

Timetable for first term with Jolly Phonics- 9 weeks all day/every day program

Teaching		Week 1	2	3	4	5	6	7	8	9
Letter Recognition	<ul style="list-style-type: none"> · Worksheets + actions · Flashcards & games · Sound books · Put up alphabet frieze ...section by section/ or have it up & predict the next sound 	s a t i p	n c/k e h r	m d g o u	l f b ai j	oa ie ee or z w	ng v y x oo oo	ch sh th th qu ou	oi ue er ar	Main alternative spelling
		Connecting sound to grapheme			Beginning letter names and capitals – sing ABC song Beginning to learn alphabet Introduce consonant blends					
Letter Formation	<ul style="list-style-type: none"> · Multi-sensory practice - pencil hold - correct formation 	Air writing including c.v.c. words			Air writing- including digraphs				Air writing including c.c.v.c / c.v.c.c words	
Blending	<ul style="list-style-type: none"> · Hearing the word after the sounds have been spoken by a) the teacher, b) on their own · Sound Books · Letter Games/Activities · Word Boxes 		Practicing sounds: first loud, then soft	Practicing blending techniques on simple c.v.c words			<ul style="list-style-type: none"> · Practicing blending all-through regular words including words with consonant blends 			
				<ul style="list-style-type: none"> · Beginning word boxes for capable children – takes 3-4 weeks 				<ul style="list-style-type: none"> · Introducing characters from reading scheme 		
Identifying Sounds in Words	<ul style="list-style-type: none"> · Encoding regular words · Writing simple sentences. · Dictation 	Dictation of sounds, then of c.v.c. words				<ul style="list-style-type: none"> · Whole class identifying and counting the sounds in words with consonant blends 				
		Identifying the sounds in words. Is there an /s/ in nest? Where is it? (beginning/middle/end)		Whole class calling out sounds all-through given words e.g. dog, then holding up a finger for each sound and counting						
Tricky Words	<ul style="list-style-type: none"> · Reading tricky words · Learning how to spell tricky words 		Learning to write first name			Learning to spell tricky words – 2 per week		<ul style="list-style-type: none"> · Dictation of simple sentences using regular words and tricky words already taught. 		

NOTE: Several schools have successfully used this implementation chart in half day / alternate full day programs!
 Do not underestimate children... *modify the implementation based on your students...* try to complete in a MINIMUM of 18-20 weeks!

Timetable for first term with Jolly Phonics- 18 weeks half day program

Teaching		Weeks 1,2	3,4	5,6	7,8	9,10	11,12	13,14	15,16	17,18
Letter Recognition	<ul style="list-style-type: none"> · Worksheets + actions · Flashcards & games · Sound books · Put up alphabet frieze ...section by section 	s a t i p	n c/k e h r	m d g o u	l f b ai j	oa ie ee or z w	ng v y x oo oo	ch sh th th qu ou	oi ue er ar	Main alternative spelling
							Beginning letter names and capitals Beginning to learn alphabet Introduce consonant blends			
Letter Formation	<ul style="list-style-type: none"> · Multi-sensory practise - pencil hold - correct formation 	Air writing			Air writing- including digraphs			Air writing including c.v.c words		
Blending	<ul style="list-style-type: none"> · Hearing the word after the sounds have been spoken by a) the teacher, b) on their own · Sound Books · Letter Games/Activities · Word Boxes 		Practising sounds: first loud, then soft	Practising blending techniques on simple c.v.c words			<ul style="list-style-type: none"> · Practising blending regular words with consonant blends 			
								<ul style="list-style-type: none"> · Beginning word boxes for capable children – takes 3-4 weeks 		
Identifying Sounds in Words	<ul style="list-style-type: none"> · Encoding regular words · Writing simple sentences. · Dictation 	Dictation of sounds, then of c.v.c. words					<ul style="list-style-type: none"> · Whole class identifying and counting the sounds in words with consonant blends 			
		Identifying the sounds in words. Is there an /s/ in nest? Where is it? (beginning/middle/end)	Whole class calling out sounds in given words e.g. dog, then holding up a finger for each sound and counting							
Tricky Words	<ul style="list-style-type: none"> · Reading tricky words · Learning how to spell tricky words 		Learning to write first name			Learning to spell tricky words – 2 per week	<ul style="list-style-type: none"> · Dictation of simple sentences using regular words and tricky words already taught. 			

NOTE: You may be amazed at what young children can do when presented with learning how to read and write with fun, multi-sensory lessons! *Modify the implementation based on your students...* try to complete the introduction of all 42 sounds by mid February.

Suggested First Years Timetable

September - January SK <i>(Approximately 18 weeks of school.)</i> September – June JK <i>The teacher will:</i>	February – June SK <i>(Approximately 18 weeks of school.)</i> <i>The student will:</i>	First part of year Grade 1 <i>The student will:</i>
<ul style="list-style-type: none"> · Teach 42 sounds...<i>fast and furious</i> · Review all sounds as taught. · Sing the ABC song. · Recite the alphabet. 	<ul style="list-style-type: none"> · Learn the letter names. · Develop automaticity/fluency with letter sounds! · Become familiar with main alternative spellings of the vowels - for reading and writing. 	<ul style="list-style-type: none"> · Revise alternative spellings. · Apply the rules for reading “If the short vowel sound doesn’t work, try the long vowel sound.”
<ul style="list-style-type: none"> · Teach how to form letters correctly - air writing/ direct instruction re: letter formation. 	<ul style="list-style-type: none"> · Be able to form capital letters correctly, as well as to say their sounds and names. · Learn the handwriting rules and get writing practice. 	<ul style="list-style-type: none"> · Participate in direct instruction lessons and modelling of letter formation. · Practise printing skills! · Write using neat, well-formed letters.
<ul style="list-style-type: none"> · Teach how to blend simple regular words. 	<ul style="list-style-type: none"> · Read simple words & stories. · Practice blending with alternative spellings. · Begin to read the Jolly Readers developing fluency. 	<ul style="list-style-type: none"> · Develop much greater fluency in reading. · Continue to read Jolly Readers and practice blending.
<ul style="list-style-type: none"> · Teach how to write words by listening for sounds. 	<ul style="list-style-type: none"> · Take dictation – words & sentences · Write three or more sentences independently. 	<ul style="list-style-type: none"> · Be able to write longer stories- Independent writing. · Continue to practice dictation of words and sentences.
<ul style="list-style-type: none"> · Teach how to read and spell tricky words 1-10. · Start reading simple sentences. · Teach the sounds of the capital letters. 	<ul style="list-style-type: none"> · Learn to read tricky words 1-(40). · Learn how to spell tricky words 1-20. 	<ul style="list-style-type: none"> · Be able to read tricky words 1-60 and know how to spell many of them.

Based on half day/ full day alternate day kindergarten programs.

Name: _____

First Year Checklist

School Year 20__ - 20__

	knows sounds		blends regular words with these sounds		writes regular words with these sounds	
s a t i p n						
c k 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						
	<i>knows sound</i>		<i>knows name</i>		<i>forms correctly</i>	
Alphabet – lower case letters						
Alphabet – capital letters						
	<i>sings/recites</i>		<i>knows</i>			
Alphabetical order						
	1-10	11-20	21-30	31-40	41-50	51-60
Able to read tricky words						
Able to spell tricky words						
Reads - age appropriate books	<i>slowly</i>		<i>steadily</i>		<i>fluently</i>	
Able to write a short story – independently	<i>with difficulty</i>		<i>steadily</i>		<i>fluently</i>	