INGLÉS/INGLESA

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JOLLY PHONICS: A METHOD TO TEACH
ENGLISH READING AND WRITING
IN PRESCHOOL

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Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que "estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título".

El Grado en Maestro en Educación Infantil por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3854/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Infantil*; con la aplicación, con carácter subsidiario, del reglamentode Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Infantil se estructuran, según la Orden ECI/3854/2007, en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psico-pedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinares y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3854/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3854/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Infantil.

En este trabajo, el módulo *de formación básica* nos ha permitido enmarcar todo lo referente al marco teórico donde se encaja este trabajo: las diferentes teorías de adquisición del lenguaje, las posibles metodologías a utilizar en el aula de Inglés; así como todos los elementos necesarios para la creación de unidades didácticas o proyectos (objetivos, actividades, evaluación, metodología) para que, en definitiva, los docentes puedan llevar a cabo su función de la manera más apropiada posible.

El módulo *didáctico y disciplinar* queda especificado dentro de la propuesta didáctica presentada, basada en el método expuesto, y sus tablas de actividades, su organización, evaluación y los materiales necesarios para llevarla a cabo.

Asimismo, el módulo *practicum* ha permitido enmarcar la parte práctica del trabajo, en el sentido que la contextualización ha estado basada en los recursos, distribución y organización de las clases que viví durante las prácticas en el colegio en ambos semestres.

Por último, el módulo *optativo* se desarrolla a lo largo de todo el trabajo, puesto que la mención a la que pertenezco es la de Lengua Extranjera: Inglés y este trabajo presenta un método actual para la enseñanza del inglés, Jolly phonics, y se encuentra redactado en este idioma en su totalidad.

Por otro lado, la Orden ECI/3854/2007 establece que al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan también en esta lengua los apartados "Antecedentes, objetivos y cuestiones" y "Conclusión", así como el preceptivo resumen que aparece en el siguiente apartado.

Resumen

El objetivo de este trabajo es presentar una nueva metodología de enseñanza de inglés como lengua extranjera, basado en aprender a leer y escribir. Jolly phonics se basa en el aprendizaje de los sonidos de diferentes letras para, posteriormente, unirlos y poder formar y leer palabras; mientras que por otro lado, se trata de que los niños y niñas identifiquen dichos sonidos y sepan construir palabras a partir de los mismos. A lo largo del marco teórico realizamos una revisión de la adquisición de la primera y segunda lengua, comparándolas y obteniendo similitudes y diferencias, así como de las fonéticas de ambos idiomas. El trabajo incluye, además de una detallada explicación del método en sí mismo, una propuesta de actividades que llevar a cabo con niños de cuatro años.

Palabras clave: Blending (unir sonidos); segmenting (separar sonidos); phonological awareness (conciencia fonologica); jolly phonics; synthetic phonics (fonética sintética).

Abstract

The aim of this paper is to present a new English as a foreign language teaching methodology, supported on learning to write and read. Jolly phonics is based in learning different letter sounds in order to enable children to blend them, forming and reading words; on the other hand, children will have to identify those sounds to be able to write words with them. Along the theoretical revision, a first and second language acquisition theories' revision is made, comparing them and pointing out the similarities and differences among both processes, as well as a comparison between both languages' phonetics. The paper also includes an explanation of the method itself and a proposal for a four year old classroom.

Keywords: Blending; segmenting; phonological awareness; jolly phonics; synthetic phonics.

Índice

-ANTECEDENTES, OBJETIVOS Y CUESTIONES.

Que la importancia del inglés en la actualidad es vital es algo evidente. Lejos de ser un simple complemento formativo, el inglés está llegando a ser una exigencia a nivel profesional, el académico e incluso el personal. Debido a la globalización, a la cada vez mayor movilidad entre países, Internet, y diversos motivos más, el inglés se trata del "idioma común" por excelencia. Tanto es así, que a día de hoy muchas escuelas españolas están implantando la enseñanza del inglés desde los primeros años de la educación infantil.

De esta forma, el currículo de Educación Infantil especifica que "en el segundo ciclo se iniciará una aproximación al uso oral de una lengua extranjera en las actividades comunicativas relacionadas con las rutinas y situaciones habituales del aula" (España. 2008. Orden ECI/3960/2007, de 19 de diciembre, por la que se establece el currículo y se regula la ordenación de educación infantil; 1017), fomentando la curiosidad y el acercamiento al idioma y su significado por medio de actividades rutinarias y cotidianas que encuentran su sitio habitual en las clases de infantil, hasta el punto que sean los propios niños y niñas los que elaboren mensajes ajustados a su nivel y contexto escolar.

Esto es así porque numerosos estudios sobre la adquisición del lenguaje (alguno de ellos trabajado a lo largo de este trabajo) defienden que, cuando los niños aprenden segundas lenguas a una edad temprana, "desarrollan sus sistemas gramaticales de manera no consciente y natural, por el hecho de estar en contacto con los datos lingüísticos de la lengua en cuestión" (Fleta Guillén, 2006; 51). Se aconseja, además, que niños y niñas aprendan una segunda lengua una vez hayan adquirido un dominio eficiente de su lengua materna, lo cual suele ocurrir hacia los tres años de edad (Navarro Romero, 2009) y apoya el hecho de que el inglés comience a impartirse en las aulas de segundo ciclo de infantil.

El Currículo añade también dentro de sus objetivos que niños y niñas, a lo largo de la Educación Infantil, deberán "iniciarse en las habilidades lógico-matemáticas, en la lecto-escritura y en el movimiento, el gesto y el ritmo" (España. 2008. Orden ECI/3960/2007, de 19 de diciembre, por la que se

establece el currículo y se regula la ordenación de educación infantil; 1017). Por lo que el método aquí expuesto nos es de gran utilidad, ya que trabaja la lecto-escritura, el movimiento (adjudicado a cada sonido), el gesto y el ritmo (con cada una de las canciones incluidas).

El objetivo de este trabajo es, pues, mostrar el buen uso que se puede dar al método Jolly Phonics, un nuevo y actual método de enseñanza de lecto-escritura, empleado en países cuyo idioma materno es el Inglés, pero que también se está comenzando a emplear en escuelas españolas. Dicho método se basa en la enseñanza, por medio de canciones, movimientos e historias (aprendizaje y enseñanza multi-sensorial), de los sonidos correspondientes a las distintas letras o dígrafos (dos letras que producen un sonido) para después poder desarrollar la habilidad de lectura y escritura en niños de edades comprendidas entre los tres y los seis años.

El trabajo presentado se encuentra dividido en cuatro apartados principales. En primer lugar encontramos una revisión teórica, necesaria para comprender la utilidad del método en las escuelas infantiles, que se subdivide a su vez en "Language learning" o "Aprendizaje del lenguaje" y "Second language in Infant Education" o "La segunda lengua en Educación Infantil". En el primero de ellos se trata de hacer una comparación entre la adquisición de una lengua materna y una segunda lengua, con sus similitudes y diferencias, basada en los estudios de Hulya Ipek; de la misma forma, hablamos también de los pasos en el proceso de desarrollo de las habilidades de lectura y escritura, pues es necesario entenderlos si lo que pretendemos con este método es enseñar a niños y niñas a leer en un idioma extranjero.

De esta forma, el segundo punto conforma una revisión de algunas de las metodologías principales de enseñanza de Inglés como lengua extranjera, así como la inclusión de unos principios metodológicos a tener en cuenta y otros métodos de enseñanza de lecto-escritura Inglesa, a parte del aquí presentado.

Por otro lado, el siguiente punto trabaja enteramente el método Jolly Phonics propiamente dicho. Comparándolo con dos métodos de enseñanza de lectura de castellano similares y tratando de hacer una aproximación a las diferencias entre los sonidos de las letras en castellano e inglés (con ejemplos sobre las

dificultades que las personas de habla española podemos encontrar a la hora de afrontar la pronunciación inglesa). Pasamos a hablar del funcionamiento de Jolly Phonics: la presentación de una letra a partir de una historia, una tarjeta ilustrada y una canción, con su acción y su ficha correspondiente. El método, a su vez, se divide en cinco grandes bloques: "Learning the letter sounds", "learning the letter formation", "Reading (blending)", "Identifying the sounds in words" y "tricky words"; centrándose cada uno de ellos en un aspecto particular a trabajar.

Por último, una vez hemos revisado diferentes teorías de adquisición del lenguaje, un abanico de posibilidades a la hora de enseñar una segunda lengua y el funcionamiento del método, encontramos una propuesta didáctica de Jolly Phonics. La propuesta está pensada para niños de cuatro años, que ya han trabajado durante el primer año de escuela con el método y que, por tanto ya sabrán las correspondencias letras-sonidos y movimientos. La idea es presentar dos semanas de actividades de revisión de los contenidos que trabajaron el pasado año, con una semana de introducción a nuevos contenidos como las "high frequency words" o las "tricky words", para así lograr mostrar de mejor manera la forma en que funciona el método y la variedad de actividades que podrían llegar a desarrollarse.

En lo que se refiere a la vinculación con lo estudiado durante los cuatro años de carrera, resulta evidente la relación que el trabajo mantiene con la enseñanza de lectura y escritura, trabajadas a lo largo de estos años en diferentes asignaturas; y también su relación con la importancia dada al Idioma Extranjero: Inglés, en la misma.

El trabajo se ve, entonces, dividido en relación a diferentes módulos. De esta forma, el módulo genérico incluiría el marco teórico antes mencionado, con los puntos sobre la adquisición de la lengua materna y la segunda lengua, y las diferentes metodologías.

El módulo disciplinar incluye la propuesta propiamente dicha, con todos sus apartados: tablas de actividades, objetivos, instrumentos de evaluación y metodología. Dentro de este último apartado, debemos indicar que, tal y como se expone, el método de Jolly Phonics supondrá la utilización de la mitad del

tiempo empleado en la enseñanza del inglés, estando la otra mitad del tiempo empleada por las rutinas, actividad habitual en la que el inglés se utiliza como lengua base a partir de la cual se desarrollan distintas actividades, familiares para los niños, que hacen que, poco a poco, los alumnos vayan interiorizando vocabulario y frases hechas. La presentación a niños y niñas de estos dos tipos de actividades se lleva a cabo por la diversidad de ritmos de aprendizaje y para conseguir potenciar las capacidades de los distintos perfiles que podamos encontrar en el aula.

Dentro de la propuesta diseñada, hay que hacer referencia al modulo práctico correspondiente a este curso, pues de no ser por haber vivido la experiencia de estar en el aula con 27 niños y niñas de tres años, me hubiera sido difícil ponerme en situación y tratar de ser realista a la hora de presentar las diferentes actividades. A pesar de que el colegio en el que realicé las prácticas no empleaba Jolly Phonics en Infantil, he tenido en cuenta la organización de las clases y las actividades que se llevaban a cabo en este colegio para diseñar la propuesta de actividades aquí presentada.

Por último el módulo optativo o de mención es evidente, pues la mención que he cursado durante el séptimo semestre ha sido la de Inglés. Por esto mismo el trabajo se encuentra redactado, en su mayor parte, en inglés. El idioma anglosajón siempre me ha resultado interesante, y nunca me parece de más investigar sobre todo lo relacionado con él (metodologías, adquisición del lenguaje, bilingüismo…) por lo que el trabajo ha sido de ayuda a la hora de profundizar sobre este nuevo método de enseñanza.

A THEORETICAL REVIEW.

1.   LANGUAGE LEARNING.

According to Bruce Goldstein (2008), "we can define language as a system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas, and experiences" (http://grammar.about.com/od/il/g/languageterm.htm). Many may consider language just as a group of sounds, but we need to distinguish between linguistic and non linguistic factors included in a language.

Whilst verbal/linguistic factors are words and tone of voice (what you want to say, indeed); non verbal/non linguistic factors are gestures, body positions and facial expressions. In this sense, we must highlight how the method Jolly phonics combines both verbal and non verbal factors when teaching different sounds, as we will see along this paper.

The order followed by this paper is meant to be logical: before we get into a totally new methodology for teaching English as a second language, it is important to understand how children acquire both mother-tongue and second languages; and before we work in Jolly phonics as a writing and reading method we need to know the different stages children go through before they domain these skills.

1.1.   Mother-tongue acquisition VS Second language acquisition.

Children's development in ages 3 to 6, according to Rodriguez López and Varela Méndez (2004), regarding language acquisition, begins with an important understanding of their mother-tongue and a meaning intuition of words and expressions in a foreign language (ages 3-4); followed by a total understanding, maybe with some pronunciation problems they can check on their own, and curiosity for new words (ages 4-5); ending up with a correct grammar use and an initiation in reading and writing (ages 5-6). On the one hand, this makes Infant Education period the best time to introduce a new

language; and on the other hand, pronunciation issues at the age of 4 or 5, makes Jolly Phonics a great opportunity to improve such results.

Before we address the different theories, similarities and differences regarding language acquisition, we need to comprehend how children acquire their first language. Besides, we need to understand what the word "acquisition" means. According to Krashen, acquisition "consiste en el proceso espontáneo de la interiorización de reglas que resulta del uso natural de este lenguaje" (Hurtado Santón y Hurtado Santón (1992; 184).[1]

The learning process takes place when children come into contact with the environment in which language is spoken and, thanks to social interaction, this language is developed. Therefore, it is an unconscious process in which children learn to speak without any specific instruction (Navarro Romero, 2009).

Interaction's importance in language acquisition is so, Patricia Kulh accomplished two different experiments in order to demonstrate it. On the one hand, she worked with a group of children who played with native speakers using toys and books. She concluded that the exposure to the language and the need of interact using it facilitated the integration of oral skills. On the other hand she had a group of children exposed to a second language through films. The conclusion obtained was that just watching television or listening to any audio does not show a phonetic learning, because children's perception did not improved the way it did in the first experiment (Kuhl, 2004).

Following the idea of interaction as the main resource children have to properly learn a language, authors included in this school of thought highlight the "motherese" language. Motherese is a slower and more accessible kind of speech for children, plentiful of repetition and with a great stress on intonation; mostly used by parents whose children are still little. For this reason, is easier for children to understand the message we are trying to transfer. This is related to Krashen's "comprehensible input" theory: "When the acquirer does not understand the message, there will be no acquisition" (Krashen, 2987:64).

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[1] Consists on the spontaneous process of rules' interiorization emerged from natural language use.

According to Ellis and Girard Brewster (1992) some of the characteristics of mother-tongue learning may be the following:

- Children learn their mother tongue when communicating through other sources, not only the language itself.
- Children learn their mother tongue when repeating words and sentences to themselves.
- Children learn their mother tongue when experimenting with it.
- Children learn their mother tongue when talking and practicing.

Second language teaching tries to apply this from a different perspective: a conscious and explicit position. This is so because the learning context is different owing to the ages and cognitive development of the children (Navarro Romero, 2009). Context also includes input quality and quantity. When we learn a first language we are surrounded by people who use it every day to communicate, where input quantity and quality are extremely high. But when it comes to a second language, it is difficult to find it outside school. "The classroom will probably never be able to completely overcome its limitations, not does it have to. Its goal is not to substitute for the outside world, but to bring students to the point where they can begin to use the outside world for further acquisition" (Krashen, 1987:59). There are children, though, to whom their parents speak in a language which is different to the one that surrounds them (speaking in English while living in Spain, for example), developing two different first languages or bilingualism.

Recent investigations suggest that the sooner a child starts receiving second language exposure, the better the results regarding the command of this language will be (Carrol, 1980). The different authors defending this idea recognize, though, how grammar and lexical concepts learning are extended beyond childhood (for example, Klein, 1986).

If we compare both first and second language acquisition, we may verify "some of the characteristics of second language acquisition show similarities with first language acquisition, whereas others show differences." (Hulya Ipek, 2009; 155).

Following this author's work, "Comparing and contrasting first and second language acquisition: Implications for Language Teachers", we see how some of the similarities among different language's acquisition include: developmental sequences, acquisition order, linguistic universals and markedness, input, behavioristic views and the Zone of Proximal Development; whilst the differences may be shown in acquisition/learning hypothesis, critical period hypothesis or affective filter hypothesis, plus fossilization and different social factors.

1.1.1. Similarities between first and second language acquisition

If we check the internet looking for information about language acquisition we find numerous studies developed to understand the nature of first and second language acquisition, which "revealed that both first and second language learners follow a pattern of development, which is mainly followed despite exceptions." (Hulya Ipek, 2009; 155). According to different researchers, when children are first exposed to their mother tongue, they go through a period of listening: the silent period; until they have the tools to start communicating with it. Second language learners would also develop this first stage but, as second language is usually taught at school and teachers lack of time, sometimes we as teachers urge children to speak. The stage that follows this first approximation to language is formulaic speech, "defined as expressions which are learnt as unanalysable wholes and employed on particular occasions" (Hulya Ipek, 2009; 155 cited in Lyons, 1968). These expressions might consist on memorized chunks, patterns with one or more slots, or greetings, so not only first and second language acquirers but also adult native speakers use it. The last stage is structural and semantic simplifications to their language, which may occur because learners have not acquired the necessary linguistic forms yet or because they are unable to access them during production.

Regarding acquisition order, Krashen put forward the Natural Order Hypothesis, claiming language rules are acquired in a predictable order, appearing to be inter-learner variation in it later on. Even if it is true that there is an order of acquisition, "one should be careful not to claim for an invariant order of

acquisition but for a more flexible order" (Hulya Ipek, 2009; 156) being aware of the possible variations.

Linguistic universals include two different approaches by Greenberg and Chomsky. Even though neither of these authors expected their theories to be used at explaining first or second language acquisition, both approaches defend the similarities among languages' structures, formation and nature: Greenberg by the typological universals and Chomsky with his Universal Grammar. The most important aspects of both approaches are marked and unmarked features. "According to typological universals, unmarked features are those that are universal or present in most languages and which the learners tend to transfer, while marked rules are language specific features which the learner resists transferring" (Hulya Ipek, 2009; 156).

Input is defined as "language which a learner hears or receives and from which he or she can learn" (Richards et al., 1989, 143). The different theories mentioned above, such as interactionism or behaviorism have already shown the importance and the need of input (and output). However, authors such as Chomsky have argued that input is essential but it alone cannot explain language acquisition because it does not supply learners with all the information they need to find out the rules of the L1.

Following the idea of learning a language by imitating words and sentences, behaviouristic views see in language a behavior to be taught. It is also assumed that "a person learning a second language starts off with the habits associated with the first language" (Hulya Ipek, 2009; 157). Which means that the mistakes made by the second language learner are seen as first language ones interfering. "The Behaviouristic Approach holds that language acquisition is environmentally determined, that the environment provides the language learner with language, which acts as a stimulus, to which the language learner responds" (Hulya Ipek, 2009; 157). Behaviorism's theories claim that learning is just about the imitation of sounds and words, but many other experts assure we can only memorize words, but not long sentences (Navarro Romero, 2009), so this approach fails to account for creative language.

Vygotsky explains the Zone of Proximal Development as follows: "The child is able to copy a series of actions which surpass his or her own capacities, but only within limits. By means of copying, the child is able to perform much better when together with and guided by adults than when left alone, and can do so with understanding and independently. The difference between the level of solved tasks that can be performed with adult guidance and help and the level of independently solved tasks is the zone of proximal development" (Vygotsky, 1982, 117). According to it, assistant performance and collaboration are crucial for learning and development. Teachers' feedback both in first and second language learning is important, because if a child sweeps along a mistake since Infant Education, it might influence his or her language development through the years.

1.1.2. *Differences between first and second language acquisition*

Seen the similarities between first and second language acquisition, it is time to review the main differences among them.

According to Krashen (1982) there are two different ways for an adult to learn a second language: acquisition (subconsciously, informal, implicit learning) or conscious learning (explicit and formal knowledge). Learning will never turn into acquisition, though, because they are different phenomena.

Lennenberg once claimed that there is "a biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire" (Brown, 1994, 52). But also other authors have spoke about different periods of time in which language can be acquired much more easily than in others. For example Oyama (1979), who established a sensitive period, or Moreau and Richelle (1981) with their "période privilegiée". These theories have been proved by neurological, psychomotor and cognitive arguments (Brown, 1994). It is remarkable that Lennenberg himself recognized the fact that learning a second language is possible after this critical period. This theory is mainly based only on pronunciation: "cuando un individuo aprende su L1 desarrolla unos procesos de codificación y descodificación fonética específicos para el sistema fonológico de su L1. Tales

procesos le permiten identificar y reproducir sonidos con la perfección propia de los hablantes nativos. Sin embargo, una vez fijados esos esquemas fonéticos, el cerebelo es reacio a modificarlos para adaptarlos al sistema fonológico de otra lengua." (Cortés Moreno, 2001, 271).[2]

These ideas lead us to think both that English should be taught, as it is being, since the first year in Infant Education; and the benefits of teaching English with Jolly phonics method, working pronunciation and English phonological system from the very beginning.

Another reason why first and second language acquisition are different is that, when we are children and still learning our first language, we are not afraid of failing, we feel motivated to learn more, we are not embarrassed if we pronounce something wrongly… This will remain as Krashen's Affective Filter Hypothesis. "He argues that affective variables can act as a mental block, also termed affective filter, and prevent comprehensible input to be absorbed. When the learner is unmotivated and lacks confidence the affective filter goes up. When the learner is not anxious and wants to be a member of the group speaking the target language the filter goes down" (Hulya Ipek, 2009; 159). Plus, children's affective filter is low, while adults are likely to have a higher affective filter, which, again, supports the idea of learning a second language while still in childhood.

Fossilization is the phenomenon because of which learners keep unconscious and permanently in their interlanguage features out of the second language they are trying to learn. (http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/fosilizacion.htm). The possible causes are suggested to be age (brain plasticity loss), unmotivation, communication pressure, lack of learning opportunity, and feedback's nature. This phenomenon is unique to second language acquisition.

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[2] When one learn his/her L1, he/she develops some specific phonetic codification and decodification processes in his/her L1 phonological system. Those processes allow him/her identify and reproduce sounds in a perfect native speaker way. Nevertheless, once this phonetic outline has been set, the cerebellum will not modify them to adapt to another language phonological system.

Finally, the different contexts in which both languages are developed are a fact we need to take into account. As previously mentioned, it is not the same to acquire a language in a natural context (at home, in the street…) than to acquire/learn a second language in a classroom. Furthermore, children cannot choose the first language they are exposed to, they will acquire it anyway; but children can "choose" the dialect they want to speak, instead of just learning the standard one. These ideas will lead to the Acculturation Theory, which claims social contact as a crucial aspect for language learning.

1.2. Stages on reading and writing development.

Written language learning includes both reading and writing. Jolly phonics is a motivational method on reading and writing for little children. It is important, then, knowing the different stages children go through when learning both of these processes. To do so, the chart below shows the different stages in both reading and writing development according to Jeanne Chall (1983) and Reading Rockets (2010) respectively.

Chart 1. Developmental stages in reading and writing.

Reading development	Writing development
Stage 0. Prereading (birth to age 6). Children accumulate language knowledge (letters, words…); growing on their control over syntax and words.	1. Scribbling/drawing. Children explore with space and form
Stage 1. Initial Reading, or decoding, stage: Ages 6 to 7. Interiorization of cognitive knowledge about reading: what letters are for, differences among similar words, and mistake awareness.	2. Letter-like forms and shapes. Writing includes shapes and figures.
Stage 2. Confirmation, Fluency,	3. Letters. Use of random letters. Most

Ungluing from Print: 7 to 8 years. Consolidation of what was learned in Stage 1. Fluency increases when reading previously heard stories; which also helps concentrating on printed words.	children begin with consonants (especially those in their name), without attention to spaces or directionality.
Stage 3. Reading for learning the new. Usually best developed with materials and clear purposes.	4. Letters and spaces. Word concept is developed: spaces separate words and spoken words match to printed ones. Children write with beginning and ending sounds and spell some high frequency words correctly. Vowels can be inserted.
Stage 4. Multiple viewpoints. Ages 14 to 18. Deals with more than one point of view. Increased weight and length of texts.	
Stage 5. Construcction and reconstruction. Age 18 and above. Degree of detail and completeness that one needs for one's purpose: knows what not and what to read.	5. Conventional writing and spelling. Children spell most words correctly, with a reliance on phonics knowledge to spell longer words. Correct use of punctuation and capital and lower case letters. Storytelling purposes.

While reading's aim consists on the comprehension of a text, an active process where the reader must re-build the text's meaning using previous knowledge and experiences, which motivates children to use different reading comprehension strategies; writing consists of the use of graphical signs to represent a speech. (Solé, 2009)

Numerous investigations have pointed out that the fundamental requirement to develop both processes reading and writing is phonological awareness (Bradley & Bryant, 1985; Jiménez, Rodrigo, Ortiz & Guzmán, 1999; Lundberg, Frost & Peterson, 1988; Roth, Speece & Cooper, 2002; Storch & Whitehurst, 2002…). Phonological awareness is one of the metalinguistic skills; "la capacidad de

identificar los componentes fonologicos de las unidades linguisticas y de manipularlos deliberadamente" (Gombert, 1992).[3]

Taking into account this phonological process in writing and reading learning processes, three different methodologies have been set according to Álvarez Blanco (2009): synthetics phonics, analytics phonics and eclectic phonics.

Synthetic phonics, which is the most related methodology to Jolly phonics, consists on teaching children to decode English' spelling. It is an explicit and systematic teaching and learning of the alphabetical code, emphasizing listening and phoneme identification. Letter names are not taught, but sounds and their corresponding graphemes. Synthetic phonics works both for reading and writing language, because its belief is based on reversible alphabet: "si se puede leer una palabra se puede escribir" (Nina Lauder, 2012)[4]. And it is focused on three skills teaching: blending for reading; segmenting for spelling and handwriting; and includes minimal exceptions (tricky words or high frequent words, which are included explicitly.

Analytic phonics involves words' recognition and its main idea lies on first sounds, rhyme and family words. This methodology was used twenty years ago by native speaker teachers when teaching writing and reading to English children, and it is based on complete words recognition and guessing as the initial reading strategy. (Nina Lauder, 2012)

Eclectic methods are mixed methods used satisfactorily when applying one or another technique depending on language requirements and concrete context (Alvarez Blanco, 2009).

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[3] The capacity of identifying phonological components of the linguistic units and manipulate them intentionally.

[4] If it can be read it can be written.

2.   SECOND LANGUAGE DURING INFANT EDUCATION.

During the past twenty years many schools have started teaching a second language by the age of three, in Infant Education. The acquisition theories explained in the previous section have supported this. One of the main factors influencing second language level is related to the age a person started learning it. Many authors have defended this position supporting their investigations on Lennenberg's critical period theory. Besides, "aunque la adquisición del lenguaje no nativo no está restringida a una determinada edad como para el lenguaje nativo, la edad de los aprendices parece ser un factor determinante a la hora de acometer con éxito la adquisición de segundas lenguas" (Fleta Guillén, 2006; 54)[5].

But it is not all about the age. Different individual and context variables limit the level a learner may acquire in second language domain, such as those directly related to the learners factors (motivation, aptitude, or even sense of ridiculous) and those related to the context factors. "Los niños son unos aprendices potenciales óptimos porque se relacionan bien aunque tengan poco conocimiento de la L2 y son capaces de usarla aún sin dominarla; para lo cual se ponen en funcionamiento los pocos recursos lingüísticos que poseen de manera creativa y, lo que es más, carecen del sentido del ridículo que acompaña a veces a muchos adultos" (Fleta Guillén, 2006; 56)[6]

These factors make obvious how important and useful teaching a second language when children are still in Infant Education is. Nevertheless, the problem in Spaniard schools is much more related to pronunciation than grammar or vocabulary. Here is where Jolly Phonics' importance remains.

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[5] Even though second language acquisition is not limited to a certain age as mother-tongue is, the learner's age seems to be a determinant feature when facing successfully second language acquisition.

[6] Children are capable potential learners because they interact correctly even if they have poor knowledge of the second language and they are capable of using it even if they do not domain it; making the few linguistic resources they owe in a creative way and, what is more, they lack of the sense of ridiculous, present in many adults.

But before we get into the methodology itself, it is important to be aware of how English has been and it is being taught in our schools.

2.1. Methodological principles on second language teaching.

According to Nebrija's pedagogues (1997), second language must be focused on the learner, and language should be conceived as a communication instrument, so it is advisable that second language learning context simulates a natural use of it. (Fernandez Agüero, 2009). Socio-cultural context must be taken into account when teaching and learning a second language, besides conversational partners' characteristics and the aim of the conversation; because we do not speak in the same way to a stranger or a good friend, for example. Activities must be planned to motivate communication, and the communication instrument in class should be the language studied itself.

Fernandez Agüero (2009) presented her own methodological principles list. Here, we highlight the ones regarding Infant Education:

- Second language learning must follow children's learning rhythm.
- Comprehension skills precede production ones.
- Speaking a language requires knowing and comprehend its culture
- Second language teaching must take into account personal features
- Second language teacher must domain the second language itself, its culture and its working.

2.2. Second language teaching methodologies.

As we have seen before, phonological awareness' theory developed three different methodologies in order to teach language reading and writing. Nevertheless, these are not the only methods used to teach a language or a second language.

It is very common to see how bilingual schools in Spain use English as the conductive language in daily routines. The routine-strategy is based on the repetition of daily activities developing second language comprehension and acquisition: "they allow the child to actively make sense of new language from familiar experience and provide a space for language growth. Routines will open many possibilities for developing language skills" (Cameron, 2003; 10) Routines are not only present when children first come to school in the morning, there are other events in which a routine can be created, for example, every time we have a birthday in the class, we can develop the same activities: "whose birthday is it today? How old are you today? Let's sing happy birthday!". These and other routines are some of the moments teachers can make the most of and, once the language has been settled, children themselves can be the ones leading these activities: asking other children to say good morning, for example. (Fleta Guillén, 2006)

Transitions, or the period of time between activities, usually become chaotic moments not only when teaching a second but also when teaching a first language. This is the reason why these periods of time can be more enjoyable and useful to teach a second language. "Así, se debería pensar qué tipo de canción, rima, poema o juego se puede llevar a cabo mientras esperamos a que todos los niños terminen de almorzar para luego pasar a la siguiente actividad o qué canciones, rimas, poemas o juegos podemos poner en práctica estando en fila esperando al autobús que no llega" (Fleta Guillén, 2006; 58). [7] Thus, we find sounding resources (instruments, clapping…), mimics (statue of…), songs and rhymes (giving rhythm to a message, such as "from the carpet to the chair" with "she'll be coming round the mountain's" melody) and oral reminders ("five minutes before we start the worksheet").

Another instrument used in Infant Education classrooms, are "formulas" or pre-fabricated language, "un tipo de input linguistico que se puede presentar a los niños en clase porque cumple con uno de los objetivos principales de la

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[7] This way, we should thin of what kind of song, rhyme, poem por game can be developed while we wait for all the children to finish their snack, or what songs, rhymes or poems can we practice when we wait for the bus to arrive.

comunicación: aprender la lengua y usarla" (Fleta Guillén, 2006, 59)[8] These formulas are common expressions which provide children basic tolos to use the second language, stimulating children's production: "Can I go to the toilet, please? Help me please…"

Learning a second language years ago was a memorizing and uninspiring process for students, the methods explained above and the following ones are some of the methodologies an English as a second language teacher may use during his/her career.

There are several different methods to teach a Second language. Between those, Madeline Snider (2014) listed seven methods:

- Grammar translation Method, focused on grammar and translation skills as it own name suggests. Even if it is the most common of all methods, because teachers with limited proficiency in English may use it, it often neglects all the communication skills needed to domain a language (pronunciation, speech and active engagement)

- Direct Method. Developed by Maximilian Berlitz and Francoise Gouin in the late 19th centure, supposed an improvement in second language teaching methodologies if we compare it to the grammar translation method. "Tous les efforts du professeur devront tenre à obtenir dés le début une prununciation et une accentuation exactes" (Puren, C, 1988: 129)[9]

- Natural Approach. This method tries to make children learn a second language the way they learnt their first, plaing little emphasis on formal rules and grammar, as students acquire knowledge of the language intuitively through experience (Madeline Snider, 2014).

- Audio-lingual method: language acquisition occurs through habit and repetition. As speech is its focus, audio lingual method gives spoken

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[8] It is a kind of linguistic input which can be presented to children in the classroom because it obeys one of the principal communication principles: learning and using a language.

[9] Teacher's effort must be focused on obtaining, from the very beginning, exact pronunciation and accentuation.

drills and mimicry of set phrases a great importance, as well as pronunciation.

- Cognitive Academic Language Learning. This method includes the explicit teaching of learning strategies, with a primary focus on subject content.

- Total Physical Response uses commands and action performance to integrate language material via kinesthetic learning. Asher realized that children go through a silent period of understanding before they are able to produce language.

- The silent way is a methodology based on the idea that teachers should be as silent as possible during a class and encourage learners to speak as much as possible (Tim Bowen, 2011).

2.3. English reading and writing teaching methods in Infant Education.

As we have seen before, phonological awareness is an important feature in learning how to write and read and three methods to teach these skills have been created (analytic, synthetic and eclectic phonics). As Jolly phonics is one of the methods included in synthetic phonics and learning to read and write from minimal parts of words (letters and sounds) is gaining popular acceptance these days, we will focus on synthetic phonics methods, finding them quite similar. It is remarkable that these methods are thought to teach English native speakers, but they are also useful when teaching Spanish children, in this case.

Apart from Jolly phonics, which is going to be explained in detail along this paper, we may find the following writing and reading teaching methods:

2.3.1. International phonics.

Developed by Debbie Hepplewhite (2007), it shows multiple similarities to Jolly Phonics. It is based on the learning of letter sounds: the alphabet is presented and the different combinations to pronounce each letter. Its principal aim is to make children aware of how in English some sounds (phonemes) can be

represented by different graphemes and vice versa, graphemes representing different phonemes.

The same author developed a chart that makes visible the different graphemes related to an only sound, as in the example below (Picture 1). In it, we may see two different variations of the poster: one which could be hung up on the classroom walls for children; and the other one for advanced students or teachers themselves. In the second one, we can see how the different possibilities of writing a sound are colored differently, this regards their difficulty.

Picture 1. Debbie Helpplewhite's posters

2.3.2. Letters-and-sounds   (http://www.letters-and-sounds.com/what-is-letters-and-sounds.html)

In 2007, United Kingdom's Department for Education and Skills, which aims to "build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five." (letters-and-sounds.com/what-is-letters-and-sounds). It establishes six different phases required to assure the correct learning of reading and writing.

- Phase One. Activities divided into: environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.

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[10] Phonics International, Debbie Helpplewhite's posters, 2007 [Illustration] Retrieved from: http://www.phonicsinternational.com/unit1.html

- Phase Two. Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
- Phase Three. Learning the remaining 7 letters of the alphabet (one sound for each again). Digraphs. Reading captions, sentences and questions.
- Phase Four. Children learn to blend and segment longer words.
- Phase Five. Children learn more graphemes for the phonemes they already know, plus different ways of pronouncing the graphemes they already know.
- Phase Six. Working on spelling,

Phase six may be the most different phase if we compare Letters-and-sounds with Jolly Phonics. Spelling could be quite hard for children to understand, because as we know, letter names are different from letter sounds. This makes spelling a skill for more advanced students.

3.   THE JOLLY PHONICS METHOD.

According to Thao Le Thanh (2010) the importance of reading lies on its capacity to make children's pronunciation better, gain vocabulary, enable people spelling correctly, helps relaxing, enhance writing skill and allow us to continuously update our knowledge.

Both Spanish parents and teachers are aware of the importance of reading, understanding that the principal goal is to make children notice how specific sounds are associated to letters or digraphs (two letters creating one single sound). This is why some reading teaching methods when teaching to read in Spanish, such as Letrilandia and Lamela, shows children how letters sound. On the one hand, Letrilandia proposes different stories, in which every letter speaks its own sound aloud, as in the example below with letter "S" (Miss Silence). On the other hand, Lamela's method is more similar to Jolly phonics: a letter is introduced in class and children must associate a movement to it and its sound,

as in the example below with "G": the child must pretend to be drinking a glass of water while pronouncing the sound.

Picture 2. Letrilandia's "S" storyline

Picture 3. Lamela's "G" teaching clue.

The difficulty of these methods relay on the fact that some languages, such as English, have more sounds than letters in their alphabet. Oppositely, Spanish is more or less a regular language, because most letters correspond to a sound. At this point, we must point out that only few letters are not expected to sound the way they do in some situations. For example, letter "c" and "g" have two different sounds: /k/ (as in "coche") and /c/ (as in "cielo") for "c" and /j/ (as in "gemelo") or /g/ (as in "goma") for "g". Plus, letter "h" has no sound, and neither has letter "u" when mixed with "g" or "q".

Even sharing a similar alphabetical code, Spanish and English phonologies are quite different. In this sense, while English has 42 sounds but only 26 letters, Spanish has 22 different sounds and 28 letters, which means that some of these letters have the same sound."These differences will influence the speech of Spanish-speaking children learning English" (K. Gorman and Stubbe Kester, 2007; 5) because Spanish children transfer the phonologies they already now into English, but there are twenty phonemes they do not know yet.

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[11] Letrilandia's "S" storyline, [PDF Document] Retrieved from:
http://www.juntadeandalucia.es/averroes/elcastillo/WEB_INFANTIL/FICHAS%20LECTURA/Letrilandia-cuentos.pdf
[12]Slideshare, Lamela's G teaching clue, 2012, [Power point presentation] Retrieved from
http://www.slideshare.net/Anusky777/leemos-sonidos

Chart 2. Spanish and English Alphabets

Spanish	a	b	c	ch	d	e	F	g	h	i	j	k	l	ll	m	N	ñ	o	p	q	r	S	t	u	v	W	x	y	z
English	a	b	c		d	e	F	g	h	i	j	k	l		m	N		o	p	q	r	S	t	u	v	W	x	y	z

Some dictionaries include rolled "r" ("rr"); and letters "k" and "w" are only used when Spanish language adopts foreign words, such as "sandwich" or "karate". If we compare both alphabets, we notice how English lacks of "ch", "ll" and "ñ"; but it does have its corresponding sounds. "Ll" would be similar to the /j/ and "ñ" could be perceived as "ny".

Once we have reviewed the differences between one and other alphabets, it is important to focus on Spanish and English phoneme differences.

English has twelve different single vowels, but Spanish single vowels are five, and consistently represent the single tense vowel sound /a/, /e/, /i/, /o/, and /u/, whereas English vowels represent many tense and lax vowels and sounds, including /a/, /ɑ/, /æ/, /ɔ/, /e/, /ɛ/, /i/, /ɪ/, /ʊ/, /u/ and /ʌ/. Both languages use two vowels together, forming a diphthong (8 different combinations in English and 13 in Spanish). Spanish vowels are weaker, they are all short, but English ones, depending on their quantity classification, can be short or long vowels (see chart 3).

Chart 3. English and Spanish vowel comparison

	SPANISH CLASSIFICATION		ENGLISH CLASSIFICATION	
	Vowel	Example	Vowel	Example
Short single vowels	/a/	Pan	/æ/	P<u>a</u>ck, h<u>a</u>t
			/ʌ/	D<u>u</u>ck, s<u>u</u>n
	/e/	El	/e/	P<u>e</u>t, r<u>e</u>d
	/i/	Ir	/ɪ/	P<u>i</u>ck, s<u>i</u>t

	/o/	Flor	/ɔ/	Pot, lot
	/u/	Tu	/ʊ/	Book,
			/ə/ schwa	Apart
Long single vowels			/i:/	Week, seat
			/a:/	Dark, start
			/u:/	Blue, soon
			/ɔ:/	Talk, course
			/ə:/	Work, hurt
	Dipthong	Example	Dipthong	Example
	/ai/	Samurai	/aɪ/	Buy, bite
	/au/	Gaudí	/aʊ/	Now, town
	/ei/	Seis	/eɪ/	Stay, state
	/eu/	Propedeutico	/ɔʊ/	Low, phone
Diphthongs	/oi/	Hoy	/ɔɪ/	Boy, voice
(Red cells: only Spanish diphthongs; Blue cells: only English diphthongs)	/ia/	Mayoría	/ɪə/	Near, here
	/ua/	Cacatua	/eə/	Hair, stairs
	/ie/	Miel	/ʊə/	Pure, fewer
	/ue/	Fuel		
	/io/	Patio		
	/uo/	Cuota		
	/iu/	Ciudad		
	/ui/	Huida		

As we can see, the Spanish diphthongs in red are not found in English. Apart from these diphthongs there is a great difference among both languages, the use of the "schwa" and the diphthongs made up from "schwa", because it is a quite commonly pronounced sound in English but is non-existent in Spanish. Schwa is more like the absence of a clear vowel than a new and exotic sound. It is never stressed, and its sound is in between an "a" and an "e", as if we were saying "buh".

Regarding consonants' sounds, we should consider the fact that Spanish has 20 different consonants sounds and English has 24. To define a consonant's sound (both in Spanish and in English) different aspects are taken into account:

- Voicing: whether a consonant is voiced or unvoiced.
- Manners of articulation
- Places of articulation: where in the vocal track the narrowing occurs

Just as we have done with vowels, the chart below compares both Spanish and English consonants attending to these features. In it, we can see how these languages share consonant sounds (purple cells); or have their own (Spanish-red-cells; English-blue-cells).

It could be interesting to classify the different English sounds regarding their difficulties to Spanish native speakers. In this sense, color green would mean Spanish and English language share the same letter sounds; orange would mean that, even though we, as Spanish speakers, have the sounds, in English are pronounced a little bit differently; red would mean we do not share the sounds. These colors will create our traffic light.

Some of the difficulties or differences we find when speaking English might be the fact that, even though we share some of the phonemes, word construction is different. For example, it is unthinkable to see an "s" at the beginning of a word followed by a consonant. These makes Spaniards add an "e" at the beginning of the word, as in "school" ("eschool). This sound would be included in the orange group.

Another difference between these languages are "th", "ch", "sh" and English "z" sounds: they do not exist in Spanish and would belong to the red group. Besides, many students find it difficult to pronounce "h" correctly: we are accustomed to not pronounce any sound with it, and when we are asked to make it sound, we exaggerate and get a sound similar to Spanish "j", as in "jello" "H" sound would be in the red group, because its sound, as when we try to warm our hands up with our breath, is not found in Spanish.

Last consonants sounds such as "g", "x" or "k" (as in "dog", "bulwark", "ox") may also create difficulties to Spaniards, because they do not happen to be used at the end of the word in Spanish. They would also belong to the orange group, because as in "s", we know its sound but it is placed somewhere it is not in Spanish language.

Chart 4. Spanish and English consonant classification.

		MANNER OF ARTICULATION												
		Stop		Fricative		Approximant		Affricative		Nasal		Lateral		Vibrant	
		E	**S**	**E**	**S**	**E**	**S**	**E**	**S**	**E**	**S**	**E**	**S**	**E**	**S**
P L A C E O F A R T I C	Bilabial	P B		-	-	-	-	-	-	M		-	-	-	-
	Labio-dental	-	-	F / V	-	-	-	-	-	-	-	-	-	-	-
	Dental	-	T D	θ ð	Đ	-	-	-	-	-	-	-	-	-	-
	Inter-dental	-	-	-	Θ	-	-	-	-	-	-	-	-	-	-
	Alveolar	T D	-	S		-	-	-	-	N		L		-	R
	Alveo-palatal	-	-	ʃ ʒ	R	R	-	tʃ dʒ	-	-	-	-	-	-	-

U L A T I O N	Pre-palatal	-	-	-	∫ Z	-	-	-	tʃ dʒ	-	-	-	-	-	-
	Palatal	-	-	-	-	J	-	-	-	-	ŋ	-	-	-	-
	Velar	K G	X	-	W	-	-	-	ŋ	-	-	-	-	-
	Glottal	-	-	H	-	-	-	-	-	-	-	-	-	-	-

As Sue Lloyd has pointed out in "The Jolly Phonics Handbook", it is important to know all the letter sounds before children begin to read, because this way, they can blend sounds to pronounce a word, a sentence, and think of the letters and sounds belonging to a word when facing writing.

3.1.   What is Jolly phonics?

Jolly phonics was borned around 1975, when letter sounds teaching proved to be much more successful for children. Later, in 1977, schools introduced some structured blending, helping children to develop their phonological awareness before they learnt to read and write, relating the sounds to the symbols and understanding the alphabetic code.

Songs, movements, worksheets, word games… they are all used in Jolly phonics, making it a multi-sensorial method. We cannot forget Jolly means "funny" in English, and this method is meant to be amusing and entertaining for children from a young age, even preschool. Just like the other synthetic-phonic programs mentioned before, Jolly phonic's aim is to teach children how to write and read properly.

To achieve their aim, teachers who use Jolly Phonics introduce a sound to their children. They do it with a short story-line, letter "c" one, for example, would tell how a family goes on holiday to Spain and spend the day on the beach, coming back in the evening for dinner. After dinner, Spanish dancers perform in the hotel: the ladies wear bright colored dresses and have castanets which make a c, c, c, c, sound. The story may content a revision of other letter sounds: the

family travelled by plane (and children have to make the "n" sound, related to the plane's noise, etc.)

Right after the story has been told, the teacher shows children the letter sound flashcard (also included in Jolly Phonics Handbook, but which can be changed or created by the teacher) where children can see letters "c" and "k" the letters related to the sound /c/. This flashcard should show castanets, or a flamenco dancer, to make children recall the story and sound, as in the example below:
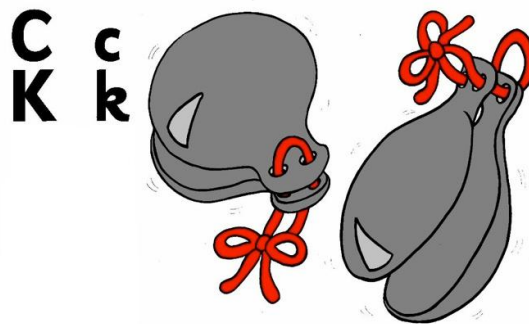
12

Picture 4. C and K sound flashcard.

The next step will be learning the letter sound action. In this case, it would consist on children pretending to be Spanish dancers and clicking fingers above their head saying c, c, c, c, c, (castanets sound). After we have learnt the action, the teacher might play its song, which melody has been taken from the popular song "She'll be coming round the mountain":

"We are clicking castanets, /c/.-/c/-/c/.
We are clicking castanets, /c/-/c/-/c/.
We are clicking castanets, clicking castanets…
We are clicking castanets /c/-/c/-/c/."

The song can be repeated as many times as the teacher wants, making sure children are saying the sound /c/-/c/-/c/ while the song is played and doing the action while singing:

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12 Wikispaces, C and K sound Flashcard [Illustration], Retrieved from
https://techprimary.wikispaces.com/Jolly+Phonics+videos+created+by+students

Action: Raise hand and snap fingers as if playing castanets and say *ck, ck, ck.*

[13]

Picture 5. C letter sound action

The Jolly phonics handbook explanation of the method divides the process into the following five different skills (the first four of them are taught at the same time, while the fifth one is worked when children have interiorized letter sounds and blending)

3.1.1. Learning the letter sounds

Every single word is made up of sounds. When we are initially teaching letter sounds only one way of writing each sound is taught and afterwards the main alternatives will be covered. It is also important to introduce letters by their sounds and not their names; which will be introduced later on through singing or reciting the alphabet.

When children are old enough to cope with a great amount of letter sounds in a short period of time, it is recommended to introduce a letter sound a day. But, as we are teaching Infant Education children, we might consider a slower rhythm. In any case, repetition is the key to success: recalling the letters that have been taught, should be held up every lesson for the children to call out the sounds, and do the actions.

Letter sounds are introduced using a storyline included in the Jolly phonics materials, which can be adapted or be told in a personal way. Here, Finger phonics books can be used to give a colorful illustration and as an introduction to reading and writing skills. Seeing the "c" and "k" sounds page in these books may motivates them noticing how these letters are written and, if we constantly repeat some of the names included in it, they may want to find out the way those words are written.

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[13] Jolly phonics Action Sheets [PDF document] Retrieved from: http://jollylearning.co.uk/gallery/jolly-phonics-actions/

Picture 6. Finger phonics sample.

Picture 7. Sound Sheet.

Once the letter has been worked in class (storyline, sound, words, and air-forming) the teacher should give their children corresponding Sound Sheet so they can write the letter and color the picture.

When "a, e, I, o, u" are taught, the children need to know that they are called vowels and they are special letters, and they can then be taught that the other letters are consonants. Once children have learnt all the letter sounds, they will need to be made aware of the alternative ways some of the vowels can be written. Digraphs are initially introduced in two sizes, helping children to understand they each make two sounds.

Letters are worked in groups of six and the order they are learnt has been carefully prepared to help learning. In this way, the first six letters can be used to make many different simple three-letter-words and letters that could be confused are not too close together.

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

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Picture 8. Letter groups

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[14] Rainbow resources, Finger phonics books, [Book illustration] Retrieved from http://www.rainbowresource.com/product/Finger+Phonics+Set+of+Books+1-7+w-+Print+Ltrs/029223/c419194e04e5205c0057521d?subject=5&category=897

[15] Dream English, Phonics sound sheets, [Sheet] Retrieved from http://www.dreamenglish.com/phonics

3.1.2. Learning the letter formation

Before they face writing, children need to know how to hold their pencil and form the letters correctly. A great way of introducing word formation to children consists on the following steps:

1. The teacher shows the formation on the board, writing the letter(s) as many times as needed.
2. The teacher shows the formation in the air, asking children to imitate their moves and saying the sound.
3. The Sound Sheet is given to every child. They will have to write the letter following the instructions and clues in it (arrows, numbers…)
4. Finger Phonics books are worthy because it helps children interiorizing letter formation.

Children are also told to leave a space between words and to write using lower case letters (capital letter formation will be taught later) and a joined-up handwriting. It is recommended because children develop more fluency in their writing and encourages spelling (spaces, correct order, digraphs…). The teacher should regularly revise and check the formation of each letter.

Working with letter formation in English will be also helpful when children face Spanish writing. This will mean children are working on letter formation twice instead of once just with the Spanish teacher, so the development of writing will be probably faster and more efficient.

3.1.3. Reading

Reading learning is based on the blending strategy, which consists on saying the individual sounds in a word and, after decoding every sound, reading the word out loud (gradually the children are encouraged to blend silently in their head).Blending is relatively easy for most children, but there are two different reasons they may find it difficult:

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[16] Jolly learning, Letter groups [Illustration] Retrieved from http://jollylearning.co.uk/overview-about-jolly-phonics/

- They do not know the letter sounds well enough
- The way the letter sounds are emphasized. The emphasis should be on the first letter sound.

Consonant blends are the most regular, and blending skills are improved if every combination is practiced on its own, making it easier to read the words that have initial consonant blends.

Before dealing with reading books, there are some activities that may be interesting to practice with children, also considered by the jolly phonics' author, such as develop the different sound actions in a simple word and asking children to decode it and say the word out loud: "for example, with the word "pig" the teacher does the actions for the letter sounds, in this case puffing on the finger for the "p", wiggling fingers n the nose for the "I" and spiraling hand downwards for the "g" sound.".
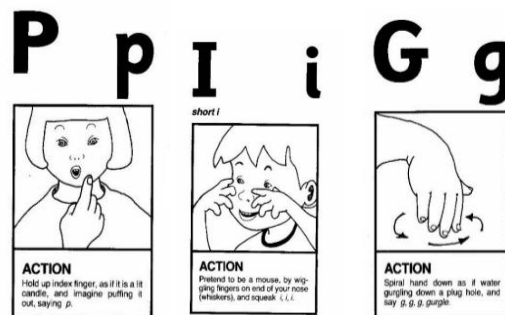
17

Picture 9. "Pig" word formation actions

Another activity would consist on putting random letters on the board; then the teacher would point them out, one by one, asking the children to say the sounds until they build a word.
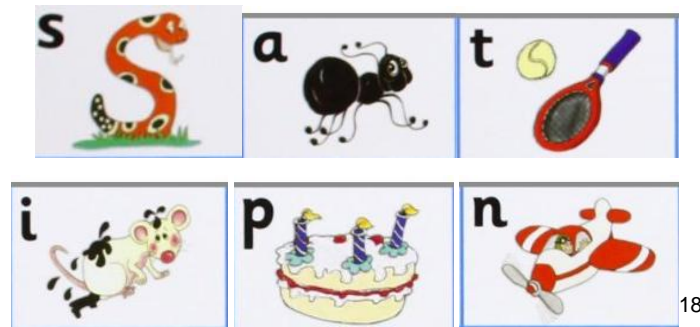
Picture 10. Jolly Phonics random letters

With the first letter group showed above, for instance, the teacher could make different easy three letter-words, such as in Chart 5:

Chart 5. Three letter words, first letter group combinations.

	T-I-N
	S-A-T
	A-N-T

A useful and more advanced activity would be creating word box sheets. Children will have to read those words, which have been graded from simple to more complicated words. This last activity can be started whenever the fourth group of letters has been taught.

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[18] Amazon, Jolly phonics cards, [Illustration] Retrieved from http://www.amazon.co.uk/Jolly-Phonics-Letter-Sound-Strips/dp/1903619106

Group 1 words		
sit	it	spat
pan	tap	pit
tip	pip	sip
sat	at	tin
in	spin	pant
ant	nap	tan
pat	an	spit
snip	pin	nip
sap	its	span
snap	sin	stint

[19]

Picture 6. First group of words for word boxes.

Extra knowledge helps children develop their understanding and confidence. This is the main reason why Sue Lloyd (1992) proposed five different hints for teachers to enable children blending more words:

- When a word has two vowels, the principal sound in the word will be the first vowel letter's, as in "dream, people, train, boat, toe, Tuesday". Children will enjoy and understand the rule if we add the saying "when two vowels go walking, the first does the talking".

- "If the short vowel does not sound right, try the long one". The saying is also useful when coping with "the magic e", "e" at the end of the word, the vowel must not say a sound itself, and it "makes the first vowel say its name, as in "cane, pane, cube"…

- The letter "I" is very "shy" to go on the end and "toughy y" takes its place as in "day, boy".

- If the letter "c" is followed by the vowels "e, i, or y" the sound is usually softened to an "s" as in "ice, race, city, circle, cycle". After a letter "g", an "e, i, or y" usually changes the sound to "j", "gently, giant, gymnastics".

- The six alternative ways of writing the vowels (igh, ew, ir, ur, au, aw, al) should be learnt by sight.

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[19] Blog, Jolly phonics first group of words for Word boxes, [Sheet] Retrieved from http://missmernagh.com/2014/01/26/my-top-5-teacher-resources/

3.1.4. Identifying the sounds in words

Before children begin to write they must recall the spoken word, listen and identify and write the sounds. As it has been mentioned, the ability to hear the different sounds in a word is called phonological awareness. The aim at this point is to hear the sound and know where it is placed (at the beginning, in the middle or end of the word). As in "sat", children need to notice three different sounds "s, a, t" and, once they identify them, they will be able to write the whole word by themselves.

There are several activities which can be developed to help writing. One is calling out loud a word, holding up a finger for each word's sound, as in chart 6 below. When most of the children can do the activity with three letter words, longer words can be added.

Chart 6. Counting sounds.

PIN		
P	I	N

GROUND				
G	R	OU	N	D

This is called segmenting: distinguishing the numbers of sounds in a word, and it is usually worked using one's arm. Each part of the arm, (e.g. shoulder, elbow and wrist) will acquire a word sound -"p-e-t"- (see picture 7) and children will touch each part and say the sound aloud, blending them all together when sliding their hand along their arm, as in picture 8.
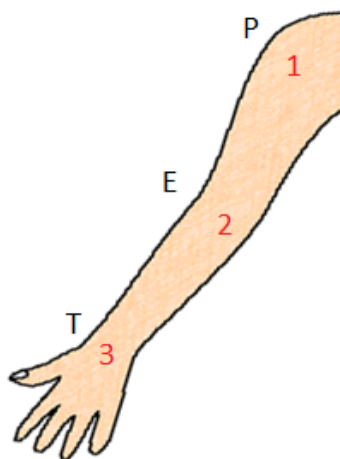
Picture 7. Segmenting sounds.   **Picture 8.** Blending sounds
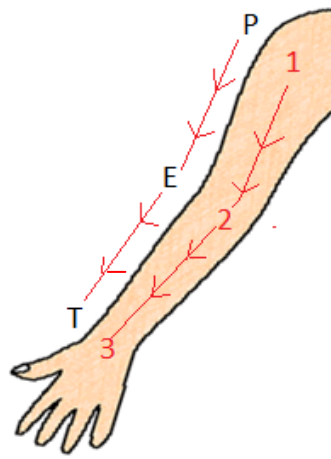
But, what happens when we are segmenting and blending a word with a final double letter? Segmenting will not vary much, but when blending the sounds and sliding our hand on our arm, we will have to point out with two fingers how the final sound is a final double letter, as in the picture bellow.
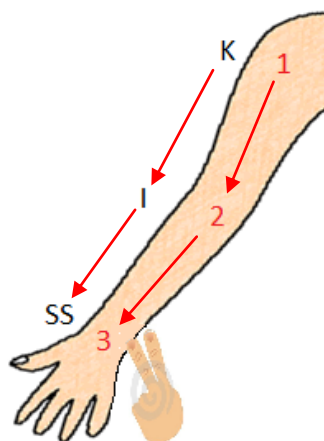
Picture 9. Final double letter blending.

Some other activities would be: word families; listening to words without the initial consonant sound; the chopping game (eliminating first sounds until there is only one sound left); hearing the number of syllables in a word; building

words on the board by adding different sounds to a word given; dictating letters, words or sentences; and, finally, independent writing can be expected.

As well as in reading, there are some helpful hints for teachers to develop independent writing in children, according to Sue Lloyd (1992).

• The teacher can write a sentence of news for the child to copy. As the words are written, the teacher can say the sounds for the regular words and explain that the irregular ones are the "tricky words". At the beginning, the teacher can write words related to the routines that take place in every infant education classroom, like "MISSING GIRLS AND BOYS" and point out every letter with their sounds; this can also be done with children's names. Then, the teacher may write more complicated sentences every day, which can be related to activities or themes which are going to be developed, how a child is dressed ("María is wearing a pink skirt), etc, and which should be supported by images and be "ready-to-make" sentences, as in Chart 7.

Chart 7. Sentence formation

20	IS WEARING A		21
MARIA	IS WEARING A	PINK	SKIRT

M	A	R	I	A	I	S	W	EA	R	I	N	G	A	P	I	N	K	S	K	IR	T

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[20] Dibujos para colorear, Girl, [Illustration] Retrieved from http://www.pintarcolorear.org/dibujos-de-nina-para-colorear/

[21] Kidsfrong colorable pictures, Skirt [Illustration] Retrieved from http://kidsfront.com/work-sheets/skirt_bw_158.htmlv

Teacher and class sound out the words, letter by letter. If there are tricky words in the sentences, the teacher can tell the children the correct way of writing them. Then they all together can read the sentences together. Spelling will be taught at a different time.

3.1.5. Tricky words

Children remind irregular words as "tricky words". At least sixty tricky words are attached to the Jolly phonics Handbook. They can be introduced to the children once they can relate letters to symbols and have enough knowledge of letter sounds; when the fourth group of letters has been taught. But it is also possible to make it more flexible, depending on the class group and how the teacher sees their evolution.

One of the activities that can be made so that children identify those tricky words consists on the Word Wall. Tricky words are written in different shapes (leaves, flowers, stars…) and decorate the classroom walls at the same time children can regularly practice reading them.

Picture 7. Tricky words' flowers.

Another activity would consist on memorizing a words' letter names while writing it, cover it and wait for the children to write it down again without looking. Mnemonics is another good resource to work these words: it consists on creating sentences with a word's letters, such as: "people: people eat

omelettes, they like eggs". When children have learnt a word, it is helpful to show others in the same family (only the first consonant changes, as in "like, bike, Mike, hike"; or are composed by the same vowels (as in "like, hive, pine, shine"). Another helpful strategy could be writing the irregular word in the different ways one could be written ("brown/broun").

The way vowels work is probably the most difficult aspect to understand for children and to teach for teachers, because many of the vowels have more than one way of being written. When children have been taught to listen for the short vowel and can identify it in words, they will understand that:

- A short word with a short vowel, ending with a "c" sound, is written like a "ck" as in "duck, black, neck, tick, tock". but if it has not a short vowel, then it is just "k" as in "look, dark".
- A short word with a short vowel ending with "f, l, s, z" needs double ending as in "cliff, spill, miss, buzz".
- In the suffixes "ing, ed, er, y" are added to a word with a short vowel, there have to be at least two consonants before the suffix is added, as in "ru<u>nn</u>ing, cho<u>pp</u>ed" but if the word does not have a short vowel, no doubling of the consonant is needed.

3.1.6. Further information.

Parents' participation is very important: children will take home different worksheets and activities all along their learning period. Without help it is easier for bad habits to set in and the child is then far less receptive (Lloyd, 1992). Young children really enjoy parental attention, and this will help as a motivation for them to work at home.

The method also counts with supplementary work ideas if children do not follow the rhythm as it was expected. This could consist on a "Sound box" where the letters a child does not know are kept until s/he does; practice regarding motor control when handing a pencil to write and blending; or small group teaching if it is about identifying sounds in words.

4.   A JOLLY PHONICS PROPOSAL.

4.1.   Classroom context

Even though Jolly Phonics may seem a really strict method, it can easily be adapted to any classroom situation. The idea is introducing Jolly phonics teaching in a bilingual school, not as the only way of teaching English language but as additional resource to work with it and introduce reading and writing skills.

The school selected develops a British program (Spanish and English) ranging from kindergarten through 6th grade. The aim of this program is to provide students a bilingual education through an integrated curriculum of Spanish and English, based on the curriculum established by the Government of Navarra. The teaching team consists on well-trained teachers. For the proper development of this program teachers make a coordinated effort to establish and sequence the objectives, content and areas to be taught in both languages as well as the evaluation criteria.

Each level of the new promotions in the bilingual program at this center is divided into two classes, A and B, with a maximum of 25 children in each, as in other public schools. Spanish professor teaches both classes A and B, responsible for communication with the families of children in B. The English teacher also teaches both classes, and is responsible for communication with the families of the children in A. By working together in each class, both teachers should coordinate all the activities with children, so they must spend extra time weekly to make the program effective.

Teachers of this school must be aware of the world we live, interconnected and interdependent. So, it is important to prepare learners for their future taking into account the importance of how and what to teach, in this case, writing and reading teaching.

In regards of the type of learners, these activities have been designed for a group of twenty 4-year old students who have been learning English and Jolly

Phonics since they were 3. I have chosen this age because it might be the best to show a more range of activities.

4.2.   Aims

As children in second year of the second course in Infant Education have already worked with Jolly Phonics the year before, the aims of the proposal are:

- To recall the knowledge they acquired in the past, adding new vocabulary words and making sure children are acquiring the reading skill correctly.
- To introduce high frequency words and tricky words gradually, as well as the writing skill.

4.3.   Methodology

As it happens in many schools nowadays, daily life in our school is divided into two different sections: English and Spanish. The English teacher develops the routines everyday, which may consist on sitting the children around the black board, asking them what day it is, what the weather like is, what they have for snack… basic daily routines. These activities, as it has been explained before in this paper, are ideal moments to make children understand English and collaborate in talking, answering the questions in a foreign language.

Routines may last for 45 minutes a day more or less and, after children have eaten their snack, the English teacher can start tackling Jolly Phonics itself. Starting the day with daily activities will help creating the perfect environment for children to develop their communicative skills in a foreign language. As teacher spends half the day with each class (with one class during the first three morning hours and with the other with the time rest of the day –except for Wednesday, when the teacher stays for two hours on each class), the sessions are thought to be developed in five different days.

Regarding the Jolly phonics learning, different activities and resources will be used, such as songs, story-books, Finger Phonics books, different sheets, word

boxes; aiming to let children enjoy the wide range of activities the method purposes and avoiding boredom.

As it is quite difficult to work in small groups (because of the lack of human resources in real Spanish schools) most of the activities are designed to be developed in big group, and if any activity requires a smaller group organization, some activities will be thought to keep a part of the group busy while we develop a different activity, and then we would change roles.

4.4.   Classroom and materials

The classroom will have different materials on its walls: an alphabet, phoneme posters (similar to the flashcards we will have shown children, with a picture that will make children remind of the different stories), vocabulary words and tricky words which will be gradually stuck on the wall…

The organization of the classroom will be similar to any preschool classroom. There will be four different tables with five seats in each; enough space in front of the black board to develop assemblies every morning; shelves to keep every child sheets and projects, games books…

Regarding the resources needed to develop the different Jolly phonics activities and sessions, we will need:

- Music player and Jolly phonics songs
- Jolly phonics domino.
- Sound sheets cards
- Word boxes 2, 2a, 5, 5a, 8, 8a, 6, 6a, 12, 12a, 13, 13a
- Letter cards
- Letter sound cards and picture word cards.
- Letters and digraphs flashcards
- Jolly phonics letter flashcards
- Jolly phonic sound sort worksheets
- String joining worksheets
- Finger phonic books

- Matching letters, words and pictures
- The first twenty five high frequency words cards
- The first three tricky words cards
- Roll a sight word chart sheet and words sheet

These materials can be all found in the Annexes section.

4.5. Timing

As it is specified in the Jolly Phonics Handbook, high frequency words can be introduced to the children once the fourth group of letters (ai, j, oa, ie, ee, or) has been taught. Children have already seen all the letters groups during their first year at school, so we will need to remind children how Jolly Phonics worked. Revising will be the aim of the first two weeks sessions developed.

Once several of these revision activities have taken place in our classroom, we will continue with the method's steps. According to it, we should be introducing high frequency words. Apart from this, we must remember how the first four skills explained need to be worked simultaneously: blending will be deeply worked through this year with different activities, and so will be writing.

The charts below are designed for three different weeks in the course, depending on the content worked. In this sense, the first and second weeks would correspond to the letter sounds revision sessions, which may take more time to be remembered; and the third week would include activities to carry on with Jolly Phonics method plan as well as revision activities ("One, two, three, four…rounding!" or "Matching letters-words-pictures", for example).

As we can see, the charts are divided into four different main sections: the day and the week the activities will be developed, the time they may last (approximately) and the possible session changes' cells. This last section is thought to be used in case the activities are not developed as they were expected to be.

Chart 5. First week session distribution.

DAY	WEEK 1. REVISION SESSIONS	POSSIBLE SESSION CHANGES.	TIMING
	ACTIVITIES	REASONS	
1	*Jolly Songs.* The teacher will play the first letter group song (s, a, t, i, p, n) while doing the actions of each letter. Children will have to stand up and develop the different moves.		20 minutes
	Does it belong here? Some words will be presented and read aloud to the children. There will be one in each group that will not present any of the sounds worked in this session. Children will have to find out which one.		30 minutes
2	*Jolly Songs!* The teacher will play the second letter group songs (c k, e, h, r, m, d) while doing the actions of each letter. Children will have to stand up and develop the different moves.		20 minutes
	Let's play Domino! Using domino cards with the first two letter groups, we will make children relate every picture with its first sound on the blackboard.		30 minutes
3	*Jolly Songs!* The teacher will play the next letter group songs (g, o ,u, l, f, b) while doing the actions of each letter. Children will have to stand up and develop the different moves.		20 minutes
	Pairs game. The entire class will play together and every child will be able to participate. The individual letter sounds of both groups will be turned face down on the black board. The teacher will ask a child to point out a card; s/he will have to say the sound; another child will have to point out a different card and do the same; if they match we will keep the cards and if they do not they are re-located on the		30 minutes

	blackboard. The game will last until all the letter sounds have found their pair.		
4	*Jolly Songs!* The teacher will play the fourth letter group songs (ai, j, oa, ie, ee, or) while doing the actions of each letter. Children will have to stand up and develop the different moves.		20 minutes
	Word Boxes. Children will sit down on the floor making a circle and four word boxes will be left on the floor, in the middle of the circle. The teacher will ask a child to take a word from one of the boxes (there will be different word-boxes levels, so that, if the teacher knows that a child may have any problem, s/he will ask the child to take a word from a certain box). The child will have to show the word to the teacher and their partners, and will have to say the letter sounds and then read the word aloud.		30 minutes
5	*Recognizing the phonemes moves:* The teacher will check if the revision made along the week was successful and children recognize letter sounds' moves by doing them in front of them and letting them guess.		20 minutes
	Letter board! The teacher will have prepared different cards with letters, and will ask the children to write with them different words on the blackboard. Then, children will have to keep on following the teacher's instructions to add different letters to the word formed.		30 minutes

Chart 6. Description of the first session.

SESSION 1.				
Activity name	**Goal**	**Materials**	**Grouping**	**Teaching notes**
Jolly Songs!	To revise the	Jolly	Big group.	The teacher will play the

	first letter sounds' group and recall their actions.	phonics songs.	They will be sat down on the floor around the black board.	first two letter groups' songs (s, a, t, i, p, n) while doing the actions of each letter. Children will have to stand up and develop the different moves.
Pairs game	To make sure children can differentiate between letter sounds.	Three words per letter sound: two of them will belong and one will not. Thirty six word cards.	Big group. Children will be in front on the black-board.	*Does it belong here?* Some words will be presented and read aloud to the children. There will be one in each group that will not present any of the sounds worked in this session. Children will have to find out which one.

Chart 7. Description of the second session.

SESSION 2.				
Activity name	**Goal**	**Materials**	**Grouping**	**Teaching notes**
Jolly Songs!	To revise the second letter sounds group and recall their actions.	Jolly phonics songs.	Big group. They will be sat down on the floor around the black board.	*Jolly Songs!* The teacher will play the second letter group songs (c k, e, h, r, m, d) while doing the actions of each letter. Children will have to stand up and develop the different moves.
Let's play Domino!	To revise and make children	Domino pieces	Big group, in front of the	Using domino cards with the first two letter groups,

		blackboard	we will make children relate every picture with its first sound on the blackboard. Volunteers will come with us and start playing until there will be no more pieces left.
relate sounds-letter-words.			

Chart 8. Description of the third session.

SESSION 3.				
Activity name	**Goal**	**Materials**	**Grouping**	**Teaching notes**
Jolly Songs!	To revise the third letter sounds group and recall their actions.	Jolly phonics songs.	Big group. They will be sat down on the floor around the black board.	*Jolly Songs!* The teacher will play the next letter group songs (g, o ,u, l, f, b) while doing the actions of each letter. Children will have to stand up and develop the different moves.
Pairs game	To make sure children remember the first two letter group sounds when seeing the word card.	First two letter groups' sounds sheets cards.	Big group. Children will be in front on the black-board and, when required, two of them will stand up and get closer to	The entire class will play together and every child will be able to participate. The individual letter sounds of both groups will be turned face down on the black board. The teacher will ask a child to point out a card; s/he will have to say the sound; another child will have to

| | | | | it. | point out a different card and do the same; if they match we will keep the cards and if they do not they are re-located on the blackboard. The game will last until all the letter sounds have found their pair. |

Chart 9. Description of the fourth session.

SESSION 4.				
Activity name	**Goal**	**Materials**	**Grouping**	**Teaching notes**
Jolly Songs!	To revise the fourth letter group sounds' and recall their actions.	Jolly phonics songs.	Big group. They will be sat down on the floor around the black board.	*Jolly Songs!* The teacher will play the fourth letter group songs (ai, j, oa, ie, ee, or) while doing the actions of each letter. Children will have to stand up and develop the different moves.
Word boxes	To make children blend the different sounds in a word and begin reading words. Remembering not only the sounds worked during the	Word boxes 2, 2a, 5, 5a, 8, 8a.	Big group. Children will be sat on the floor making a circle.	Children will sit down on the floor making a circle and four word boxes will be left on the floor, in the middle of the circle. The teacher will ask a child to take a word from one of the boxes (there will be different word-boxes levels, so that, if the

	previous activity but the ones worked along the week.			teacher knows that a child may have any problem, s/he will ask the child to take a word from a certain box). The child will have to show the word to the teacher and their partners, and will have to say the letter sounds and then read the word aloud.

Chart 10. Description of the fifth session.

SESSION 5.				
Activity	**Goal**	**Materials**	**Grouping**	**Teaching notes**
Recognizing the phonemes moves.	To make sure children can remember all the sounds revised in the first week. To ensure their letter-sound association.	None	Big group. Children will be sat down looking at the teacher's moves.	The teacher will check if the revision made along the week was successful and children recognize letter sounds' moves by doing them in front of them and letting them guess.
Letter board!	To show children how regular words are built and introduce them into the writing skill.	Letter cards.	Big group. As in the previous activities, children will be sat down on the floor in front of the	The teacher will have prepared different cards with letters, and will ask the children to write with them different words on the blackboard. The blackboard will be divided into three sections: vowels

				blackboard.	will be placed on the top, and consonants at the bottom; the space between them will be where children will build the words. When a word has been built children will have to keep on following the teacher's instructions to add different letters to the word formed.

Chart 11. Second week session distribution.

DAY	WEEK 2. REVISION SESSIONS	POSSIBLE SESSION CHANGES.	TIMING
	ACTIVITIES	**REASONS**	
1	*Jolly Songs.* The teacher will play fifth letter sounds groups songs (z, w, ng, v, oo, OO) while doing the actions of each letter. Children will have to stand up and develop the different moves.		20 minutes
	I have… who has? The class will be divided into two different groups. One of the groups will get a card with a letter sound, and the other will get different picture words which contain the letter sounds the other group have. A child will begin saying: "I have "a-a-a", who has "ant"?", and so on with the different pictures and sounds.		30 minutes

2	*Jolly Songs.* The teacher will play sixth letter group songs (y, x, ch, sh, th, th) while doing the actions of each letter. Children will have to stand up and develop the different moves.		20 minutes
	What was the sound again? As letters and digraphs are all over the classroom walls, a nice game to make children revise letter sounds is asking them to look for the correct flashcard when we say a sound.		30 minutes
3	*Jolly Songs.* The teacher will play the last letter group songs (qu, ou, oi, ue, er, ar) while doing the actions of each letter. Children will have to stand up and develop the different moves.		20 minutes
	Word families. The teacher will write the last part of a word, and then ask children to add the missing sounds she will ask for.		30 minutes
4	*One, two, three, four… Rounding!* There will be four different activities to be made at the same time. In groups of five/six, children will round from one to another. They will change groups every ten minutes, and they will be free to choose an activity for the last ten minutes.		50 minutes
5	*Reading words with actions!* The teacher will perform different action words, and children will have to guess the letters until they form the correct word.		20 minutes
	Word Boxes. Children will sit down on the floor making a circle and four word boxes will be left on the floor, in the middle of the circle. The teacher will ask a child to take a word from one of the boxes (there will be different word-boxes levels, so that, if the teacher knows that a child may have any problem, s/he will ask the child to take a word from a certain box). The child will have to show the word to the		30 minutes

	teacher and their partners, and will have to say the letter sounds and then read the word aloud.		

Chart 12. Description of session 1

SESSION 1.				
Activity	**Goal**	**Materials**	**Grouping**	**Teaching notes**
Jolly Songs.	To revise the fifth letter group sounds' and recall their actions.	Jolly songs	Big group.	The teacher will play fifth letter sounds group' songs (z, w, ng, v, oo, OO) while doing the actions of each letter. Children will have to stand up and develop the different moves.
I have… who has?	To make sure children are recalling both pictures/words meanings and letter sounds.	Letter sound cards. Picture word cards.	Big group will be divided into two different groups (half and half of the class each)	The class will be divided into two different groups. One of the groups will get a card with a letter sound, and the other will get different picture words which contain the letter sounds the other group have. A child will begin saying: "I have "ant", who has "a-a-a"?", and so on with the different pictures and sounds.

Chart 13. Description of session 2.

SESSION 2.				
Activity	**Goal**	**Materials**	**Grouping**	**Teaching notes**
Jolly Songs.	To revise the sixth letter group sounds' and recall their actions.	Jolly songs	Big group.	The teacher will play the first two letter groups' songs (y, x, ch, sh, th, th) while doing the actions of each letter. Children will have to stand up and develop the different moves.
What was the sound again?	To revise all the sound letters and graphemes.	Letters and digraphs flashcards	Big group	As letters and digraphs are all over the classroom walls, a nice game to make children revise letter sounds is asking them to look for the correct flashcard when we say a sound.

Chart 14. Session 3 description.

SESSION 3.				
Activity	**Goal**	**Materials**	**Grouping**	**Teaching notes**
Jolly Songs.	To revise the sixth letter group sounds' and recall their actions.	Jolly songs	Big group.	The teacher will play the first last letter group songs (y, x, ch, sh, th, th) while doing the actions of each letter. Children will have to stand up and develop the different moves.

Word families.	To check out that children know the letters graphemes and associate to their sounds.	Jolly phonics letter flashcards	Big group.	The teacher will write the last part of a word, and then ask children to add the missing sounds she will ask for.

Chart 15. Session 4 description

SESSION 4.				
Activity	**Goal**	**Materials**	**Grouping**	**Teaching notes**
One, two, three, four… Rounding!	To make children practice what they have learnt in a funny, entertaining way on their own.	Domino cards	Four different groups with 5-6 children each.	*Domino.* Children will have a domino to play with. The different pieces will be divided in two, as a common domino piece: in the left side there will be a letter and in the right side a picture. Children will have to join the picture to the first letter of the picture's word.
		Jolly phonic sound sort worksheets		*Jolly phonics sound sort.* This activity consists on a worksheet. Children will have to complete the chart sticking the different pictures to its correct letter. It does not matter if the teacher has to say the words aloud if children cannot guess the picture's

				word.
		Jolly phonics finger books		*Finger books.* Children will have a look at the different finger books, following the letter formation and trying to guess the words correct reading.
		String joining worksheets.		*String joining.* Children will have to join the different words to their correct picture.

Chart 16. Session 5 distribution.

SESSION 5.				
Activity	**Goal**	**Materials**	**Grouping**	**Teaching notes**
Reading words with actions!	To make children aware of the relation action-sound of the method.	None	Big group.	The teacher will perform different action words, and children will have to guess the letters until they form the correct word.
Word Boxes.	To make children blend the different sounds in a word	Word boxes 6, 6a, 12,	Big group. Children will be sat on the	Children will sit down on the floor making a circle and four word boxes will

| | and begin reading words. Remembering not only the sounds worked during the two revision weeks. | 12a, 13, 13a. | floor making a circle. | be left on the floor, in the middle of the circle. The teacher will ask a child to take a word from one of the boxes (there will be different word-boxes levels, so that, if the teacher knows that a child may have any problem, s/he will ask the child to take a word from a certain box). The child will have to show the word to the teacher and their partners, and will have to say the letter sounds and then read the word aloud. |

We must not forget that most of these activities would have been developed during their first year working with Jolly Phonics. Depending on how much of this children remember, the revision activities will take more or less time and more activities could be prepared.

As we have mentioned before, the third week session activities exposed in the charts below, should not be too close from the revision activities. The activities will gradually increase their difficulty and, whenever the teacher thinks his/her pupils are ready to go on, the activities below could be developed. The third week also includes revision activities, because even though high frequency words and tricky words are important for children to develop their reading skill, they should not be the main focus on reading instruction, but one of its components.

Chart 17. Third week session distribution

DAY	WEEK 3.	POSSIBLE SESSION CHANGES.	TIMING
	ACTIVITIES	**REASONS**	
1	*Let's match!* Using letters, words and pictures, we will stick them on the blackboard and ask the children to relate the three cards (letter, word and picture)		30 minutes
	High frequency words! The teacher will introduce the first phase high frequency words (25 words) to the children, asking children to repeat the words aloud.		20 minutes
2	*Air formation!* The teacher will take sight words (high frequency words) and write it in the air, asking children to imitate his/her movements (taking into account that we are in front of the children and the teacher's letter formation must be contrary to theirs).		25 minutes
	Reading frequency words. Once again the first twenty-five words will be written and mixed in a pan. One by one, children will get a word and they will have to remember how to pronounce it (with the teacher's help)		30 minutes
3	*One, two, three, four… Rounding!* There will be four different activities to be made at the same time. In groups of five/six, children will round from one to another. They will change groups every ten minutes, and they will be free to choose an activity for the last ten minutes.		50 minutes
4	*Tricky words!* The teacher will explain what a tricky word is and introduce three different tricky words to the children and add them to the high frequency words group, exaggerating his/her pronunciation and asking children to pronounce them		25 minutes

	aloud.		
	Random writing! Children will come out to the blackboard, pick a high frequency word from those placed in a pan and will try to write it on the blackboard with the help of the teacher if necessary.		30 minutes
5	*Reading frequency words.* Once again the first twenty-five words will be written and mixed in a pan. One by one, children will get a word and they will have to remember how to pronounce it (with the teacher's help)		20 minutes
	Roll a sight word! Similar to a bingo, children will have two different sheets: one will have a chart with three different columns (the first one will be to write the one letter sight words; the second, to write two letter sight words and the last one to write three letter sight words); the other sheet will contain the first 25 frequency words worked along the week. The teacher will read aloud the words, and children will have to write in their correct column, looking at the second sheet.		30 minutes

Chart 18. Description of session 1.

SESSION 1.				
Activity	**Goal**	**Materials**	**Grouping**	**Teaching notes**
Let's match!	To keep on revising reading, meaning and sounds.	Matching letters, words and pictures	Big group, in front of the blackboard.	Using letters, words and pictures, we will stick them on the blackboard and ask the children to relate the three cards

				(letter, word and picture)
High frequency words!	To introduce the first 25 high frequency words in class.	The first twenty five high frequency words.	Big group, in front of the blackboard	The teacher will introduce the first phase high frequency words (25 words) to the children, exaggerating his/her pronunciation and asking children to repeat the words aloud.

Chart 19. Description of session 2.

SESSION 2.				
Activity	**Goal**	**Materials**	**Grouping**	**Teaching notes**
Air formation!	To make children familiar to the formation of every high frequency word worked	None	Big group.	The teacher will take sight words (high frequency words) and write it in the air, asking children to imitate his/her movements (taking into account that we are in front of the children and the teacher's letter formation must be contrary to theirs).
Reading frequency words.	To achieve a good pronunciation and reading of high frequency words	First twenty five frequency words	Big group. In a circle around the pan which contains the high frequency	Once again the first twenty-five words will be written and mixed in a pan. One by one, children will get a word and they will have to remember how to pronounce it (with

			words	the teacher's help)

Chart 20. Description of session 3.

SESSION 3.				
Activity	**Goal**	**Materials**	**Grouping**	**Teaching notes**
One, two, three, four… Rounding!	To make children practice what they have learnt in a funny, entertaining way on their own.	Domino cards	Four different groups with 5-6 children each.	*Domino.* Children will have a domino to play with. The different pieces will be divided in two, as a common domino piece: in the left side there will be a letter and in the right side a picture. Children will have to join the picture to the first letter of the picture's word.
		Jolly phonic sound sort worksheets		*Jolly phonics sound sort.* This activity consists on a worksheet. Children will have to complete the chart sticking the different pictures to its correct letter. It does not matter if the teacher has to say the words aloud if children cannot guess the picture's word.

| | | Jolly phonics finger books | | *Finger books.* Children will have a look at the different finger books, following the letter formation and trying to guess the words correct reading. |
| | | String joining worksheets. | | *String joining.* Children will have to join the different words to their correct picture. |

Chart 21. Description of session 4

SESSION 4.				
Activity	**Goal**	**Materials**	**Grouping**	**Teaching notes**
Air formation!	To make children familiar to the formation of every high frequency word worked	None	Big group	The teacher will take sight words (high frequency words) and write it in the air, asking children to imitate his/her movements (taking into account that we are in front of the children and the teacher's letter formation must be contrary to theirs).
Tricky words!	To introduce the first 3 tricky words in class.	The first three tricky words.	Big group, in front of the blackboard	The teacher will explain what a tricky word is and introduce three different tricky words to the children and add them to

				the high frequency words group, exaggerating his/her pronunciation and asking children to pronounce them aloud.

Chart 22. Description of session 5

SESSION 1.				
Activity	**Goal**	**Materials**	**Grouping**	**Teaching notes**
Reading frequency words.	To achieve a good pronunciation and reading of high frequency words	First twenty five frequency words	Big group. In a circle around the pan which contains the high frequency words	Once again the first twenty-five words will be written and mixed in a pan. One by one, children will get a word and they will have to remember how to pronounce it (with the teacher's help)
Roll a sight word!	To make sure children identify the different high frequency words worked.	Chart sheet. Words sheet. Pencil	Individually, every child will be sat down on their own seat.	Similar to a bingo, children will have two different sheets: one will have a chart with three different columns (the first one will be to write the one letter sight words; the second, to write two letter sight words and the last one to write three letter sight words); the other sheet will contain the first 25 frequency words worked along the week,

				divided into 5 different lines. The teacher will read aloud the words saying the line worked, and children will have to write it in their correct column, looking at the second sheet.

The activities may be repeated until children have acquired and interiorized the high frequency words and tricky words worked during the week, changing the revision activities that go with them, to make learning more entertaining and less repetitive. Once the children identify the three tricky words when they hear them and know how to write them properly, it will be time to introduce more sight and tricky words, which might be worked the way the first ones have been, changing as well the revision activities.

There are several strategies that might help children who do not share the learning rhythm with their partners and might be slower, such as: making the child work with someone who has already acquired the skills needed; prepare more revision activities to develop both in class or at home; trying to help the child with difficulties by doing smaller group activities, etc.

Some of these extra revision activities could consist of:

The child will take home a Sound Box with the first group of sounds. A sound box is quite similar to a word box, but only with the letter sounds. The activity of both boxes consists of taking a paper randomly and read it aloud. The teacher will put inside of it the sounds the child already knows, so that s/he will see her/himself capable of doing the homework. The teacher will gradually add the sounds the kid does not know, so they will be worked at home with his/her parents.

As the most difficult activity of all could be remembering and writing high frequency words and tricky words, we will plan different activities to reinforce

this acquisition. As Sue Lloyd points out in The Jolly Phonics Handbook, the key to success is practice, practice and more practice. In order to practice this then, we could use activities such as:

REINFORCEMENT ACTIVITIES (EXAMPLES)				
Activity	**Goal**	**Materials**	**Grouping**	**Teaching notes**
Looking for a sigh/tricky word	To make children familiar to the way high frequency words and tricky words look when they are written	Story books, texts, magazines (simple reading stuff)	Individually. The teacher should pick up the children with more difficulties while the rest of the class is doing anything else.	We will adapt or take simple reading texts: easy reading storybooks and texts, and will ask children to look for any of the 25 sight words worked.
Finger writing	To make children familiar to the way high frequency words and tricky words are written	None	Individually. The teacher should pick up the children with more difficulties while the rest of the class is doing anything	The teacher will take the high frequency words and tricky words pan and will take any word. She will say the sounds in the word and the child will have to write it on the black board with his/her finger. If the child finds any difficulty the teacher can hold his/her hand and help the child forming the

			else.	letter.
Salty words	To make children familiar to the way high frequency words and tricky words are written	"X" number of rectangular recipients with salt. "X" number of sticks to write on salt. (Depends on the number of children doing the activity	Individually. The teacher should pick up the children with more difficulties while the rest of the class is doing anything else.	The teacher will hand in a word to each child, and will ask them to copy the word in the salty box. The activity consists on writing, but because of its different appearance, it might be more motivational for children and look funnier. This activity can be also developed with more advanced students.

The materials needed for each session can be found in the annexes section, but they are just a sample. This means that the activities (words, pictures…) can be changed any time we need to in order to make them suitable for children's level.

4.6. Assessment.

As most of the activities we have planned are revision activities, the most important tool of evaluation is observation. Anyway, once we have developed the first two revision weeks' activities, we can complete a chart similar to the one presented below, which regards children's attitude towards the activities and their knowledges. In it, the teacher should answer different yes/no question and, when needed, add a comment (how the class was developed, problems that may have appeared, etc):

Chart 23. Revision weeks' evaluation chart.

	YES	NO	COMMENTS
Do children participate singing the songs?			
Are children doing the correct movements with their sounds?			
Can children differentiate between sounds?			
Are children matching pictures with sounds correctly?			
Can children read and blend easy words and sounds?			
Can children recognize sounds moves?			
Can children recognize the correct place a letter sounds?			
Can children relate sounds with words?			
Do children enjoy playing with the different games and respect materials?			
Others….			

The third week will introduce new contents, such as high frequency words and tricky words, and this is why we should be evaluating how children are acquiring these new knowledges.

Chart 24. Third week evaluation chart

	YES	NO	COMMENTS
Are children acquiring a proper manner of writing (are they correctly taking the pencil? Are they writing from left to right...)?			
Do children remember any high frequency and tricky words worked?			

Are children pronouncing tricky words correctly? (with/without help)		
Can children identify any tricky words and write them correctly?		
Others…		

Regarding the activities planned themselves, we should revise the following statements in order to know whether the contents were appropriate or not.

Chart 25. Evaluation of the activities.

	YES	NO	COMMENTS
Have all the aims been achieved?			
Were all the contents adequate for children's ages?			
Were all the activities adequate for the age of children?			
Did children enjoy during the different activities?			
Were the materials useful and efficient?			
Others…			

It could be a good idea to take into account children's opinion on the activities. Even though observation is a useful tool to evaluate whether the children are having fun or not, we could talk to the children about the activities we have developed. In big group, as a common assembly, once we have finished the daily activities proposed, we could ask the children: "have you liked the

activities we have done today? What have you learnt today? Was it easy or difficult?" etc.

CONCLUSIÓN.

El objetivo de este trabajo era lograr una aproximación a las diferentes teorías de la adquisición del lenguaje a lo largo del desarrollo infantil, así como a las diferentes etapas de desarrollo de las habilidades de lecto-escritura, para abordar después la explicación del método que da nombre a este trabajo: Jolly Phonics; y finalizar con una ejemplificación práctica del uso del método con una propuesta didáctica de tres semanas.

El marco teórico de este trabajo presenta, como hemos visto, dos aspectos principales: la adquisición del lenguaje, y el tratamiento de la lengua extranjera en educación infantil. Éste último punto incluye a su vez una revisión de las distintas metodologías que pueden ser empleadas para la enseñanza del inglés, lo que nos permite conseguir un punto de vista más objetivo a la hora de abordar este nuevo método y su utilidad. También encontramos que, anteriormente, el método analítico-fonético (aprender a leer a partir de palabras completas) era el más usado y cómo el método sintético-fonético (aprender a leer a partir de los sonidos de las letras) se presenta cada día más efectivo. Además, como ya hemos visto, la sintética fonética es el método más común en la enseñanza de la lectura en español (Letrilandia o Lamela, vistos ya a lo largo de este trabajo). Esto significa que, si en una misma clase empleamos por un lado el método Jolly Phonics y por otro cualquiera de los métodos de castellano, trabajaríamos la escritura por partida doble, y se conseguiría una mayor interiorización de la escritura y los sonidos comunes.

Dentro del punto de explicación del método en sí mismo, encontramos también una comparación entre los fonemas que existen en la lengua inglesa y la española: rasgos comunes y diferencias; así como las dificultades que tiene la población de habla española a la hora de pronunciar correctamente los fonemas inexistentes en su lengua. Es reseñable que Jolly Phonics no sólo se presenta como un método de enseñanza de lectura y escritura en Inglés, sino que la buena identificación y relación entre sonidos y letras tan trabajada con el método influirá enormemente en el desarrollo de una buena pronunciación de

este idioma; más aún si el método se comienza a utilizar en la etapa Infantil. En lo referente a los sonidos similares, encontramos que el propio método ayudará también a que niños y niñas vayan adquiriendo los fonemas adecuados a su lengua materna, en este caso el castellano.

La propuesta está pensada para niños de cuatro años, pertenecientes al segundo curso de Infantil y que, por tanto habrían trabajado con el método Jolly Phonics durante el año anterior. De esta forma, las primeras dos semanas presentadas trabajarán el repaso de los sonidos y la lectura de palabras simples a través de las canciones y juegos. Estas semanas no tienen por qué situarse al comienzo del curso, si no que serán desarrolladas una vez que los niños se hayan vuelto a adaptar al ritmo de la escuela. La tercera semana, como ya se ha especificado, se desarrollará cuando el repaso haya sido efectivo, y consistirá en la introducción de las denominadas "high frequency words" y "tricky words".

Para la elaboración de esta propuesta se han tenido en cuenta los diferentes materiales que hacen que el método Jolly Phonics se considere un método multi-sensiorial: canciones, movimientos, fichas, juegos… Todo ello hace que niños y niñas de edades tan tempranas aprendan de forma lúdica y entretenida. Considerando, además, las características evolutivas del alumnado protagonista de esta propuesta, debemos hacer mención a la utilidad de las actividades que combinan movimientos con la adquisición de destrezas orales (lo que queda demostrado en numerosos estudios de Total Physical Response, por ejemplo).

Que la educación necesita un cambio es algo evidente. Debemos dejar atrás métodos anticuados para poder adaptarnos mejor a las necesidades de los alumnos que vayan a llegar a nuestras clases en el futuro. Son generaciones diferentes a la nuestra y viven en un mundo que cambia de un día a otro, sobre todo en lo que se refiere a las nuevas tecnologías. Es por ello que los docentes debemos adaptarnos a estos cambios, innovar y hacer que nuestras propuestas sean llamativas y motivadoras para niños y niñas. Jolly phonics, por todos los recursos que emplea y la gran variedad de actividades que pueden

adaptarse a este método, se presenta como un método innovador que puede dar respuesta a las necesidades que profesores y alumnos puedan tener.

No debemos olvidar que, cada vez con mayor frecuencia, encontramos colegios bilingües en los que diferentes asignaturas son trabajadas con el inglés como lengua vehicular. Es necesario, pues, que niños y niñas aprendan a leer y escribir correctamente en esta lengua, para no encontrar lagunas a lo largo de los distintos niveles de enseñanza a los que accederán. Tal y como señala Elisabet Rodriguez Carcedo (2013; 72) "si se pretende que los alumnos adquieran la lengua meta para utilizarla como herramienta de comunicación, hay que adoptar una metodología acorde a esta necesidad, programar mayor variedad de actividades y darle mayor importancia a la enseñanza de la fonética desde Educación Infantil."

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ANNEXES.

ANNEX 1. JOLLY PHONICS LETTER'S ACTIONS

Group 1

s — Weave hand in an s shape, like a snake, and say *sssss*.

a — Wiggle fingers above elbow as if ants crawling on you, saying *a, a, a.*

t — Turn head from side to side as if watching tennis and say *t, t, t, t.*

i — Pretend to be a mouse by wriggling fingers at end of noise and squeak *i, i, i, i.*

p — Pretend to puff out candles and say *p, p, p.*

n — Hold arms out at side, as if a plane, and say *nnnnnnnnnn.*

Group 2

c k — Raise hands and snap fingers as if playing castanets and say *ck, ck, ck.*

e — Pretend to tap an egg on the side of a pan and crack it into the pan, saying *eh, eh, eh.*

h — Hold hand in front of mouth panting *h, h, h* as if you are out of breath.

r — Pretend to be a puppy holding a rag, shaking head from side to side and say *rrrrrrrrrr.*

m — Rub tummy as if seeing tasty food and say *mmmmmm.*

d — Beat hands up and down as if playing a drum and say *d, d, d, d.*

Group 3

g Spiral hand down, as if water going down the drain, and say *g, g, g*.

o Pretend to turn light switch on and off and say *o, o, o, o*.

u Pretend to be putting up an umbrella and say *u, u, u, u*.

l Pretend to lick a lollipop and say *l, l, l, l*.

f Let hands gently come together as if toy fish deflating, and say *fffff*.

b Pretend to hit a ball with a bat and say *b, b, b, b*.

Group 4

ai Cup hand over ear and say *ai, ai, ai*.

j Pretend to wobble on a plate and say *j, j, j*.

oa Bring hand over mouth as if something terrible has happened and say *oh!*

ie Stand to attention and salute, saying *ie, ie*.

ee Put hands on head as if ears on a donkey.
Move them up as you say the *ee* in *eeyore, eeyore*.

or Put hands on head as if ears on a donkey.
Move them up down as you say the *or* in *eeyore, eeyore*.

Group 5

z   Put arms out at sides and pretend to be a bee, saying zzzzzzzzz.

w   Blow on to open hand, as if you are the wind, and say *wh, wh, wh*.

ng   Imagine you are a weightlifter and pretend to lift a heavy weight above your head saying *ng...*

v   Pretend to be holding the steering wheel of a van and say vvvvvvvv.

oo OO   Move head back and forth as if it is the cuckoo in a cuckoo clock, saying u oo, u oo (short and long oo).

Group 6

y   Pretend to be eating a yoghurt and say *y, y, y*.

x   Pretend to take an x-ray with an x-ray camera, saying *ks, ks, ks*.

ch   Move arms at sides as if you are a train, saying *ch, ch, ch*.

sh   Place index finger over lips and say *sh sh sh*.

th   Pretend to be naughty clowns and stick out tongue a little for *th*,

th   and further for **th** (this and **th**umb).

Group 7

qu — Make a duck's beak with your hands and say *qu, qu, qu*.

ou — Pretend your finger is a needle and prick thumb saying *ou, ou, ou*.

oi — Cup hands around mouth and shout to another boat saying *oi!, ship ahoy!*

ue — Point to people around you and say *you, you, you*.

er — Roll hands over each other like a mixer and say *erererer*.

ar — Open mouth wide and say *ah*, as if at the doctors (UK English).

ANNEX 2: WEEK 1: SESSION 1 MATERIALS

Does it belong here? Words samples

S – SNAKE, JAM, SUN, SIT

A – ANT, APPLE, PIN, ANGRY

T – TENNIS, TEDDY, TOP, SOUND

I – INK, INDIAN, SNAP, IMP

P – PUFF, PIG, INDIAN, PANT

N – NOISE, NASTY, NAP, SPOT

ANNEX 3: WEEK 1: SESSION 2 MATERIALS

Let's play domino! Pieces samples

s		a	

t		i	

n		p	

c		e	
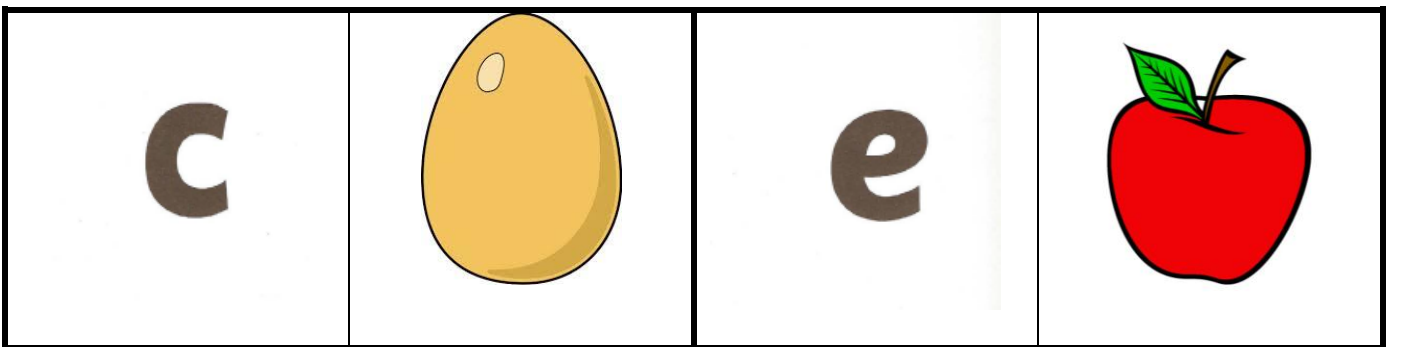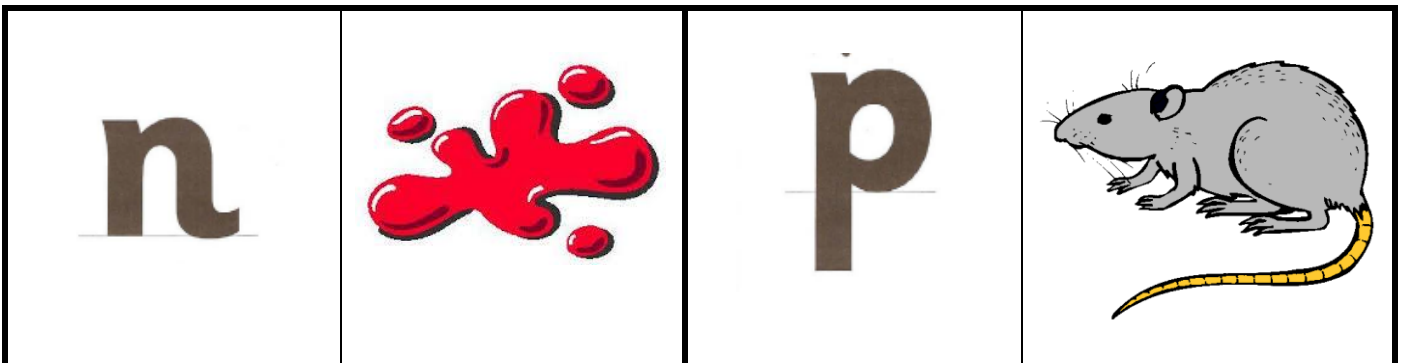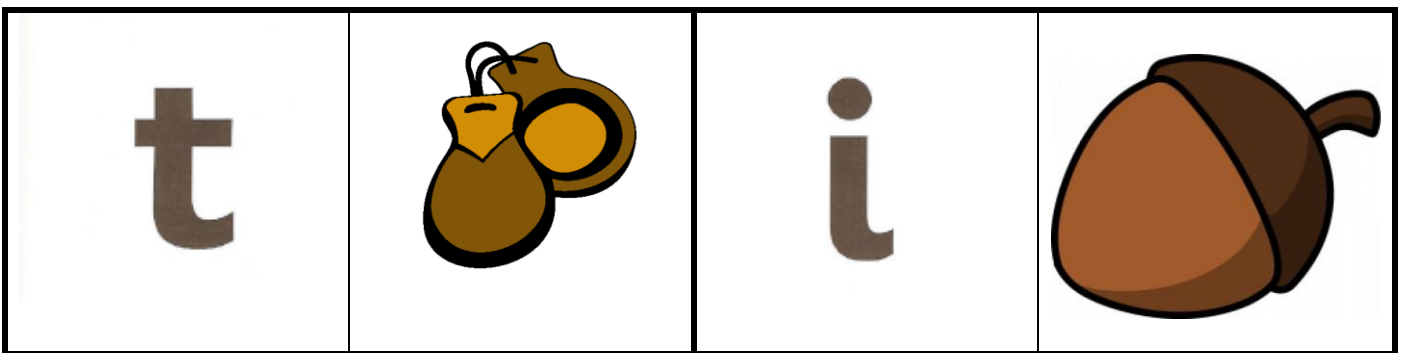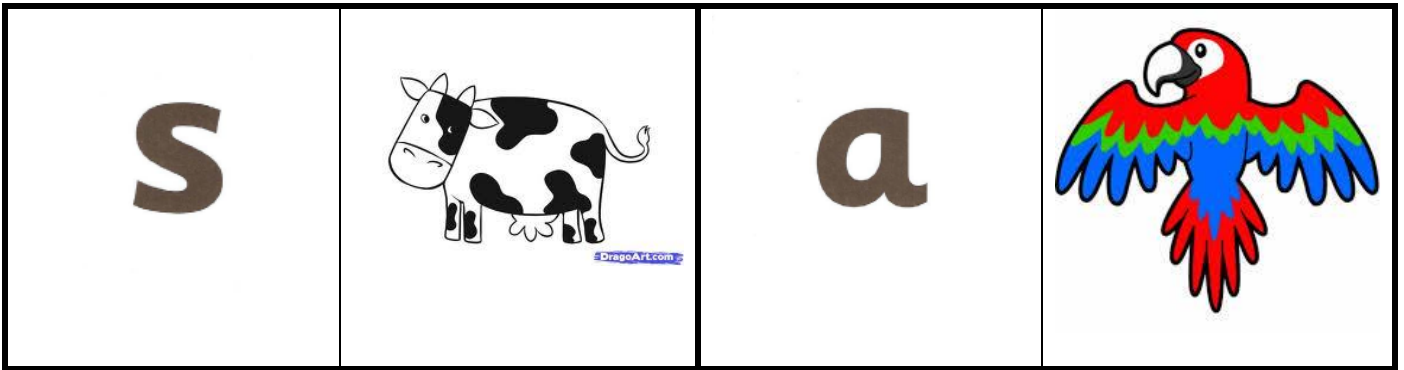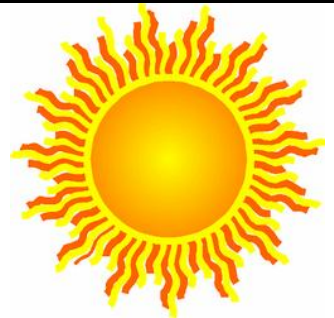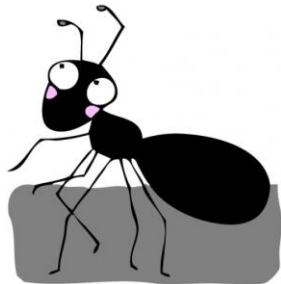
h		r	
m		d	
s		a	
t		r	
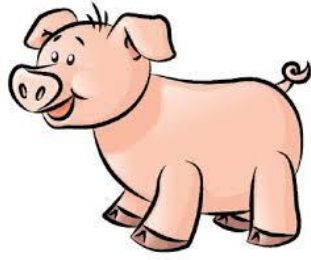
n		p	
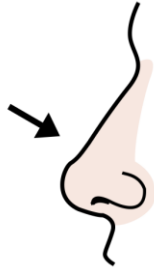
c		e	

ANNEX 4: WEEK 1: SESION 3 MATERIALS

Pairs game letters.

a	i	n
s	t	p
a	i	n
s	t	p

e r d

c h m

e r d

c h m
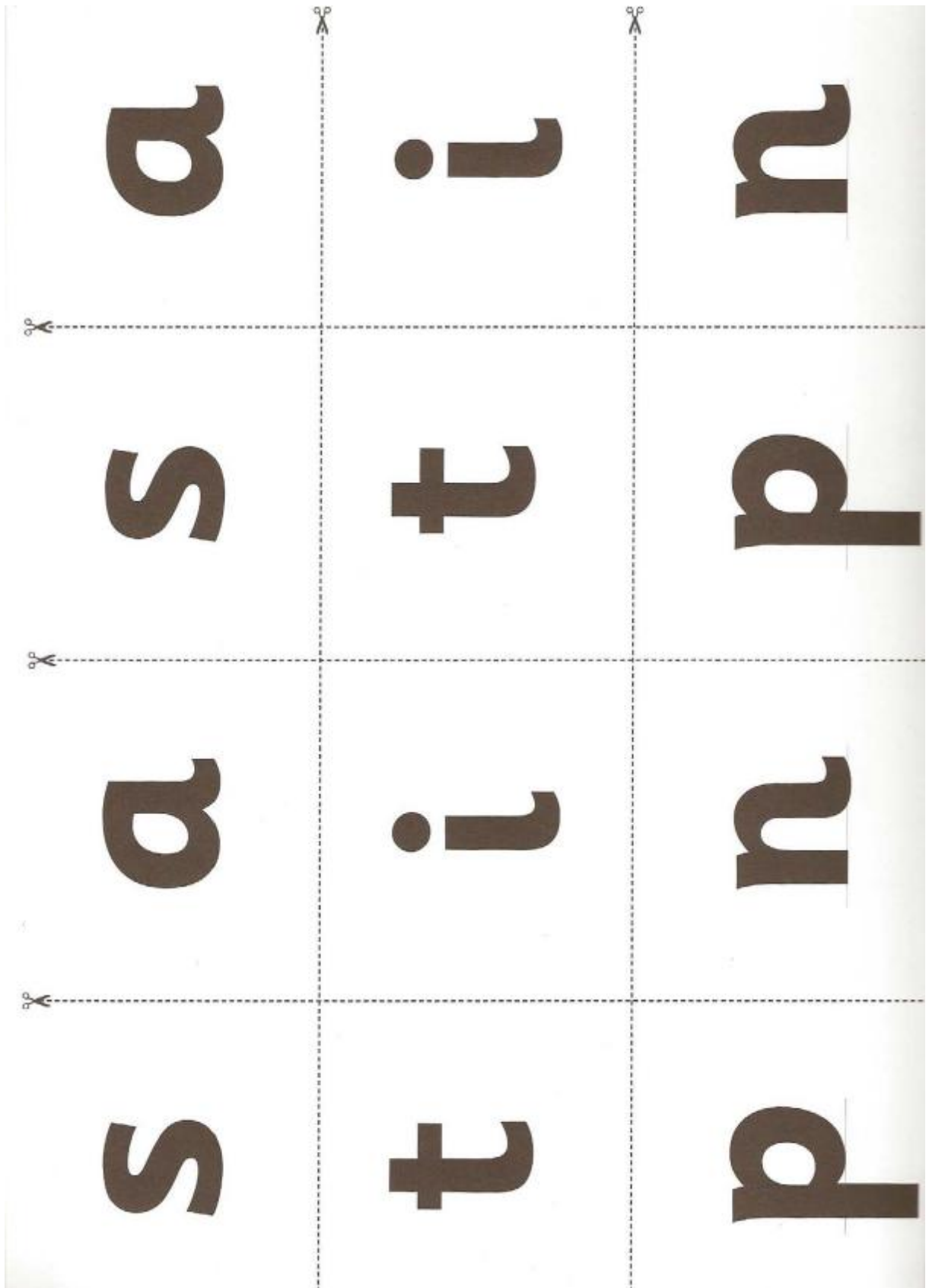
ANNEX 5: WEEK 1: SESSION 4 MATERIALS

Word boxes words.

Word Box 2 and 2a		Word box 5 and 5a		Word box 8 and 8a	
pest	egg	kiss	rain	mud	peep
tap	end	mist	jog	from	sport
pin	imp	pram	coat	grill	creep
is	sack	hiss	jail	spot	main
pit	den	test	loaf	lap	moan
snap	fist	get	lie	Mum	speed
in	bin	pig	rail	fan	aim
man	fed	log	snail	flat	faint
red	lock	fat	tree	lamp	vet
dip	hop	bat	feed	Dad	well

ANNEX 6: WEEK 1: SESSION 5 AND WEEK 2: SESSION 2 MATERIALS

Letter board's letter cards.

s   a

t   i

p   n

c

e

h

r

m

d

g

o
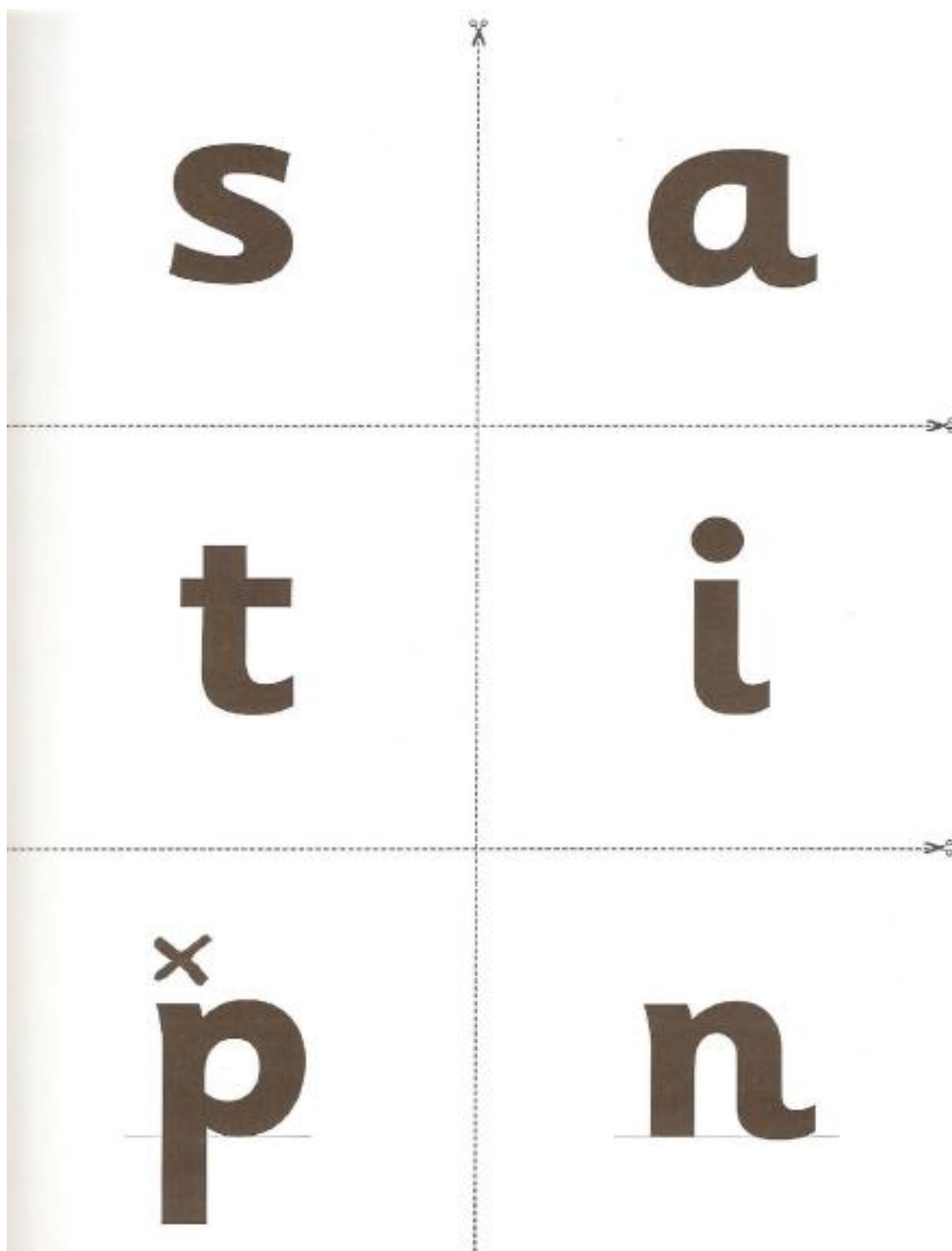
u

l

f

b

j	ai
oa	ie
ee	or

y	x
ch	sh
th	th
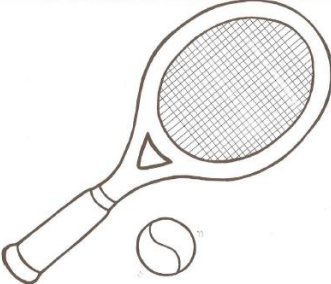
qu	ou
oi	ue
er	ar

ANNEX 7. WEEK 2. SESSION 1 MATERIALS

I have… who has…? Cards

I HAVE THE FIRST CARD	I HAVE
WHO HAS...?	WHO HAS...?
s	a

I HAVE	I HAVE
WHO HAS...?	WHO HAS...?
t	i

I HAVE	I HAVE
WHO HAS...?	WHO HAS...?
p	**n**

I HAVE	I HAVE
WHO HAS...?	WHO HAS...?
c	**e**

I HAVE	I HAVE
WHO HAS...?	WHO HAS...?
h	**r**

I HAVE	I HAVE
WHO HAS...?	WHO HAS...?
m	**d**

I HAVE	I HAVE
WHO HAS...?	WHO HAS...?
g	**o**

I HAVE	I HAVE
WHO HAS...?	WHO HAS...?
u	**l**

I HAVE	I HAVE
WHO HAS…?	WHO HAS…?
f	**b**
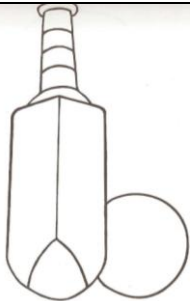
I HAVE	I HAVE
WHO HAS…?	WHO HAS…?
j	**ai**

I HAVE	I HAVE
WHO HAS…?	WHO HAS…?
oa	ie
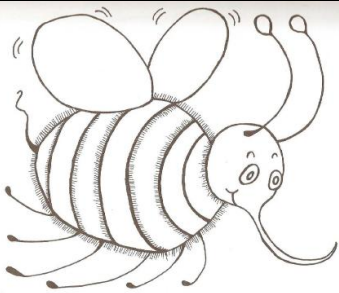
I HAVE	I HAVE
WHO HAS…?	WHO HAS…?
ee or	z

I HAVE	I HAVE
WHO HAS...?	WHO HAS...?
w	**ng**

I HAVE	I HAVE
WHO HAS...?	AND... THE END!
v	*Jolly Phonics* [23]

[23] Pictures and letters taken from: Lloyd, S. and Wernham, S. (2012). *The phonics handbook: A handbook for teaching reading, writing and spelling*. (4th Edition) Jolly Learning Ltd. Chigwell, England.

ANNEX 8: WEEK 2. SESSION 2 MATERIALS
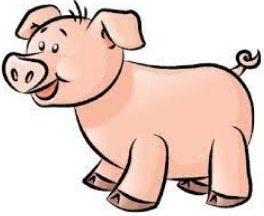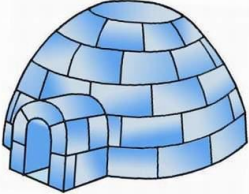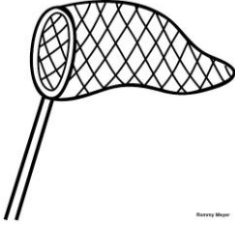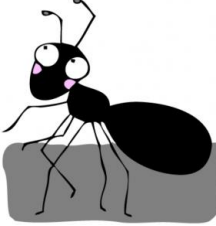
Jolly phonics flashcards

ANNEX 9: WEEK 2. SESSION 4 MATERIALS

Jolly phonics sound sorts:

s	a	t	i	p	n

c	e	h	r	m	d

g	o	u	l	f	b

j	ai	oa	ie	ee	or

z	w	ng	v	oo
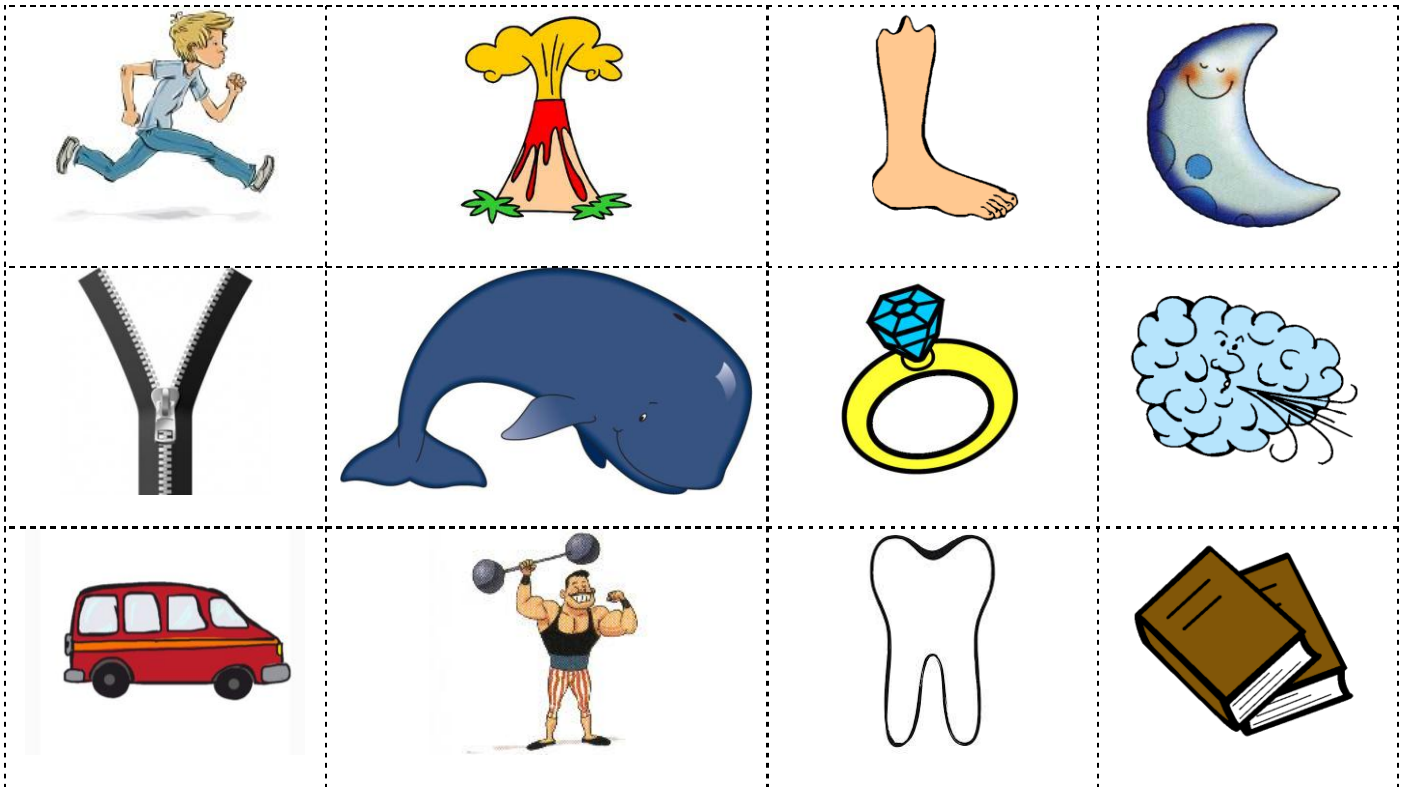
y	x	ch	sh	th
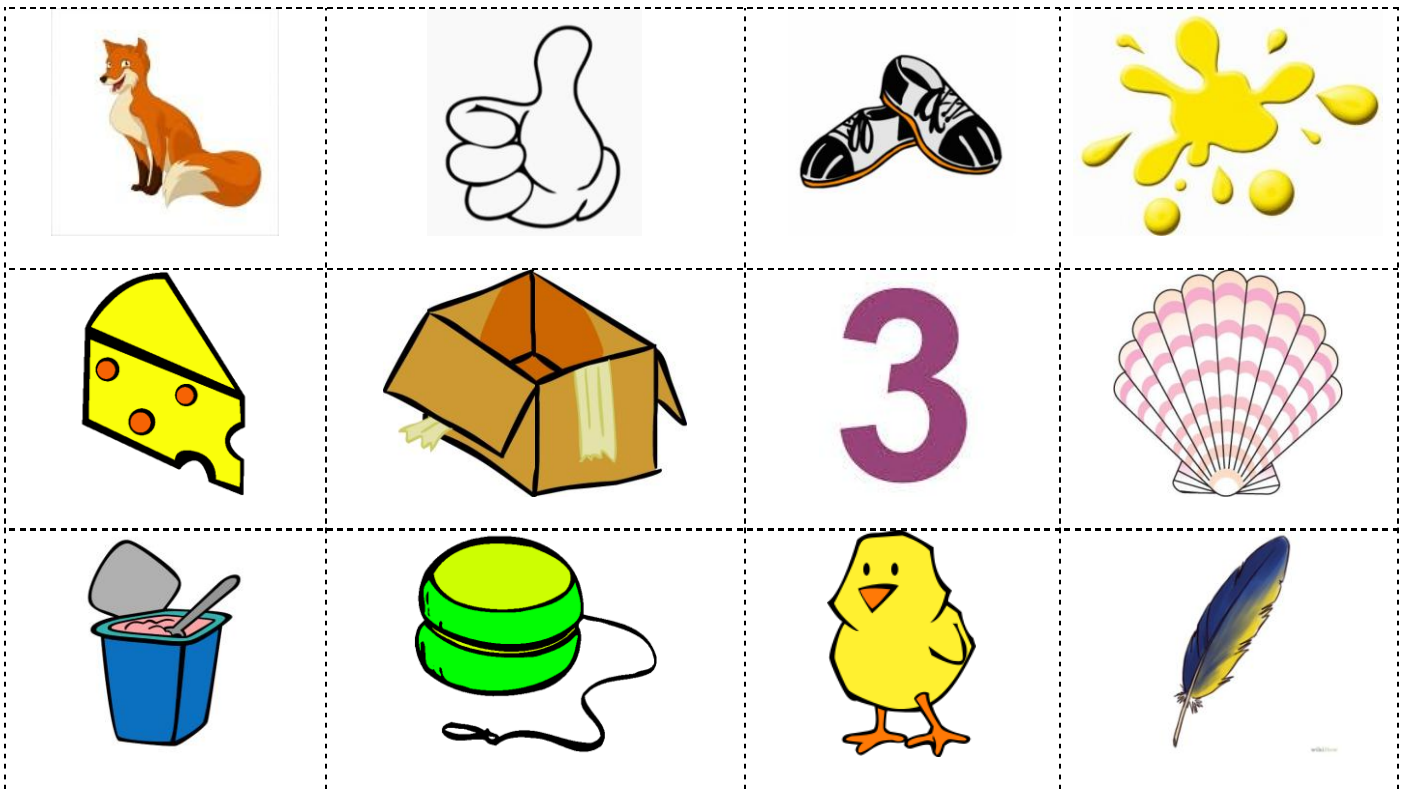
qu	ou	oi	ue	er	ar
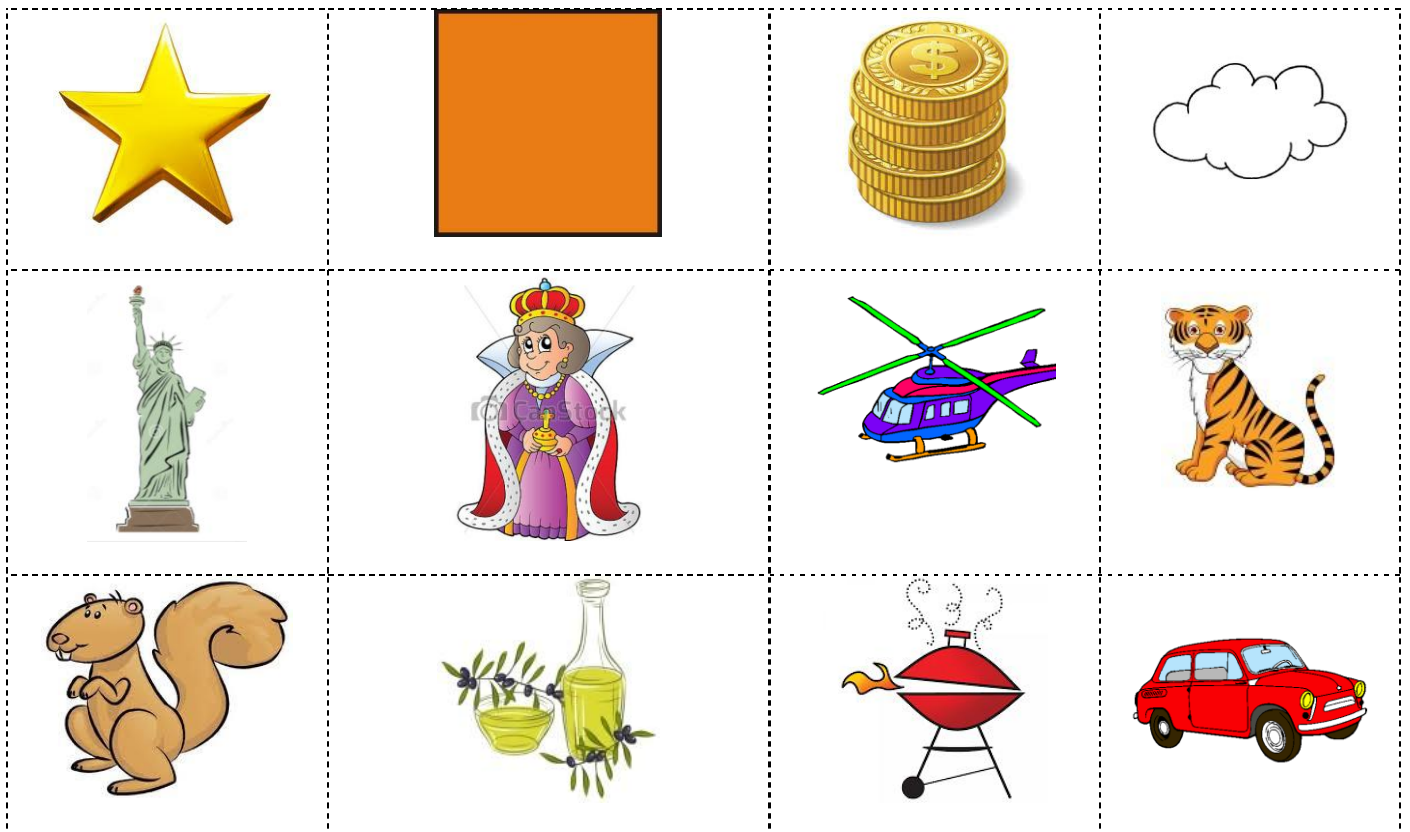
ANNEX 10: WEEK 2. SESSION 4 MATERIALS

String joining samples.

Join the word to the picture

bed ○   ○

leg ○   ○

pig ○   ○

jam ○   ○

bus ○   ○

Join the word to the picture

tap ○

net ○
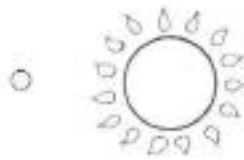
hat ○

sun ○

pin ○

Join the word to the picture

hen ○

can ○

dog ○

rug ○

cup ○

Join the word to the picture

cat ○

van ○

fox ○

ant ○

fan ○

Join the word to the picture

flag ○   ○

tent ○   ○

drum ○   ○

hand ○   ○

nest ○   ○

Join the word to the picture

crab ○   ○

twig ○   ○

cot ○   ○

belt ○   ○

pond ○   ○
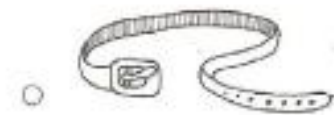
ANNEX 11: WEEK 2. SESSION 5 MATERIALS

Word boxes words.

Word boxes 6 and 6a		Word box 12 and 12a		Word box 15 and 15a	
drip	or	wet	such	box	lung
miss	cork	zip	chimp	that	cling
rock	see	swim	bunch	with	zebra
back	seed	buzz	this	thin	will
duck	sheet	ring	shot	moth	clang
pot	storm	long	them	thank	crook
gas	born	van	rush	rich	broom
fit	float	look	then	shut	stool
stamp	oak	cling	cloth	ship	hook
bad	sail	swing	chat	think	cook

ANNEX 12. WEEK 3. SESSION 1 MATERIALS

Matching letters, words and pictures.

s	sun	
a		
t	tap	
i	ink	
p	pan	
n	net	

c	cup	
e	egg	
h	hat	
r	rat	
m	man	
d	dog	

g	goat	
o	octopus	
u	umbrella	
l	leg	
f	fan	
b	bed	
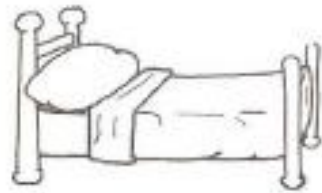
ai	rain	
j	jam	
oa	oak	
ie	tie	
ee	bee	
or	fork	

z	zebra	
w	web	
ng	ring	
v	van	
oo	book	
oo	moon	

y	yo-yo	
x	fox	
ch	chick	
sh	ship	
th	feather	
th	moth	

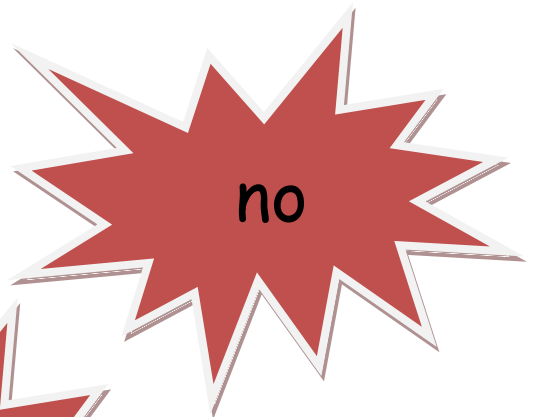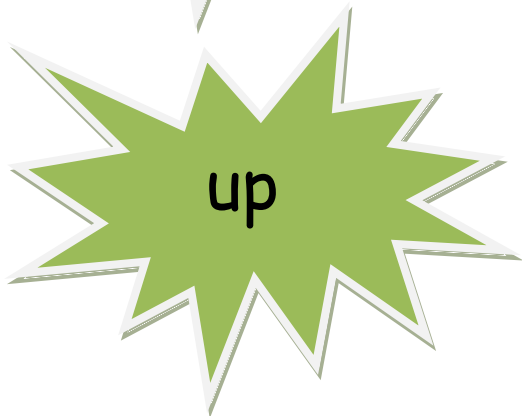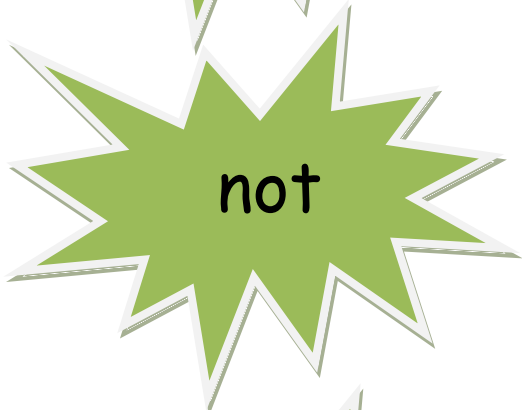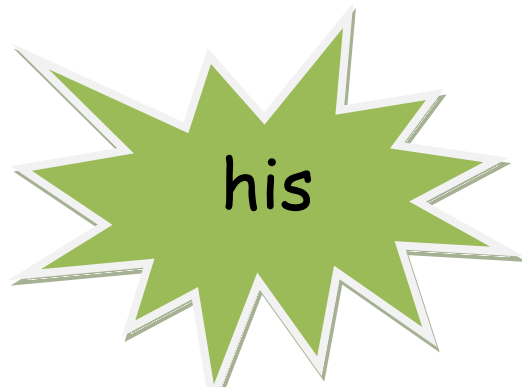|		
qu	queen	
ou	cl**ou**d	
oi	oil	
ue	barbec**ue**	
er	butt**er**	
ar	car	

ANNEX 13. WEEK 3. SESSION 1, SESSION 2, SESSION 4 AND SESSION 5 MATERIALS.

High frequency words! And Tricky words!

a

an

as

at

if

in

is

it

of	off
on	can
dad	had
back	and
get	big

him

his

not

got

up

mum

the

no

I
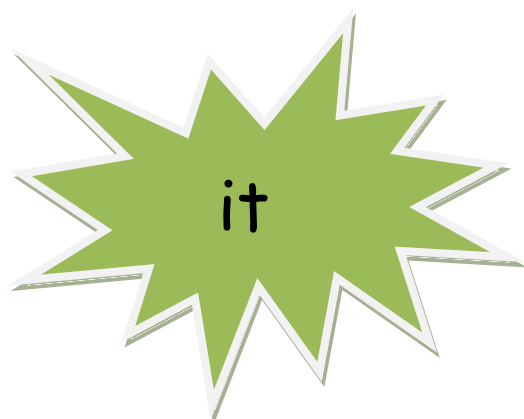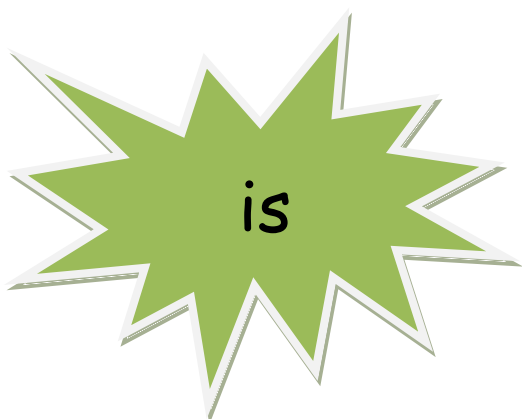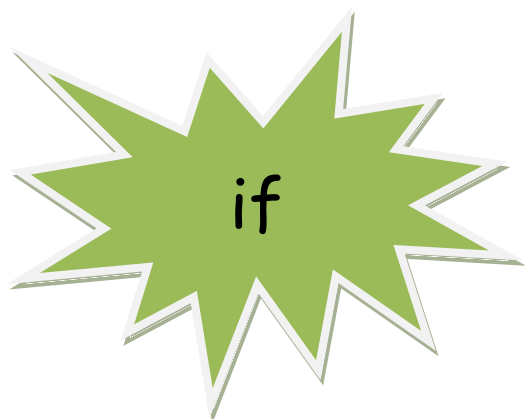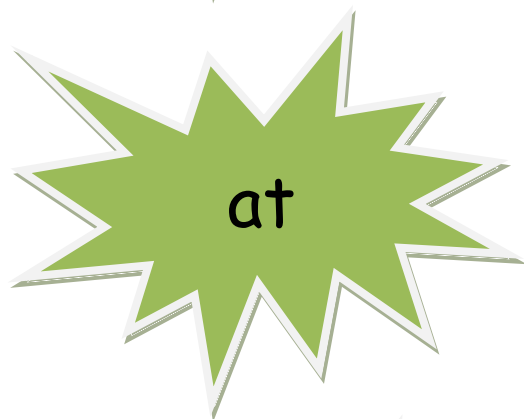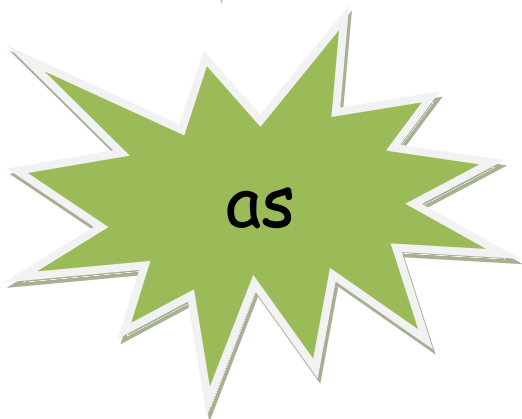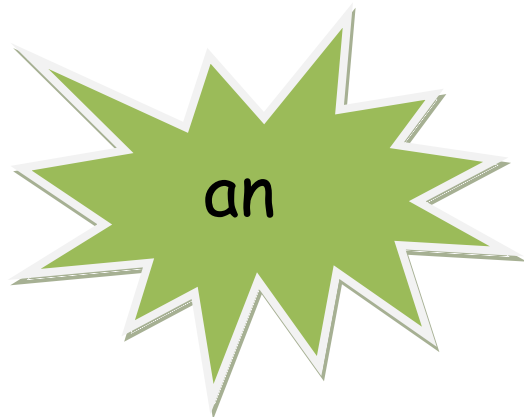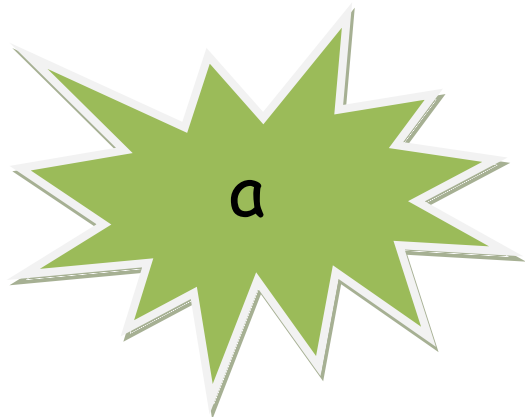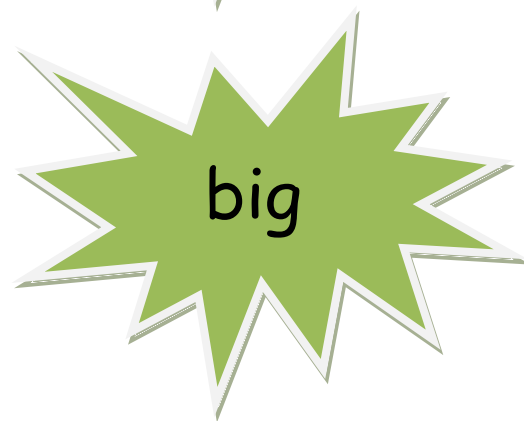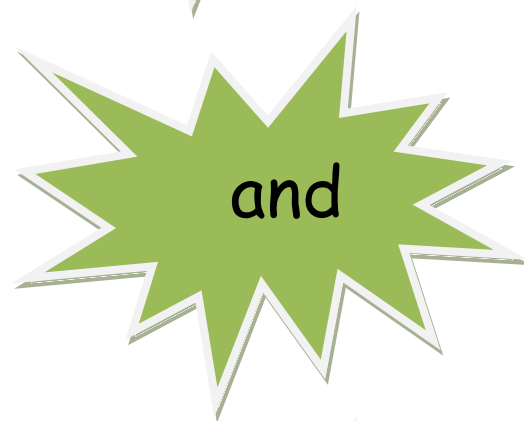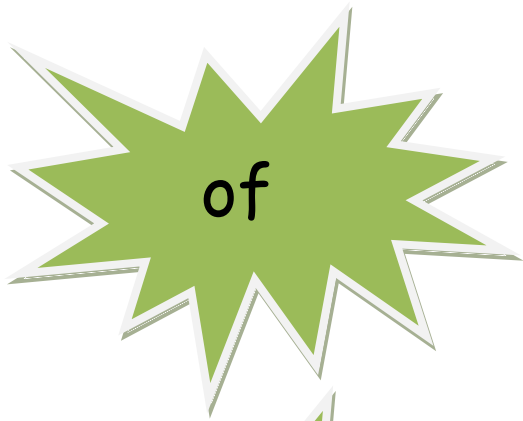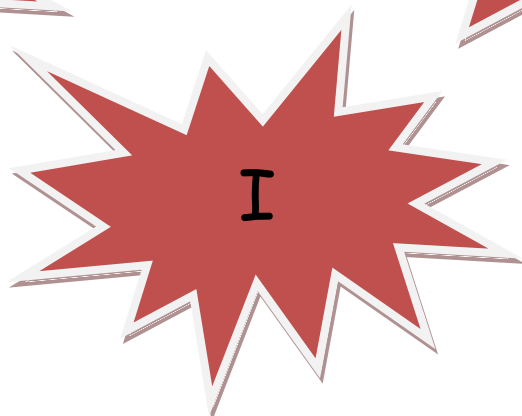
ANNEX 14. WEEK 3. SESSION 1 MATERIALS.

Roll a sight word.

Sheet 1. Chart.

ROLL A SIGHT WORD!		
1 LETTER	**2 LETTERS**	**3 LETTERS**

TOP 100 HIGH FREQUENCY WORDS (1-24)			
1	A	If	No	off
2	Is	Can	Got	his
3	And	An	On	in
4	Not	Mum	Had	big
5	Of	Get	Up	at
6	But	It	Him	Dad
7	The		As	I