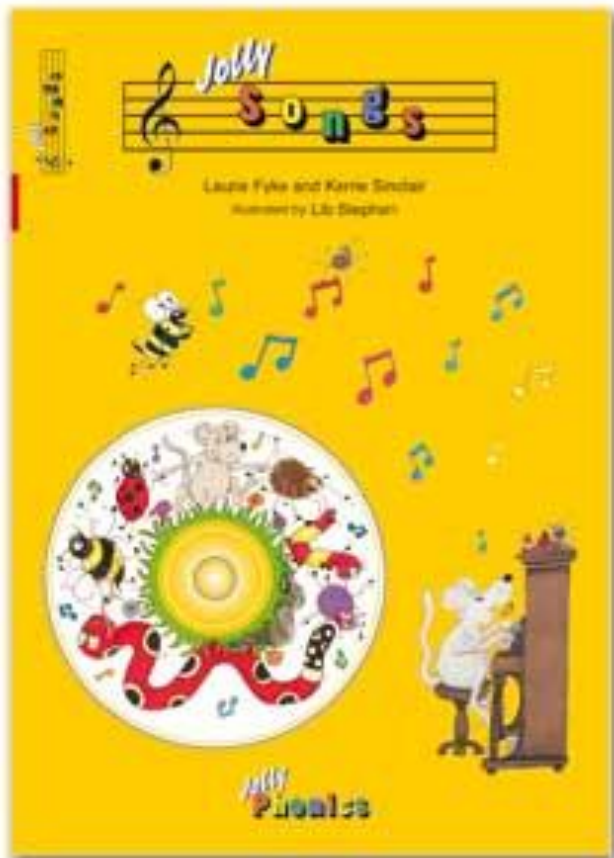
Write inside the outline letters and match the capital letters to the lower case letters.

A matching activity with letters in circles and small illustrations. A red arrow points from the capital 'S' to the lowercase 's'.

- Row 1: Capital S, lowercase p, lowercase n, lowercase i, butterfly, Capital A
- Row 2: lowercase t, dragonfly, Capital I, ladybug, lowercase s, spider
- Row 3: bee, Capital N, purple spider, lowercase a, Capital T, snail, Capital P




Запомнить новые звуки и как их записывать нам помогут 'Jolly Songs'




<http://jollylearning.co.uk/jolly-shop/jolly-songs>

S (Tune: *The Farmer in the Dell* Track 1)
 The **snake** is in the grass.
 The snake is in the grass.
 /sss! /sss!
 The snake is in the grass.


 **Action:** Weave your hand in an 's' shape, like a snake, and say ssssss.



a (Tune: *Skip to My Lou* Track 2)
 /a/-la!
 /a/-la!
 /a/-la!
 /a/-la!
 Ants on my arm.
 Ants on my arm.
 Ants on my arm.
 They're causing me alarm.


 **Action:** Wiggle your fingers above the elbow, as if ants are crawling on you, and say a, a, a, a!

r (Tune: *The Muffin Man* Track 10)
 See my puppy rip the **rag**.
 /rrr! /rrr!
 See my puppy rip the rag,
 when he pulls so hard.

 **Action:** Pretend to be a puppy, pulling a rag, and shake your head from side to side, saying rrrrrrr.

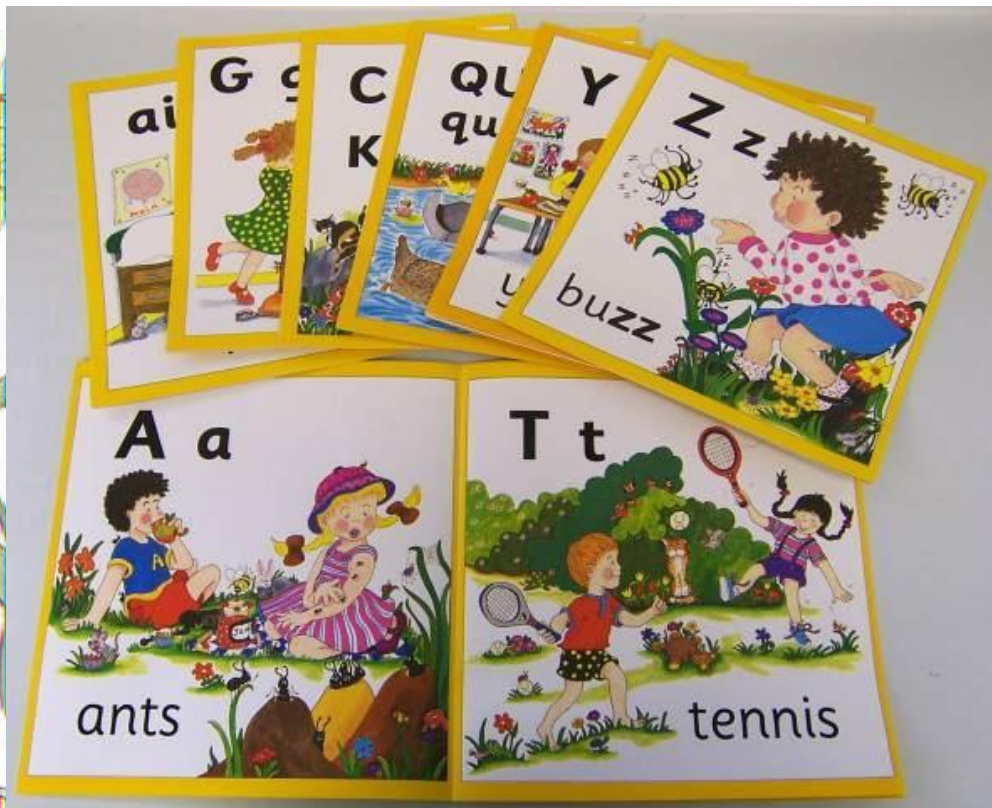


m (Tune: *The Wheels on the Bus* Track 11)
 The mum and the dad
 make many **meals**.
 /mmm!
 /mmm!
 The mum and the dad
 make many meals
 for their hungry children.

 **Action:** Rub your tummy, as if you are seeing tasty food, and say mmmmmmmmmmm.



Плакаты в помощь



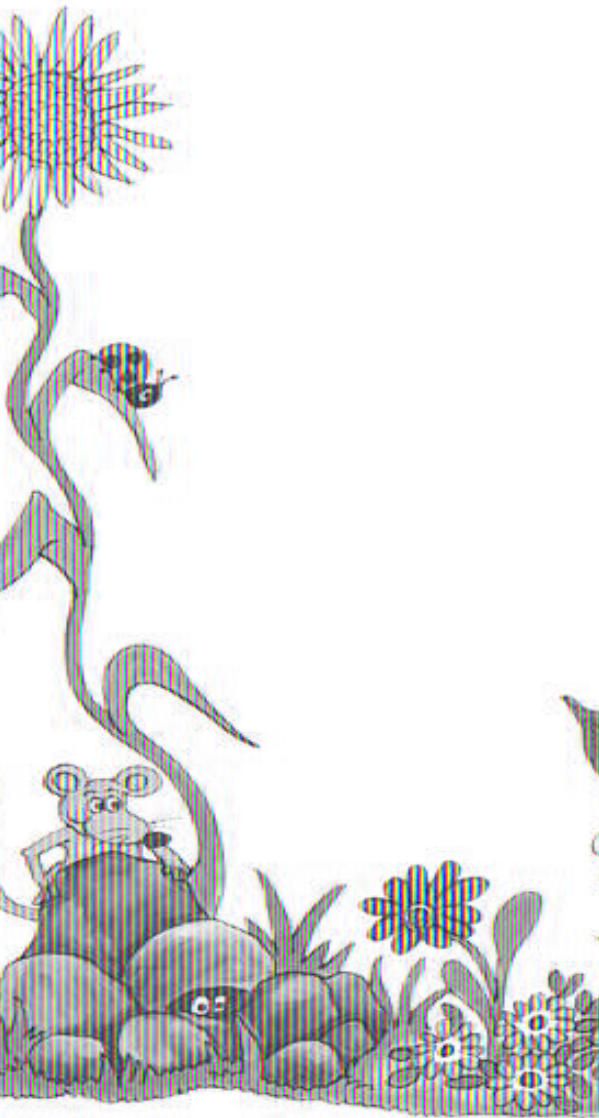
А на столы детям мы раздаём... Letter Sound Trips

| | | | | | | | |
|----|-----|----|----|-----|----|----|----|
| s | a | t | i | p | n | c | e |
| | | | | | | | |
| h | r | m | d | g | o | u | l |
| | | | | | | | |
| f | b | ai | j | oa | ie | ee | or |
| | | | | | | | |
| z | w | ng | v | oo | y | x | ch |
| | | | | | | | |
| sh | th | qu | ou | oi | ue | er | ar |
| | | | | | | | |
| ow | o-e | ew | ue | u-e | er | ur | |
| | | | | | | | |
| or | al | oi | oy | ou | ow | | |
| | | | | | | | |
| au | aw | | | | | | |
| | | | | | | | |



Цветные ламинированные карточки для заучивания и повторения правил

ИТАЛИЯ



Карточки для заучивания звучков, букв и слов

My First Letter Sounds

s



sun

a



ant

t



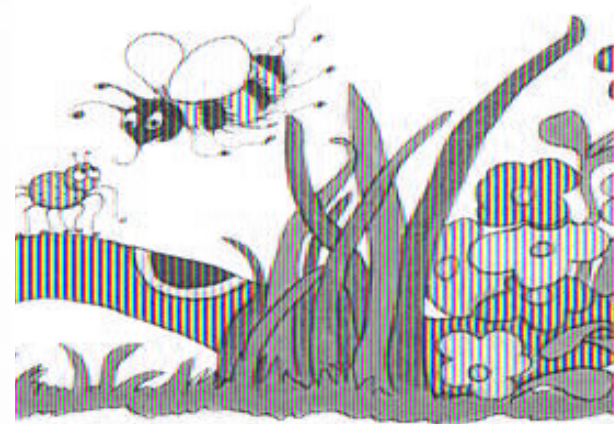
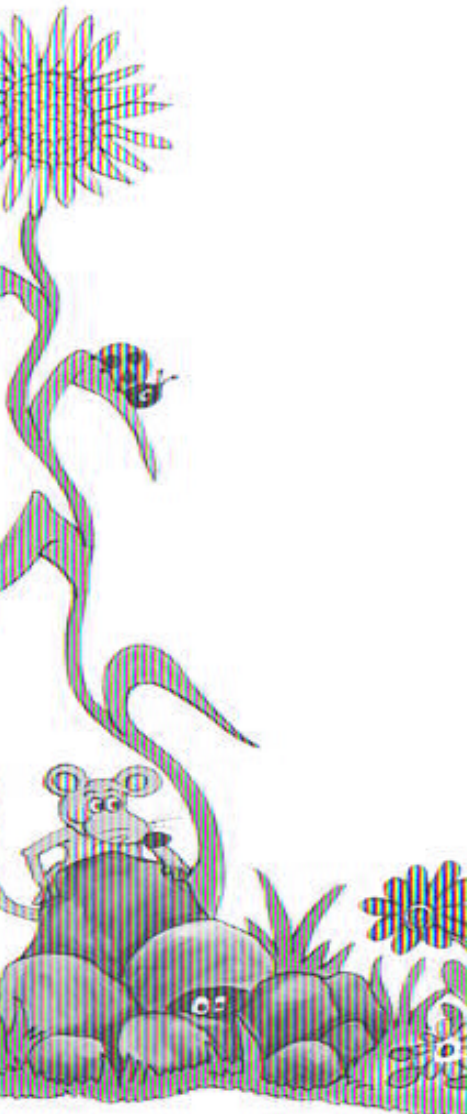
tent

Learn the letter sounds with

Jolly
Phonics



Магнитные буквы в бочонке



У каж буквенно

Reading *Jolly Stories* with your child

An important part of learning to read and write is being able to hear the sounds in words.

As there are only 26 letters in the alphabet and 42 main sounds in English, some sounds are made up using more than one letter. The sounds with two letters are called digraphs:

| | |
|----|-----------------------|
| ai | aim, play, late |
| ar | art, arm, start |
| ch | chop, chick, much |
| ee | eel, dream, eve |
| er | her, bird, turn |
| ie | pie, night, sky, line |
| ng | flung, bang, string |
| oa | oak, snow, stone |
| oi | oil, ointment, boy |
| oo | look, hood, foot |
| oo | moon, spoon, shoot |
| or | order, corn, storm |
| ou | out, cloud, brown |
| qu | queen, quick, quiz |
| sh | ship, shop, wish |
| th | this, then, with |
| th | thin, thick, mouth |
| ue | cue, few, cube |

Some digraphs have more than one way of being written. For example, the sound 'ai', as in *rain*, can be written as 'ai', 'ay' (as in *day*) or a_e (as in *cake*). *Jolly Phonics* initially teaches one way of writing the sounds; These sounds are the ones introduced in *Jolly Stories*.

1 Read the story

There are seven stories, and each one introduces six new sounds. The stories should be read in order, and can be read a bit at a time.

9 Look again

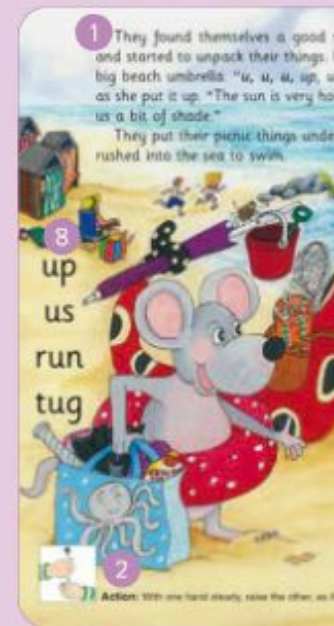
There are lots of things in the main scene that begin with the sound or have the sound in them. This is a good way to increase your child's vocabulary. See how many you can find!

8 Read the words

Your child can now have a go at reading some simple words. The words selected use only the sounds introduced in the stories so far. The first six sounds – s, a, t, i, p, n – are introduced first because lots of simple words can be made out of them.

7 Listen for the words

Say the sounds in each word and see if your child can hear the word. Now find a picture of it in the main scene.



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