








MODULE 1	MODULE 2	MODULE 3	MODULE 4	MODULE 5
<b>Introduction to module content</b>	<b>Introduction to module content</b>	<b>Introduction to module content</b>	<b>Introduction to module content</b>	<b>Introduction to module content</b>
What we cover in this module	What we cover in this module	What we cover in this module	What we cover in this module	What we cover in this module
<b>The development of Jolly Phonics - Sue Lloyd</b>	<b>Jolly Phonics and the five basic skills - Sue Lloyd</b>	<b>Teaching with Jolly Phonics - Sue Lloyd</b>	<b>Teaching for the rest of the first year</b>	<b>Summaries and helpful hints from Sue</b>
Introduction - A word from Sue Lloyd	Jolly Phonics	Daily lessons	Extending phonic knowledge and improving literacy skills	Summary of Step 1
In the beginning	A timetable of the five basic skills	<b>Teaching the first group of letter sounds: Day 1</b>	Parents' support	My helpful hints for Step 1
The research programme	Talking to parents	<b>sounds: Day 1</b>	Improving reading skills	Summary of Step 2
The persistence of the real book approach	Comprehension	Introduction and lesson plan	Blending and segmenting	<a href="#">My helpful hints for Step 2</a>
The Phonics Handbook	<b>Learning the letter sounds - Sue Lloyd</b>	Introducing the first letter sound: /s/	Jolly Readers: moving on to the Yellow Level	Summary of Step 3
<a href="#">The Jolly Phonics programme</a>	<a href="#">The 42 letter sounds</a>	<a href="#">The /s/ story</a>	<a href="#">Tackling the last levels of Jolly Readers</a>	My helpful hints for Step 3
The principles of Jolly Phonics	Learning the letter sounds	Hunt the letter sound	Alternative letter-sound spellings	Summary of Step 4
The spread of Jolly Phonics	Speed of introduction	Forming the letter <s>	Tips for teaching digraphs	My helpful hints for Step 4
<a href="#">Good news stories all over the world</a>	Introducing the sound sheets	Identifying the /s/ sound in spoken words	Reading beyond the Jolly Readers	Summary of Step 5
<b>Phonics and Me - Sara Wernham</b>	<a href="#">Letter sound songs</a>	words	Reading comprehension	My helpful hints for Step 5
Woods Loke Primary School and the 'Sound Start'	Order of introduction	The sound sheets	Improving writing skills	<b>Sample lessons for teaching the letter sounds</b>
My first weeks as a teacher and my spelling	Introducing the digraphs	Further activities	Guided writing	Introduction
The birth of Jolly Phonics	Revising the letter sounds	The sound books	Independent writing	Group 1 - Lesson 's'
<b>Different teaching methods - Sue Lloyd</b>	Letter sound revision activities	Teaching /s/ with the Phonics Pupil and Teacher's Books	Writing activities	Group 1 - Lesson 'a'
Methods of teaching reading	Sound books	Teaching /s/ Jolly Classroom	Measuring progress	Group 1 - Lesson 't'
The problem with the whole-word approach	Pairs game	<b>Teaching the first group of letter sounds: Day 2</b>	Conclusions	Group 1 - Lesson 'i'
Memorising is limited, decoding is not	Alternative spellings of letter sounds	Introduction and lesson plan	<b>Support for struggling children</b>	<a href="#">Group 1 - Lesson 'p'</a>
Synthetic phonics	Supplementary work	Introducing the /a/ sound	Some children will struggle	Group 1 - Lesson 'n'
Synthetic phonics teaching	Helping a struggling child	Forming the letter <a>	Identifying the problem	Group 2 - Lesson 'ck'
Analytic phonics	Conclusions	Identifying the /a/ in spoken words	Teaching in small groups	Group 2 - Lesson 'e'
Onset and rime	<b>Learning letter formation - Sue Lloyd</b>	Further activities	<a href="#">Provide a letter-sound box</a>	Group 2 - Lesson 'h'
Analytic phonics reading books	Pencil hold	Teaching /a/ with Jolly Classroom	Activities for improving letter-sound knowledge: group work	Group 2 - Lesson 'r'
Making the difference between a good reader and a poor one	Letter formation	<b>Teaching the first group of letter sounds: Day 3</b>	Activities for improving letter-sound knowledge: individual or group work	Group 2 - Lesson 'm'
<b>Reading and Writing - Sue Lloyd</b>	Writing in the air	Introduction and lesson plan	Activities for improving blending: individual or group work	Group 2 - Lesson 'd'
The skills needed for reading	Basic knowledge needed for good handwriting	<a href="#">Introducing the /t/ sound</a>	Blending initial consonants and short vowels	Group 3 - Lesson 'g'
How do we read words?	Joined-up writing	Forming the letter <t>	Activities for blending words: individual or group work	Group 3 - Lesson 'o'
The processes involved in reading	Capital letters	Blending words with the first three letter sounds	Activities for blending words: group work	Group 3 - Lesson 'u'
Segmenting - the necessary skill for writing	Conclusion	Identifying the /t/ sound in spoken words	More blending games	Group 3 - Lesson 'l'
The processes involved in writing	<b>Reading (blending) - Sue Lloyd</b>	<a href="#">Further activities</a>	Encouraging silent blending	Group 3 - Lesson 'f'
<b>The English alphabetic code - Sue Lloyd</b>	Introducing blending	Teaching /t/ with Jolly Classroom	Reading phrases and sentences	Group 3 - Lesson 'b'
The complicated alphabetic code	Why might some children find blending difficult?	<b>Teaching the first group of letter sounds: Day 4</b>	Activities for identifying the sounds in words: individual work	Group 4 - Lesson 'ai'
Digraphs cause added complexity	Teaching blending	Introduction and lesson plan	More activities for identifying the sounds in words	Group 4 - Lesson 'j'
Phonics and linguistics	Whole-class blending practice	Introducing the /i/ sound	Word building activities	Group 4 - Lesson 'oa'
Additional sounds	Blending with digraphs and consonant blends	Forming the letter <i>	Activities for reading tricky words	Group 4 - Lesson 'ie'
The letter sounds	Blending practise	Blending words	Spelling tips	Group 4 - Lesson 'ee & or'
Letter names	Word boxes	Identifying the /i/ sound in spoken words	More activities for spelling tricky words	Group 5 - Lesson 'z'
<b>Let's explore Jolly Classroom</b>	Reading books	Further activities	Conclusions	Group 5 - Lesson 'w'
<a href="#">Introduction to Jolly Classroom</a>	Introducing storybooks	<b>Teaching the first group of letter sounds: Day 5</b>	<b>Frequently asked questions</b>	Group 5 - Lesson 'ng'
Why choose Jolly Classroom?	Reading schemes	Introduction and lesson plan	<a href="#">What are the most important skills for literacy?</a>	Group 5 - Lesson 'v'
What's included in Jolly Classroom?	Conclusions	Introducing the /p/ sound	Don't all schools teach phonics?	Group 5 - Lesson 'oo'
The 3 steps within Jolly Classroom	<b>Identifying the sounds in words - Sue Lloyd</b>	Forming the letter <p>	What do you do if a child comes to school already reading?	<b>Reference webinars</b>
Jolly Classroom webinar	Hearing the sounds in words	Blending words with the first five letter sounds	How much time should be spent on Jolly Phonics teaching?	Introduction
Some FAQs	Counting the sounds	Identifying the /p/ sound in spoken words	Should the letter names be taught at the same time as the letter sounds?	From sound to sentence: Supporting early writing
Free trial of Jolly Classroom	Dictation and segmenting	Further activities	Is it important to teach phonemic awareness before introducing letters?	<a href="#">Blending &amp; segmenting for reading success: The how and why</a>
<b>Conclusion of module content</b>	Dictation of words with consonant blends	Teaching /p/ with Jolly Classroom	<a href="#">What do you do in a typical day?</a>	Teaching digraphs: Tips, tricks and troubleshooting
What we covered in this module	Segmenting activities	<b>Teaching the first group of letter sounds: Day 6</b>	Should synthetic phonics be used for all children?	Back to school with Jolly Phonics
	Encoding and decoding	Introduction and lesson plan	Is it advisable to teach Jolly Phonics to children who cannot speak English?	Why early years matters more than ever: Unlocking the power of Jolly Phonics in the foundation stage
	Consonant blends	Introducing the /n/ sound		A guide to Jolly assessments
	Digraphs	Forming the letter <n>		Jolly Literacy
	Sound identification activities	Blending words		Jolly assessments: A guide for trainers
	The letter board			Jolly Phonics: A guide to using pupil books
	Independent writing			Jolly Phonics for early years
	Helpful hints: independent writing			Decodable readers and beyond
	Developing independent writing			Planning your first phonics lesson with Jolly Phonics

Marking policy	Identifying the /n/ sound in spoken words	How do you deal with differences in accent?	Handwriting
Conclusions	Look for children needing extra support	Is it advisable to teach Jolly Phonics to children in a non-English-speaking country?	Jolly Classroom: A live walkthrough
Tricky words - Sue Lloyd	Further activities	What do you do about newcomers in an existing class?	Using Jolly Phonics resources for ESL
The 72 Jolly Phonics tricky words	Useful simple activity	What does ‘tweaking’ mean?	New folktails readers and phonics handwriting books!
Teaching the spelling of tricky words	Teaching /n/ with Jolly Classroom	What is an irregular word?	Folktales Readers
Look, copy, cover, write, check	Teaching the second group of letter sounds	Are there silent letters?	Jolly Classroom
Word wall	Introducing the second group of letter sounds	Is it advisable to teach Jolly Phonics to nursery or kindergarten children?	Helping struggling children crack the alphabetic code
Say it as it sounds	Teaching <ɔ> and <ɰ>	Should parents always be encouraged to read to their children?	Jolly Christmas craft webinar - Building Christmas decorations from cardboard kitchen rolls
Mnemonics	Look for children who are struggling at this stage	What is dyslexia?	Jolly English: Nurturing language skills in preschool children
Word families or patterns	Sample lesson for 'r'	How important is memory?	Relevant research
Does it look right?	Teaching the third group of letter sounds	Does phonetic spelling cause problems later on?	Overview
Conclusion	Introducing the third group of letter sounds	What is the difference between a high-frequency word and a tricky word?	Knowing the letter sounds
Decodable Readers	Introducing consonant blends	Does it matter if our school uses a different style of handwriting?	Factors affecting children's ability to read
What are Decodable Readers?	Further activities	Does synthetic phonics help children with speech and language problems?	Letter names and letter sounds
Little Word Books - Orange level 0	Teaching the fourth group of letter sounds	What should I do with a child who blends every word in the reading books he or she is given?	Letter formation and handwriting
Orange readers – Level 0	Introducing the fourth group of letter sounds	Do you need all the parts of the programme to start teaching?	Blending
Red readers – Level 1	Teaching the fifth group of letter sounds	What should I do if decodable readers are not available for my class?	Segmenting
Yellow Readers - Level 2	Introducing the fifth group of letter sounds	Should teachers still read storybooks in class?	Left and right hemisphere processing
Green Readers - Level 3	Introducing digraphs: /ai/	Why do boys tend to be poorer at reading than girls?	Studies using Jolly Phonics
Blue Readers - Level 4	Regular practise	Is there a timetable for the introduction of the various elements?	Overview
Purple Readers - Level 5	Dictating words with digraphs	What is guided reading?	Toronto
Conclusion	Introducing digraphs: /ee/ and /or/	How important are parents in the teaching of reading?	Clackmannanshire
Vowels and how they work - Sue Lloyd	Teaching the sixth group of letter sounds	What are sight words?	Clackmannanshire follow-up study
Vowels and how they work - Introduction	Introducing letter names	Can you suggest a timetable for the first 12 weeks of Jolly Phonics	London docklands
Vowels and consonants	Developing the children’s letter-sound knowledge	Conclusions	South Gloucestershire
Short vowels and alternatives	Teaching the seventh group of letter sounds	What we covered in this module	Other studies
Long vowels	Introducing the last group of letter sounds		Summary of findings
Hop-over-e's	Introducing the Sound /er/		Outline of specific findings
More information about vowels	Short and long vowels		Books on the teaching of reading
If one way doesn't work try another	A guide to using pupil books 1-3		Jolly Phonics materials
Soft c and soft g	Ready to read sentences		Introduction to Jolly Phonics materials
Shy i and toughy y	Writing sentences		School, in a first year classroom
Vowels and how they work - Conclusion	Jolly Phonics characters		Schools in which pupil books are preferred
Conclusion of module content	Jolly Assessments		Preschool
What we covered in this module	A guide to Jolly Assessments		At home
	Deeper dive into Jolly Assessment		British and American English,
	Phonics screening check		Precursive and Print letters
	FAQs on assessment		The Phonics Handbook
	Assessment sheets and checklists		Jolly Phonics Pupil and Teacher's Books
	Conclusion		Jolly Phonics Starter Kit
	Conclusion of module content		Jolly Phonics Word Book
	What we covered in this module		Jolly Classroom
			Finger Phonics Books
			Jolly Stories
			Jolly Phonics Workbooks and Activity books
			Jolly Phonics Wall Frieze
			Jolly Phonics Letter Sound Poster
			Jolly Phonics Alternative Spelling and Alphabet Posters
			Conclusion of module content
			What we covered in this module

IN-COURSE MEDIA

 350 multimedia pages	 49000 words	 120 Sue Lloyd videos	 53 other videos
 25 Audio files	 100 downloads	 25 forum discussions	