

**INGLÉS/INGELES**

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**JOLLY PHONICS: HOW CAN  
TEACHERS TEACH READING AND  
WRITING TO THEIR STUDENTS**

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Facultad de Ciencias Humanas y Sociales  
Giza eta Gizarte Zientzien Fakultatea

**Grado en Maestro de Educación Infantil  
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Trabajo Fin de Grado  
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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 reglamento de 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 disciplinas 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* permite enmarcar todo aquello que los profesores tienen que tener en cuenta a la hora de crear una unidad didáctica o bien a la hora de utilizar un método u otro.

El módulo *didáctico y disciplinar* se concreta en toda la propuesta práctica, es decir, en las diferentes tablas de actividades, en su organización así como en la evaluación de la propuesta y de los alumnos que realicen la misma.

Asimismo, el módulo *practicum* permite enmarcar toda la parte práctica, es decir, cada una de las sesiones, los objetivos, contenidos y recursos, que se presentan en el punto 3 ya que este tema se me presentó muy cercano en las prácticas correspondientes al octavo semestre. Por último, el módulo *optativo* se desarrolla a lo largo de todo el trabajo, puesto que el módulo optativo es el inglés. En este trabajo se presenta un nuevo método para la enseñanza del inglés, el de Jolly Phonics.

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 el apartado “Antecedentes, objetivos y cuestiones” y “Conclusión”, así como el preceptivo resumen que aparece en el siguiente apartado.

## Resumen

Este trabajo pretende presentar un nuevo método en la enseñanza del inglés basado en enseñar a leer y escribir. Partiendo del aprendizaje de cada uno de los sonidos de las letras; de éste modo los alumnos van adquiriendo conocimiento sobre los sonidos y poco a poco van uniendo cada sonido por separado para formar una palabra. Del mismo modo se pretende la enseñanza de la escritura de las palabras tratando que los alumnos diferencien los sonidos en cada palabra y poder representarlos gráficamente para poder escribir la palabra. En este trabajo se ve explicado el proceso de adquisición del lenguaje de los niños. Es importante tener en cuenta también las semejanzas y diferencias entre la fonética inglesa y la española, ya que este método, denominado Jolly Phonics, se basa en el aprendizaje de los sonidos de cada letra. Se presenta también una propuesta de actividades, organizadas en diferentes sesiones, para poder llevar a cabo en el segundo ciclo de Educación Infantil.

*Palabras clave:* Alternative spelling (deletreo alternativo); blending (juntar sonidos); segmenting (separar sonidos); jolly phonics/synthetic phonics; phonemic awareness(conciencia fonética).

## Abstract

This paper tries to present a new method of teaching English. It is based on teaching reading and writing. At first children learn each letter-sound, learning little by little alternative spellings –irregular spellings- combining sounds to make up a word so that they can read it (blending), and identifying each sound in a word in order to write the word (segmenting). In this paper it is explained how children acquire the language. It is important to talk about the letter sounds in Spanish and English, comparing them because this method, called Jolly Phonics, is based on the way each letter sounds. There is a practical proposal that teachers can use with their children in their classes of the second cycle of kindergarten.

*Keywords:* Alternative spelling; blending; segmenting; jolly phonics/synthetic phonics; phonemic awareness.



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## **ANTECEDENTES, OBJETIVOS Y CUESTIONES**

Uno de los objetivos principales en la etapa de Educación Infantil es la enseñanza de la lectura y la escritura a niños de edades entre los 3 y los 6 años. Tanto la lectura como la escritura son dos competencias muy importantes en el día a día. No sólo son importantes en nuestra lengua materna, sino que a la hora de aprender un idioma extranjero, también necesitamos saber cómo se escribe y como se lee en este idioma.

El objetivo principal de este trabajo es presentar el tema de la enseñanza del inglés desde un método innovador y diferente a los que ya conocemos. No es un método que se basa en lo que ahora mismo se utiliza dentro de las aulas; hasta ahora los que hemos visto ha sido un método de enseñanza del inglés basado en la gramática y en la enseñanza de vocabulario aislado. Aquí, se expone un nuevo método denominado Jolly Phonics, este se basa en la enseñanza de los sonidos que corresponden a cada letra para, consecuentemente, enseñarles a los alumnos a leer y escribir.

Mediante el seguimiento de este método no solo se enseña los sonidos de las letras, sino que también los niños aprenden a combinar estos sonidos de modo que pueden leer palabras; además otro de los puntos principales de este es enseñarles y trabajar la identificación de los sonidos en una palabra para poder escribir. Por lo tanto, como ya hemos dicho anteriormente, la consecuencia que obtenemos al enseñarles los sonidos de las letras es el aprendizaje de la lectura y la escritura.

El trabajo se ve dividido en 3 partes, la primera trata de dar una visión sobre el porqué abordar este tema desde la etapa del segundo ciclo de Educación Infantil, en este punto se ven descritas las etapas de los niños a la hora de adquirir un lenguaje, diferencias en cuanto a los sonidos de las letras en inglés y español y la evolución de los métodos de enseñanza del inglés. Es importante tratar estos tres puntos ya que estamos hablando de la adquisición de una segunda lengua.

Otra parte que se puede observar en este trabajo, es toda la teoría, las bases sobre las que se apoya este método que se está defendiendo. Estas son 5, el aprendizaje de los sonidos de las letras, el aprendizaje de la formación de las letras, la combinación de sonidos, la identificación de los sonidos y, por último, el aprendizaje de palabras irregulares. Estos son los cinco pilares básicos del trabajo, sobre los que se va a sustentar la última parte del trabajo, esto es, una propuesta que se podría llevar a las aulas. Aquí se proponen objetivos que pueden corresponder a cada uno de los cursos de esta etapa educativa y una serie de sesiones, para llevar a cabo, con actividades que llevarían a alcanzar cada uno de los objetivos propuestos.

Con todo esto se pretende presentar una nueva visión sobre el aprendizaje de una lengua extranjera. El método es innovador, a la vez que motivador para los alumnos, ya que dispone de una gran variedad de materiales, y de ejercicios de los que los niños no se aburrirán. Jolly phonics combina diferentes tipos de actividades, desde actividades que necesitan de movimiento hasta actividades en las que es necesaria la concentración.

Los alumnos no se aburren a la vez que van mejorando la capacidad de lectura y escritura mediante el aprendizaje de los sonidos de cada una de las letras.

En cuanto al sentido y vinculación con los contenidos vistos a lo largo de estos cuatro años, cabe destacar, que todo lo que está escrito en este trabajo no hubiera sido posible sin todo el material que los profesores han ido aportándonos para adquirir las competencias del Grado de Maestro en Educación Infantil.

En este trabajo se pueden observar varios puntos que se ven enmarcados dentro de lo visto en el módulo genérico, como son las etapas en el desarrollo de la lectura, así como la legislación propia de la etapa de educación infantil, en la que nos tenemos que basar para establecer todo aquello que se va a trabajar aquí. Además basándome en lo que dice el currículo he querido opinar sobre porqué debemos utilizar el método con niños en esta etapa educativa. En la propuesta que hago para llevar este método al aula, he dejado claro que no solo se va a utilizar un tipo de metodología, sino que se plantearán varias, esto es una medida sencilla que se puede tomar para ayudar a aquellos alumnos que tienen diferentes capacidades y distintos ritmos de aprendizaje. Además como se muestra en las tablas de cada una de las sesiones se juega con el número de alumnos en cada una de las actividades, de modo que se promueva el trabajo cooperativo, así como el individual.

El módulo disciplinar se presenta en toda la propuesta de la unidad, ya que las tablas, la forma de presentar y las actividades están planteadas de acuerdo con todo lo visto en este módulo. Todo esto aporta al trabajo una visión más práctica de cómo podemos llevar a cabo el método de enseñanza del inglés basado en la lectura y escritura a través de los phonics. Muestra, por tanto, un acercamiento a la enseñanza de esta lengua extranjera mediante un método algo más novedoso, pero no por esto de difícil acceso o puesta en marcha. Tras un acercamiento a lo que dice el currículo sobre el aprendizaje de una lengua extranjera, se han planteado una serie de actividades con el fin de lograr dichos objetivos; el enseñar a los alumnos a expresarse oralmente y por escrito en inglés es algo que está presente en todas las páginas de este trabajo.

También está presente todo lo que he aprendido en el módulo práctico correspondiente a este grado. Uno de los principales motivos de que me decantara por este tema fue porque en las prácticas de este último semestre observé como las profesoras utilizaban este método para enseñar inglés. Lo

que realmente observé y me llamó la atención fue la facilidad con la que los niños leían palabras e incluso era capaces de escribir, más o menos, bien lo que ellos escuchaban. Por esto me he basado en todo lo que observe en lo correspondiente a este tema para poder realizar la propuesta práctica del presente trabajo. Las actividades están muy basadas en todo lo que he observado ya que he visto los resultados que los niños obtienen al utilizar este método como parte de su aprendizaje del inglés.

Por último el módulo de mención se encuentra muy visible, ya que la mención que escogí fue la de inglés. A la vista está que este trabajo está redactado en un 80%, más o menos, en inglés. Se trata de presentar, de mostrar los resultados, de un innovador método, Jolly phonics, así como de demostrar que no es difícil su puesta en práctica.



## WHY DID I CHOOSE THIS TOPIC?

“An important part of learning to read and write is being able to hear the sounds in words” Sara Werham and Sue Lloyd. Teaching reading and writing is important, those skills appear in our everyday life, when writing the shopping list, or reading the newspaper, advertisement...

First of all it is important to make clear the difference between phonics and phonetics; those words are not synonyms. Phonics is related to the letter sounds, the way that each letter sounds while phonetics is the way that each sound is represented; it is related to the study of sounds. Jolly phonics is a method of teaching the letter sounds in an amusing or funny way; just as its own name says. Jolly means funny.

When we teach a language we are teaching words, that is why teaching phonics is important when teaching English to the students. This makes the students being conscious of the way words are written and pronounced. The aim of this paper is showing how teachers can teach about phonics, about the words' spelling as well as their pronunciation and how this can be used for reading and writing; that is very important within the language acquisition. Making an educative proposal which answers to the students' needs and makes an efficient and affective reading and writing learning of the English as a foreign language throughout the Jolly phonics method.

Reading and writing is important, but if the students do not know the sounds of each letter or digraph -2 letters that makes one sound-, they will not start reading. As everyone knows English has 42 different sounds that are represented by 26 letters, so that it is necessary to mix letters in order to represent all the English sounds.

It is commonly known that young children have the aptitude of learning about anything without any problem. Although people think there are some topics that children cannot learn about, this is not true, they are ready to learn about everything; their brain is ready to add anything according to any topic, mostly languages; the sooner we introduce new languages to young children, the quicker they acquire those languages. According to Kuhl, P. K. (2011) “the younger the children are, the simpler and more natural they learn a new language, this is because they do not translate anything, they just understand everything.”

Teachers should understand that worrying about spelling and letter sounds with children on an early age will actually help them with their phonemic awareness. They first must investigate about the importance of teaching phonics; they have to find some well worth method for teaching phonics. Later they have to organize everything in order to create a practical proposal, they must prepare everything so that they can start teaching phonics as soon as they have

everything organize with goals, contents, activities, different ways of assessment... those are some of the main points I want to present in this paper.

The topic I chose is focused on an educative proposal. This proposal is aimed at the use of a new method born in England with the objective of teaching reading and writing to native students. This method is called "Jolly Phonics", it is based on presenting the letter sounds to the students in a funny way (Jolly is the same as funny). The sounds are organized depending on the frequency of use of each sound. At the same time they are learning the sound, they also learn the letter formation as well as they join the sound to one action and a picture it has some similarities to the TPR method, because it is easier for kids learning words when they do an action. If I have chosen this method is because it is important first to recognize the sounds, later on reproduce them, and finally write the sounds.

As I said before it is a method for native English speakers, but it can help teachers to improve their students' oral skills. As everyone knows the method used in Spain for teaching English does not give children enough aptitudes in speaking skills. If teachers use this method, they will improve their pronunciation, their fluency while speaking, and later on they will be able to read few words. The fact of reading words when combining different letter sounds can be useful to motivate children within this topic.

When learning according to this method, the pronunciation can be better than with any other method because they learn how each letter sounds, alternative spellings and tricky words. Another advantage of this method is that the learning of their mother language is not being interrupted by the learning of a foreign language. So that it can be very useful to take advantage of the early aged children's sensitive periods.

The reason of choosing this topic is because I think it is important to teach the phonetic skills to the student before the grammatical rules, the writing skills. If they start learning a language focusing on the oral skills, it will be better learned because they are acquiring the language in the same way as their mother language.



**Picture 1.** Letter sound clue

## 1. WHY DO WE NEED TO TEACH PHONICS IN KINDERGARTEN?

Years ago English was seen as a foreign language that students must study, it had not had the same importance as it has today. English was a foreign language that children, students must know, but the most important skill, was the writing skill. The methods of teaching English in schools were focused on the grammar and writing. Nowadays it is included in the curriculum and it gives more fluency to the students in the speaking skill. When children studied the grammar rules the marks were positive, but the marks in oral skills were not as good as it was expected because teachers did not work with students speaking skills as much as they worked grammar and writing skills.

Pronunciation, oral fluency and the oral comprehension are the aspects that the curriculum should have improved. This is something important and it should be taught when the students are on an early age. The aim of those methods is giving a new vision to create activities inside the classrooms, in order to obtain better results for the goals proposed according to the pronunciation skills.

Oral comprehension methods are being more and more important those days in the educational system; those methods can help teachers and families when teaching the sounds of the letters and digraphs; when teaching pronunciation. Those methods not only help students to improve their oral skills, but also to improve their reading and writing skills. The main goal of those methods is to teach reading and writing skill of a foreign language when the kids are young as well as to focus on the correct pronunciation of the letter sounds.

Why should we teach it in kindergarten? Because it is demonstrated in various researches (Ausubel, D. P., 1964; Fathman, A., 1975) that the foreign language learning is more effective if it starts when the students are young. They have the ability of pronouncing any kind of sounds, as well as acquire the knowledge without any effort made. For this reason students can acquire in a correct way all the oral skills implicated in this process as well as the correct use of the language.

According to the law, LOE (2006), "corresponde a las administraciones educativas fomentar una primera aproximación a la lengua extranjera en los aprendizajes de segundo ciclo de Educación Infantil, especialmente en el último año."<sup>1</sup>

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<sup>1</sup> "promoting the students into the foreign language learning in the second cycle of kindergarten, especially in the last year, corresponds to the education management."

## 1.1. Stages on the reading development

The author of Phonics from A to Z pointed that:

There are different stages in the reading development, and phonics fits on the following stages:

- *Stage 0, prereading*→ Lasts from birth to 6 years old. During this stage children recognize a few letters and words. Many of them write their names.
- *Stage 1, initial reading or decoding*→ From 6 years old through 7-8 years old. Students begin to use their knowledge of sound-spelling relationships to decode words.
- *Stage 2, confirmation, fluency, and ungluing from print*→ From 8 years old through 9 years old. They develop and solidify decoding skills. When this stage ends children have developed fluency.
- *Stage 3, learning the new*→ From 10 years old through 14. Children start to use reading more as a way to obtain information and learn about the values, attitudes and insights of others.
- *Stage 4, multiple viewpoints*→ Lasts throughout high school (15-18). Readers encounter more-complex language and vocabulary as they read texts in more advanced content areas.
- *Stage 5, construction and reconstruction*→ Lasts throughout 19 years old and beyond. A reader knows which books and articles will provide the information he/she needs and can locate that information within a book without having to read it in its entirety. (p.19)

In this paper it is focused on the first and second stage because here it is being explained how children in kindergarten acquire a new language, focusing on their oral skills. The way they acquire their own language during the kindergarten years can help them to acquire foreign languages. In the chart below it is presented the development of the language on those ages. El aprendizaje de esta lengua es lo más parecido a acquisition

### Chart 1. Language acquisition

(Taken from Rodríguez López and Varela Méndez, 2004. P.167)

AGE	LANGUAGE ACQUISITION
3-4	They can understand almost everything in their mother language, and they can intuit the meaning of words and expressions on a foreign language.
4-5	They can understand everything. They can have some problems with their pronunciation, but they can correct their mistakes while pronouncing. They want to learn more from their parents and teachers.
5-6	They can use the grammar almost correctly, and they start to read and write.

As it is shown in the chart above, the language acquisition process takes place within the kindergarten cycle; it is only in three years when the children are able to read words, sentences and short and easy texts, but they are also able to write short sentences.

Every language teacher should know what to expect from their students before starting to teach any foreign language. The teacher has to recognize the students' strengths and weaknesses within the phonological, morphological, semantically and syntactical aspects of other language or their mother language. This is why it is important to analyzing how the language is acquired.

There are different schools of thought within the acquisition of the mother language. Some of those schools of thought support the teaching of two or more languages at the same time, but others are against this point of view. Cummins (1981), talking about the linguistic interdependence, claims "certain first language (L1) knowledge can be positively transferred during the process of second language (L2) acquisition. The L1 linguistic knowledge and skills that a child possesses can be extremely instrumental to the development of corresponding abilities in the L2. An integral component of these facilitative aspects of language influence is that the L1 be sufficiently developed prior to the extensive exposure to the L2 as would be found, for example, in an educational environment." (p. 37-61)

This does not only explain that both languages not only share the learning context, but also the cognitive structures needed to acquire one language, therefore those languages can share more simple aspects such as phonological aspects. In other words, the fact that both languages have sounds in common can help the students to acquire both languages.

This comment has something to do with the method that it is being explained in this paper. When teaching English letter sounds, the teacher also teaches some Spanish sounds at the same time, and those are practically most of the Spanish letter sounds; they reinforce each other. This can be useful for the TIL method that nowadays is used more and more in different schools in Spain.

## **1.2. Spanish sounds vs. English sounds**

As it is explained above the younger the child is, the easier he/she learns a language. The flexibility of a child's brain is the main aspect that helps that child to learn a language. They have the ability to learn sounds as soon as they hear them; they can reproduce them; the teacher is the ideal model of reference for the student.

There are various researches trying to know how children learn a language and, consequently, the way children acquire the different skills that are involved in those learning processes. Those skills are organized in oral and written skills. Those skills are four: listening, reading, writing and speaking.

This paper is based on reading and writing skills in a foreign language. At first it is easy to find lot of differences, but later, paying more attention to the way children acquire both languages and the skills mentioned before it is easy to see that there are no such big differences in the methods they use to acquire both languages.

The access to reading skill in both languages is done by transforming writing letters into sounds. The disadvantage is that letters and sounds do not mean anything, they are abstract. This problem gets bigger in languages in which the relation between letter and sounds is not regular, like in English. On the contrary Spanish is more or less a regular language; there are only few cases in which the relation between letters and sounds are not exactly what it is expected. For instance, letter “c” has two different sounds /k/ “casa” and /c/ “cereza”; the letter “g” can sound like /g/ “gato” or /j/ “geranio” and the letter “h” does not have any sound.

The aim of this point is comparing the phonological characteristics of both languages; Spanish and English, finding in which points those are different or similar. After comparing those languages, it is easier to find where children can make mistakes while they are learning a foreign language.

One difference is the way of pronouncing the vowels in both languages; while in English those are pronounced in a stronger way, in Spanish vowels have a weaker pronunciation. Another difference is the use of schwa, in Spanish this sound is not used, but in English it is commonly used. English people usually use this vowel when talking in Spanish because for them is one of the most common sounds.

On the other hand, there are two different ways of classify vowels; depending on the quality and on the quantity. According to the quantity, vowels are divided into short or long vowels. The last kind of vowels does not appear in Spanish language. According to the quality, (see picture 2. and chart 2.) there are 12 single vowels in English and 5 in Spanish; there are 8 diphthongs in English and 14 in Spanish.

**Short Single Vowels**

/æ/ pack, hat	/e/ pet, red	/ɪ/ pick, sit	/ə/ pot, lot
/ʌ/ duck, sun	/ʊ/ book, good		/ə/ schwa apart, pilot

**Long Single Vowels**

/i:/ week, seat	/a:/ dark, start	/u:/ blue, soon	/ɔ:/ talk, course	/ɜ:/ work, hurt
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**Diphthongs - two vowel sounds**

/aɪ/ buy, bite	/eɪ/ stay, state	/ɔɪ/ boy, voice	/aʊ/ now, town
/oʊ/ low, phone	/ɪə/ near, here	/eə/ hair, stairs	/ʊə/ pure, fewer

**Picture 2.** Classification of vowel system in English

**Chart 2.** Classification of vowel system in Spanish

Single vowels in Spanish:				
[i] Mil	[e] Sed	[a] Pan	[o] Col	[u] Tu
Diphthongs:				
[ai] Samurai	[au] Gaudí	[ei] Seis	[eu] propedeutico	[oi] Hoy
[ou]	[ia] Mayoría	[ua] Cacatua	[ie] Miel	[ue] Fuel
[io] Patio	[uo] Cuota	[iu] Ciudad	[ui] huida	

Talking about consonants, it is important to highlight that in Spanish there are twenty sounds of consonants while in English those consonants sounds are 24. There are different aspects that define consonants letter-sound. Those features are:

1. Place of articulation
2. The manner of articulation
3. If the sound is voiced or unvoiced

The chart below shows the main differences between consonants in English and Spanish, attending to the manner and the place of articulation. It is showed the common sounds and the sounds that only belong to the English language such as ð and θ.

**Chart 3.** Classification of consonant system in English and Spanish

		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 u l a t i o n	Bilabial	P B		-	-	-	-	-	-	M		-	-	-	-
	Labio-dental	-	-	FV	F	-	-	-	-	-	-	-	-	-	-
	Dental	-	T D	θ ð	Ð	-	-	-	-	-	-	-	-	-	-
	Inter-dental	-	-	-	Θ	-	-	-	-	-	-	-	-	-	-
	Alveolar	T D	-	S		-	-	-	-	N		L		-	R
	Alveo-palatal	-	-	ʃ ʒ	R	R	-	tʃ dʒ	-	-	-	-	-	-	-
	Pre-palatal	-	-	-	ʃ z	-	-	-	tʃ dʒ	-	-	-	-	-	-
	Palatal	-	-	-	-	J	-	-	-	-	ɲ	-	-	-	-
	Velar	K G		X	-	W	-	-	-	ŋ	-	-	-	-	-
	Glottal	-	-	H	-	-	-	-	-	-	-	-	-	-	-

It is easy to see various differences in the pronunciation of the same phoneme in both languages. Spanish people have some difficulties to pronounce some phonemes for example when a word starts with two different consonants or when there is a double consonant in the middle of the word.

There are also some sounds that do not exist in Spain, in English there are sounds that are represented with two different consonants. Those sounds can be /th/, /sh/, /ch/.

Another problem that Spanish people can have with English pronunciation is the fact that in English it is common to have some phonemes such as /x/, /k/ or /g/ at the end of a word, but it is not common in Spanish. It happened the same with some phonemes starting words such as /s/, Spanish people are not used to this sound at the beginning of a word; that is why they can have problems to pronounce some words.

A correct pronunciation of words helps children to write and read properly. The ways used to reach the correctly way of pronouncing words can define the methods which can be used to teach English.

### 1.3. Different methods of teaching English

It is important to show how the teaching methods have developed during those years. As it is explained below, at first teachers used lots of grammar rules and translation exercises; those exercises focused more in teaching writing skills. Nowadays they try to give more importance to oral skills, such as speaking. They learn words joining them to an action so that it is easier for them to acquire the new language.

As García Ccostegüe (<http://institutoanglosaxon.blogspot.com.es/2008/11/metodologa-de-la-enseanza-del-ingls-por.html>) says, there are several methods that have guided the ways of teaching English for many teachers. Those methods are the background of the teaching strategies that each teacher wants to use.

The main methods that have been used for teaching English years ago in schools are:

- *Grammar translation method* → Students have to translate lots of texts and they have to memorize all the English grammar rules. This is not used in kindergarten, because the main activities are based on the writing skills, not developed yet in kindergarten children.
- *The audiolingual method* → The main goal is to acquire the oral skill of the foreign language.
- *Community language teaching* → This method emphasize the oral skill by recreating real life situations.
- *The direct method* → The main point is to learn to think in the foreign language. The students have to learn to communicate themselves in a foreign language
- *Total physical response* → The acquisition of the foreign language is based on the active response of the students. In other words, the teacher says different actions that the students have to perform. This method lets

the students develop their listening comprehension. With this method children start to understand what the adult is saying and later on they can acquire the vocabulary as well as the sentence structures. This method pretends to teach the foreign language in the same way as they learn their mother language.

## **2. WHAT IS JOLLY PHONICS?**

As Blevins (1999) has noted in his book, “62% of parents identifies reading as one of the most important skills their children need to learn... and almost 70% of teachers identified reading as the most important skill for children to learn”.(p.7)

With this conformity within the “importance of reading” (p.8) we should establish some goals in order to get some fluency with reading skills. The most important goal for teachers, who want to have fluent readers, is that children must identify words quickly and precisely. They must be able to “decoding words”, which is turning the printed texts into spoken language.

While teaching phonics, teachers should make their children capable to associate specific sound to a specific letter or digraph – 2 letters that makes only one sound-. Teaching the most common sounds to each letter or digraph is really useful for new readers; but there are also some irregular words that commonly appear in text, and teachers, should teach their students how to pronounce those words.

Jolly phonics is a multi-sensory, active and specifically designed for young children. It contains activities and materials for using in class. It uses songs, worksheets, activity books, reading books... everything is thought for teaching phonics to students. The main goal of Jolly Phonics is teaching children to read and write through a synthetic phonics program; this means synthesizing, blending or combining different sounds for the purpose of making spoken words.

According to Sue Lloyd and Sara Wernham (2012), “Jolly phonics is divided in five basic skills, those are:

1. Learning letter sounds.
2. Learning letter formation.
3. Blending, combining sounds for reading words.
4. Identifying the sounds in words for writing.
5. Learning about tricky words or irregular words.” (p.1)

Those first four skills should be introduced to the children at the same time, while tricky words should be taught later on.

Below, it is explained each skill, and it is given some hints. There are also some exercises or activities explained that can be useful to do when teaching

phonics. This method includes materials and resources very useful for both, kids and teachers.

For those children that could have problems remembering words and who could not deal with reading or writing, we should teach them letter sounds and we will see if this first letter knowledge would help them.

There are some advantages of Jolly phonics system, those are:

1. Children can recognize all the letter sounds early on their age.
2. Children can use their letter sound recognition to work out words.
  - a. Combining the sounds in one word – blending- in reading skills.
  - b. Recognize sounds in words – segmenting- for writing skills.
3. Children's accomplishment is much more exceptional, not only in reading skills, but also in the writing ones.

Parents should be involved with this method. Students work with it in the school, they are helped by teachers, but they also need to work with it at home in order to reinforce the contents they worked in class. One good way of involving parents in this method is giving students some materials such as words list or sound sheets, so that they can practice sounds, the action, they can work on recognizing the picture as the sound it represent or they can practice reading and writing those words. The fact that parents help their children is very important because they can help their children to acquire the language as well as they can show the children that the contents they work in class are very important for them.

## **2.1. Learning letter sounds**

The different sounds of the letters are the smallest part of a word, in other words; words are all combination of sounds. There are 42 sounds in English, but there are only 26 letters that represent the sounds.

The younger the children are, the more quickly they learn, and much more quickly if there is some activity involved. This means, in the words of Sue Lloyd and Sara Wernham (2012), "doing an action for each letter sound, using body movement...help them remember. This is an effective way of teaching because they are having fun at the same time as they are learning.

According to the rate of introduction, Sue Lloyd and Sara Wernham (2012) claim, "it is recommended that the letter sounds are introduced at the rate of one a day". (p.4)

Teachers must involve parents within this topic because if parents and teachers work together, can reinforce the children's letter sounds and the results will be better. They also have to make difference between digraphs and blends, that is, digraphs are two letters together that makes one new sound, and blends are a mixing of two or more sounds. It is important to make this difference clear for children.

The jolly phonics program organize in groups of six the letter sounds, this organization is because it can be easier for children to learn the sounds. With the first group of letter sounds we can make up many simple words. There are letters that can be confused by children, such as b and d, those letters are in separated groups.

There are also three different groups those are:

- Green for the letter sounds that are easy for the children to pronounce, this can be because it is the same sound in Spanish. /b/, /t/, /p/...
- Yellow for example /s/ because if it is in the middle of the word it is similar to the /s/ in Spanish, but if /s/ is at the beginning of the word pronouncing this sound can be more difficult for them because in Spanish this sound does not exist.
- Red for those letter sounds that do not exist at all in Spanish, such as /sh/, /ng/...

**Chart 4.** Letter-sound group used throughout the Jolly Phonics material.

(Taken from Lloyd, S. & Wernham, S. (2012) (p.7))

LETTER-SOUND GROUPS						
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	Little OO	Long OO
6	Y	X	CH	SH	Voiced TH	Unvoiced TH
7	QU	OU	OI	UE	ER	AR

At first it is better to teach the letter sounds, but later on, once children have learnt the letter sounds, they have to learn the letter names. The sounds can be introduced by songs, pictures and connecting the sounds with an action. When children reach that point, teachers can also teach them the alternative spellings, that is, for instance, the digraph /ai/ can also be spelled as /ay/ or /a\_e/. Those alternative spelling should be introduced one or two per week.

## 2.2. Learning letter formation

Jolly phonics gives some clues for teaching children how to write each letter. It explains the way they have to hold the pencil. The phonics handbook (2012) also gives hints for teaching letter formation. Not only English teachers should be in charge of this point. All the teachers must work on this point, because writing is important in all the areas, not only in English.

The teacher can show the formation on the blackboard and on the air. The students can write the letters on the air and after that they can try to write them on a piece of paper. Sheets, in which the formation of letters is explained with arrows and numbers, are also useful for kids.

Teachers should revise the formation of each letter in a regular way.

### **2.3. Blending, combining sounds for reading words**

Children have to be able to look at the words, pronounce the sounds and hear the words. What the children do when they pronounce the sounds and they can hear the word is called blending. Once they come to the blending skill they can read new words for them. Blend is synonym of mix, combine, in this context blending is combining the letter sounds in a word to read it.

Students can start practicing blending when the first phase of sounds has been taught. When one word has been blended for a few times, the word is known for the children so that they can read it easier.

According to Sue Lloyd and Sara Wernham (2012), "blending skills can be improved if initial consonants blends, which are always regular, are practiced on their own."(p.17). To introduce a consonant blend, it is necessary to introduce before all the sounds that appears on the blend.

Something important while blending is that children have to remember, while blending digraphs, to look at the two letters and say the one sound that corresponds. To master this skill is necessary to practice it before with regular words with digraphs.

When the students start blending, they do it aloud. Once they feel comfortable with this, they can start to do it silently; this helps children to give fluency for reading. Sue Lloyd and Sara Wernham (2012) give in their book some activities to help kids to blend words. Some of those activities are:

1. *Mime*→ The teacher mimes the sounds in a word, that is doing the actions of each sound in the word.
2. *Create words*→ The teacher put letters on the blackboard, she points the letters in order to create a word, and the students should blend those sounds silently and at the end they have to say the word aloud.
3. *Word boxes*→ This resource can be used at home or in class. The words in those boxes are all regular so that kids can read them by themselves.

Word Box 4	Word Box 5	Word Box 6
cat	kiss	drip
hen	mist	miss
can	best	rock
hat	hiss	back
neck	test	duck
camp	get	pot
kick	puff	gas
met	log	fit
pen	fat	stamp
deck	bat	bad

**Picture 3.** Words for word boxes

The purpose of all of this is preparing the children for reading books. Teachers should read stories and poems to them, so that they are helping to improve vocabulary and comprehension, and encourage a desire to read. The Jolly Phonics method have the Jolly Stories book, that can help teachers to do activities, read to the children and make active children while working on phonics. With those stories teachers can prepare activities such as, looking for objects that start with the sound /C/.



**Picture 4.** Jolly Stories

As Sue Lloyd and Sara Wernham (2012) claims, “once the children become free readers, they start to read for pleasure and are exposed to a wider variety of books and vocabulary. The following hints enable the children to blend more words.”

1. When two vowel letters are together the sound is the long vowel sound of the first vowel.
2. If the short vowel does not work, try the long one

3. The letters <i> and <y> usually change places. This is, day and boy are written with <y> and not with <i>.
4. Soft <c> is followed by <e>, <i> or <y>, and soft <g> is followed also by <e>, <i> or <y>.
5. There are some alternative spellings that need to be learnt by heart such as -igh, -ew, -ir, -ur, -aw, -au, -al.

#### 2.4. Identifying the sounds in words

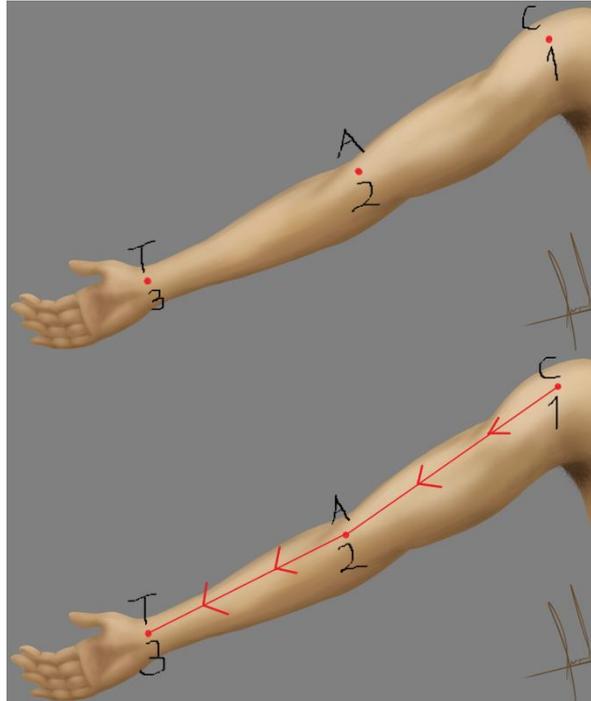
We can use the word segmenting, that is identifying each sound in a word. This is useful for writing skills; that is to write words properly. In this point it is included what it is called “phonemic awareness”, a skill which is the opposite process blending, that is, to discriminate the sounds that compound a word.

According to Blevins (2006) “Phonemic awareness is the understanding that a word is made up of a series of discrete sounds. This awareness includes the ability to pick out and manipulate sounds in spoken words.... Phonemic awareness deals with sounds in spoken words.”

When there is a consonant blend in a word, teachers must make sure that children can hear all the sounds in that blend. Once they are able to hear all kind of sounds in any word, any word can be “encode”.

To help children in this point teachers should prepare activities which focus on listening skills, in other words, dictating words to the children in order to let the students write the words in different ways; paper, with letter-cards, magnet letters...

1. *Looking for sounds*→ The teacher can ask the students to look for a sound in different words, for example to look for a /p/ sound in “sun”, “pat”, “pet”. Children must be taught for listen all the sounds in a word; this can be done by using for example their own arm to put in an organize way the word sounds, for instance the word “cat” the /c/ sound will be in the shoulder, /a/ sound in the elbow and /t/ sound in the wrist. The teacher repeats it at least three times, and after that the teacher blends all the sounds in order to say the words.



**Picture 5.** Segmenting words using the arm

2. *Create words*→ The teacher put letters on the blackboard, she says the sounds in the word, and the students should write those sounds in the correct order to write the word.

## 2.5. Tricky words

Those words are difficult for children to read and write by blending and listening in the same way that they do with other common words. This is because the spelling in those tricky words is different from the spelling they have learned along the years.

According to Sue Lloyd and Sara Wernham (2012) “children should learn to read tricky words, and after that they should learn to spell those words. For reading them, children should look at the word and identify the “tricky” part, and they should revise the tricky words they have already learned.”

The authors give in their book some hints to teachers so as to help them with teaching tricky words. Some of the hints are:

- Look, copy, cover, write and check.
- Say as it sounds, the teacher says and the students repeat.
- Creating a word wall with all the tricky words.
- Creating phrases in which the first letter of every word provides the spelling of the tricky word.
- Showing words with the same spelling pattern.

Learning to read those tricky words is easier than learning to spell them.

## 2.6. Jolly Phonics' results

Teachers must know their students, the age, why they are studying English, where they are from... according to all of this teacher have to find the right methods of teaching English to their students.

Talking about children in their kindergarten years, it is important to say that their learning is more focused to everything they can notice directly, to everything it is around them.

The grammar rules are useless with them, they cannot understand them. The best way to make them understand what it is being explained to them is by giving them a huge variety of examples.

During those years they cannot maintain their attention to one thing for long time, thus they need a great variety of activities which help the teacher to catch the kids attention.

There is a big amount of researches that compare results which children taught with different methods get. Although those researches are based on children who have English as their mother language, the ones that are important for us are those which are based on children that learn English as a foreign language. In Johnston and Watson research it is showed the results of children in Scotland during seven years. The conclusions they reached are that at the end of the primary education their reading belonged to 3 years and 6 months children older than them. Their spelling belonged to one year and 8 month children older than them, and their oral comprehension belonged to 3 years and 6 months children older than them. Therefore it was showed that teaching reading and writing using the letter sounds knowledge helps the children to improve their oral skills.

There are also lots of researches done in schools from different countries. In those schools the methods of teaching English is similar to this one of Jolly Phonics. Although those schools do not have the same characteristics as the ones in Spain, they can help to show the positive points of teaching English with those methods. It is easy to find those researches in Jolly Phonics research; here it is showed how children that follow the Jolly Phonics methods improve their ability in reading and writing skills.

Here, in Spain, it is increasing the number of schools which use this method it is easy to find them all over the country; there are, according to George (<http://jollylearning.co.uk/2011/03/24/research/>), 33 schools using this method of teaching English. Coral George, who is the person that brought this method to Spain, made a video showing some examples of the results of this method. The video shows a 5 year-old child that has learned English with this method. (<http://coralgeorge.com/index.php/synthetic-phonics-in-spain/tv-and-radio-interviews>)

### 3. INTRODUCING JOLLY PHONICS IN OUR SCHOOL

#### 3.1. Context

With this proposal I want to briefly present how we can teach phonics in the whole second cycle of kindergarten, I mean, how to teach phonics, blending or segmenting to children from three to six years old. I want to present at least one session with each class.

The objective I have with explaining each grade is that I want to present the coordination we, as teachers, must have while planning the schedule for the different grades and classes. We have to prepare each class as well as we can; the entire English teachers must coordinate between them so as not to make any mistake and teach in each grade something different, increasing knowledge of phonics, blending or reading.

So that, the ages I want to introduce Jolly phonics in are, the whole second stage of kindergarten; that is children between three and six years old.

#### 3.2. Goals

The common goal for the three kindergarten years is teaching the students to identify the sound – letter relationship and, consequently, to speak, start reading and finally writing within the English spelling. In each year we are going to introduce something new and different from the previous years. Each year has different goals that will help to reach the main goal for the whole stage.

According to the education law in Spain, LOE (2006), children should “learn to identify and reproduce some pronunciation aspects as well as the rhythm and intonation of the foreign language.” In this goal phonics fit really well.

*1<sup>st</sup> kindergarten year:*

- To introduce new vocabulary
- To introduce all the letter-sound groups, so that they can start reading the regular words.
- To create a phonemic awareness since they are very little.

*2<sup>nd</sup> kindergarten year:*

- To introduce new vocabulary.
- To make them realize that there are words with tricky spelling.
- To give students freedom to write the phonics by themselves.

*3<sup>rd</sup> kindergarten year:*

- To introduce alternative spellings to all the sounds.
- To make fluent children at blending.
- To learn about the tricky words pronunciation and spelling.

### 3.3. Methodology

I want my students to reach all the goals presented before. I want to use different ways of teaching, and different strategies. From my point of view, using only one way of teaching, one strategy, is not enough for the students. They need more than one point of view as well as more than one way of teaching in order to choose the way of learning that best fits for them.

I am going to use more than one way of grouping strategies; I will use teaching in big group, in smaller group or individually. It will depend on the activity we are working on and on the student's needs. For some students it is easier to learn with the help of some peer than with the help of the teacher although the teacher is necessary to coordinate and to correct in the different groups.

Changing ways of teaching is also useful for motivating our students. The fact of change activities, grouping, or materials can help the students not to get bored during classes. It helps them to make better grades because they are more motivated and they enjoy working.

The behavior management is going to be based on the respect, if my students understand what respect is, their behavior will be good in class. It is better to give them only one rule than a big amount of rules. Respect can be respect the rest of your peers, respect the teacher or respect the materials.

The way the classroom is arranged is something common to other classrooms, they will have their own places to sit on the table to work by themselves, but there will be a place near the white board or black board to sit all the students together. There will be posters with the vocabulary they are working on, and also posters with the alphabet. Something that should never be missing is a "clue", which is a poster with all the letter sounds and a picture next to the letter that shows in some way the action children have to do to produce the sound. See appendix

### 3.4. Resources

I want to use a wide variety of resources I am completely sure that if I change materials within a class, the students will not get bored of those resources that are using. It is a good way to motivate children because they will not get bored of all the resources used.

Some of the resources I will use are:

- Jolly songs
- Sound sheets
- Jolly stories book
- Finger phonics books
- Flashcards
- Word boxes

- Different phonics sheets
- White board
- Online phonics games

### 3.5. Unit

The main method used is going to be the Jolly Phonics method although in four years old it is going to be used another one. The reason of taking another method is because from my point of view is a good idea introduce them more vocabulary and make them be aware of tricky spelling just before next year. In four years old we are going to work phonics in the same way that they do in the Jolly Phonics method, but using other kind of materials. I want to show that we can work with this method although we do not have the real materials of the method. Later on, in five years old class, Jolly Phonics method is again the main method to teach our students about phonics, reading and writing. I have thought of having an English class four days a week and each class will last 50 minutes.

In the three kindergarten years, the English classes will start in the same way. The main reason is because.... The first activities to do are:

1. The helper of the day wakes up Jack, a parrot which is our English pet.
2. All the class sings the "hello" song.
3. Sing another song in order to revise some vocabulary.
4. Revise the vocabulary of the unit using flashcards.
5. We start with the phonics work.

As a consequence of the way we start the class we make conscious children about routines and about timing. They also join the start of this class to the language they have to talk and obviously listen

*1<sup>st</sup> kindergarten year* → I want to present all the jolly phonics phases in the academic year. The rate of introduction is one phase per week although on *the phonics handbook* (2012), it is said that the rate should be one sound per day. The reason of introducing one phase per week is that we are going to work phonics as it is known during the whole week and I want them to start reading words as soon as possible.

There are many activities that I can work with children of this age; we can make some activities such as dancing, sing, coloring... those kind of activities help teachers to motivate children, as well as they enjoy learning and learn without really noticing it.

I have thought about four different sessions that can be repeated during the year. The four sessions presented below can give you an idea of how can teachers work with phonics in the class.

**Chart 5. Schedule of a week**

DAY	WEEK I	CHANGES FOR THE ACTIVITY
	ACTIVITIES	Reasons
1	Let's sing phonics→ The teacher is going to play the songs for the first groups of letter-sound. The teacher is doing the actions while the students repeat her	
	Learning sounds→ The teacher will show the students the sound sheets that correspond to the first group of letter. The teacher will explain each sound, explaining the action and saying the sound. Later on they will color those sheets in small groups, each sheet for one book. While they are coloring, they are listening to the songs.	
	Playing with sounds→ The teacher will put the sound sheets all around the classroom, she will ask the students to find different sound studied, the children have to go to the sound sheet which the sound the teacher says	
	Word boxes→ The teacher will put the word box in the middle of the class. The students should take one word from the word box and try to read the word; they can look to the "clue".	
2	Let's sing phonics→ The teacher will play the songs and the students have to sing and do the actions according to each sound.	
	Playing with phonics→ The teacher will put some games on the white board; the students with the teacher's help will play each game. Those have the aim of revising and go in depth with phonics	
3	Let's sing phonics→ The teacher will play the songs and the students have to sing and do the actions according to each sound.	
	Let's read stories→ The teacher will read the story that corresponds to the first group of sounds studied. She will ask for the action of the sounds, for writing the letter on the air, for saying the sound, for looking for some objects.	
	Finding sounds→ The students should look among the flashcards for the picture that starts with the sound the teacher says.	
	Word boxes→ If there is time left, they will work with word boxes in order to read more words from there	
4	Corners→ There will be five corners, in each one there will be an activity.	

**Chart 6.** Description of the 1<sup>st</sup> session

<b>SESSION 1</b>				
<b>Activity</b>	<b>Goal</b>	<b>Materials used</b>	<b>Groupings</b>	<b>Description of the activity</b>
Let's sing phonics	To introduce the first phase of jolly phonics	Jolly songs	Whole class	The teacher is going to play the songs for the first groups of letter-sound. The teacher is doing the actions while the students repeat her.
Learning sounds	To introduce the first phase of jolly phonics	Sound sheets Jolly songs	Whole class at the beginning Small groups at the end.	The teacher will show the students the sound sheets that correspond to the first group of letter. The teacher will explain each sound, explaining the action and saying the sound. Later on they will color those sheets in small groups, each sheet for one book. While they are coloring, they are listening to the songs.
Playing with sounds	To recognize the sounds of the first group	Sound sheets	Whole class	The teacher will put the sound sheets all around the classroom, she will ask the students to find different sound studied, the children have to go to the sound sheet which the sound the teacher says.
Word boxes	To start blending easy words.	Word boxes	Individually	The teacher will put the word box in the middle of the class. The students should take one word from the word box and try to read the word; they

				can look to the "clue".
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**Chart 7.** Description of the 2<sup>nd</sup> session

SESSION 2				
Activity	Goal	Materials used	Grouping	Description of the activity
Let's sing phonics	To revise the sounds studied	Jolly songs ( <a href="http://www.youtube.com/watch?v=eCjJYB07aSU">http://www.youtube.com/watch?v=eCjJYB07aSU</a> )	Whole class	The teacher will play the songs and the students have to sing and do the actions according to each sound.
Playing with phonics	Depending on the activity online.	Smart board Computer Web pages ( <a href="http://www.starfall.com/">http://www.starfall.com/</a> <a href="http://www.readaustria.com/free-reading-spelling-info.htm">http://www.readaustria.com/free-reading-spelling-info.htm</a> <a href="http://www.letters-and-sounds.com/what-is-letters-and-sounds.html">http://www.letters-and-sounds.com/what-is-letters-and-sounds.html</a> )	Whole class	The teacher will put some games on the white board; the students with the teacher's help will play each game. Those have the aim of revising and go in depth with phonics.

**Chart 8.** Description of the 3<sup>rd</sup> session

SESSION 3				
Name of activity	Objective	Materials used	Grouping	Description of the activity
Let's sing phonics	To revise the sounds	Jolly songs	Whole class	The teacher will play the songs and the students have to sing and do the actions according to each sound.
Let's read stories	To revise the sounds and recognize words and sounds.	Jolly stories	Whole class	The teacher will read the story that corresponds to the first group of sounds studied. She will ask for

				the action of the sounds, for writing the letter on the air, for saying the sound, for looking for some objects.
Finding sounds	To recognize sounds by listening to them.	Flashcards	Whole class	The students should look among the flashcards for the picture that starts with the sound the teacher says.
Word boxes	To blend sounds in order to read words.	Word box	Individually with the teacher's help	If there is time left, they will work with word boxes in order to read more words from there.

**Chart 9.** Description of the 4<sup>th</sup> session

SESSION 4				
Activity	Goal	Materials used	Grouping	Description of the activity
Corners review	To revise the sounds studied	Sounds and pictures flashcards. Word box Nouns and pictures flashcards Sound books sheets Sound book	Five groups of four children.	There will be five corners, in each one there will be an activity. In the first corner there will be flashcards with letters and pictures, they have to join the letter to the picture that start with that sound. In the second corner there will be word boxes. In the third corner there will be a joining game; that is to join a picture with its noun; obviously those nouns do not have tricky spelling. In the fourth corner there will be sound book sheets, that it sheets with the sounds worked and they have to build the book; the teacher will be in this corner to help the students. In the last corner there will be space enough to work in

				<p>pairs and say the sounds in the sound book to their partner.</p> <p>All the groups have to be in all the corners, there will be ten minutes for each corner.</p>
--	--	--	--	---

Each three weeks it is going to be introduced another new phase, and it will be revised the phases taught before. The first week is for introducing one phase, the second one, for revising and work more with the phase explained, and the last week is for assessment.

*2<sup>nd</sup> kindergarten year*→ In this year the main point is revising all the sounds they learnt the year before. Make them thinking about phonics while they have to write them for learning more vocabulary.

At this point, children will continue with the main method, the vocabulary that appears on that method will be used for continuing improving the phonics learning. In other words those vocabulary words will be used to go in deep with the phonics program.

When a new vocabulary word appears, the teacher will say the word and the students will have to find out which letters compound the new word in order to write those.

At the end of each session, for the last 15 minutes the teacher will give them the word box, in this year, as they know the common sound for all the letters and digraphs, the box will be filled with any word that have no tricky sounds, but have all the sounds studied.

One day a week the white board will be used, in order to:

1. Revise the jolly songs, so that they will not forget the actions for each sound and the correct sound for each letter or digraph.
2. Play some online games or do some online activities, revising all the phonics.

With this kind of activities and this program for this year I want to revise all the sounds they learnt the year before, and make them realize that there are sounds that are tricky because the spelling is not the one they have studied. That last point has something to do with one of the goals for the next year that is introducing alternative spellings and tricky words.

*3<sup>rd</sup> kindergarten year*→ In this year the main goals to reach are introducing the students new alternative spelling for different sounds, introducing tricky words and improving the blending skill in the students. As they learnt the year before that there are different ways of spell some sounds, this year the main point is clarify those different spelling for the same sound, as well as introducing new

tricky words. The first activity of the phonics works is always the same, because the main goal this year is create good children at blending.

**Chart 10.** Schedule of the first week

DAY	WEEK I	CHANGES FOR THE ACTIVITY
	ACTIVITIES	Reasons
1	Playing with word boxes→ The teacher takes from the word box one word and read its sounds. The children have to do the blending for themselves and say the word aloud.	
	High frequency words→ The teacher will play a video with high frequency words, in this video appears each word for a small period of time, it is similar to the bits; so that they can learn little by little those words.	
	Word box pairs→ By pairs children have to take a word from the word box and the first one says the sounds of each letter to the second one who have to say the word.	
2	Playing with word boxes→ The teacher takes from the word box one word and read its sounds. The children have to do the blending for themselves and say the word aloud.	
	Knowing more about alternative spellings→ The teacher introduces the different spellings of the sound /ai/. She also gives words according to each spelling. She writes them on the poster	
	Alone with the word box→ Each child takes one word from the word box, and they have to read them to the teacher. If they do it correctly the teacher gives them a stamp as a prize.	
3	Playing with word boxes→ The teacher takes from the word box one word and read its sounds. The children have to do the blending for themselves and say the word aloud.	
	What is a tricky word?→ The teacher will show the students three of the flowers flashcards with tricky words saying the word as it sounds. She will show three words a week and she will show the flashcards three times while she is saying the word. Later on she will show the flashcards and let the students say the words.	
	Tricky practice→ The students will be arranged in pairs, they have to take one flashcard and say the word to their partner. Later on the teacher puts the flower flashcards on a word wall, with all the tricky words studied.	
	Word box→ If there is enough time, the teacher will give the word box to the students, and they have to read those words to the teacher.	
4	Corners→ There will be five corners, in each one there will be an activity.	

**Chart 11.** Description of the 1<sup>st</sup> session

<b>SESSION 1</b>				
<b>Activity</b>	<b>Goal</b>	<b>Materials used</b>	<b>Grouping</b>	<b>Description of the activity</b>
Playing with word boxes	To improve the blending skills	Word box	Whole class	<p>The teacher takes from the word box one word and read its sounds. The children have to do the blending for themselves and say the word aloud.</p> <p>There will be more than one way of doing this activity:</p> <p>Another way is that the teacher makes the actions for each sound and the students have to say the words.</p>
High frequency words	To learn about high frequency words	White board <a href="https://www.youtube.com/watch?v=R-f1zT3ZYd0">https://www.youtube.com/watch?v=R-f1zT3ZYd0</a>	Whole class	The teacher will play a video with high frequency words, in this video appears each word for a small period of time, it is similar to the bits; so that they can learn little by little those words.
Word box pairs	To revise spelling and blending	Word box	Pairs	<p>By pairs children have to take a word from the word box and the first one says the sounds of each letter to the second one who have to say the word.</p> <p>Another way of doing this activity is that the second one have to write down the word.</p>

**Chart 12.** Description of the 2<sup>nd</sup> session

<b>SESSION 2</b>				
<b>Activity</b>	<b>Goal</b>	<b>Materials used</b>	<b>Grouping</b>	<b>Description of the activity</b>
Playing with words boxes	To improve blending skills	Word box	Whole class	The teacher takes from the word box one word and read its sounds. The children have to do the blending for themselves and say the word aloud.  There will be more than one way of doing this activity:  Another way is that the teacher makes the actions for each sound and the students have to say the words
Knowing more about alternative spellings	To introduce alternative spelling	Alternative spelling poster	Whole class	The teacher introduces the different spellings of the sound /ai/. She also gives words according to each spelling. She writes them on the poster.
Alone with the word box	To practice alternative spelling	Word box with all kind of sounds and spellings	Individually	Each child takes one word from the word box, and they have to read them to the teacher. If they do it correctly the teacher gives them a stamp as a prize.

**Chart 13.** Description of the 3<sup>rd</sup> session

<b>SESSION 3</b>				
<b>Activity</b>	<b>Goal</b>	<b>Materials used</b>	<b>Grouping</b>	<b>Description of the activity</b>
Playing with word boxes	To improve blending skill	Word box	Whole class	The teacher takes from the word box one word and read its sounds. The children have to do the blending

				<p>for themselves and say the word aloud.</p> <p>There will be more than one way of doing this activity:</p> <p>Another way is that the teacher makes the actions for each sound and the students have to say the words</p>
What is a tricky word?	To learn new tricky words	Flowers flashcards with tricky words	Whole class	The teacher will show the students three of the flowers flashcards with tricky words saying the word as it sounds. She will show three words a week and she will show the flashcards three times while she is saying the word. Later on she will show the flashcards and let the students say the words.
Tricky practice	To practice tricky words	Tricky words flashcards Word wall	Pairs	The students will be arranged in pairs, they have to take one flashcard and say the word to their partner. Later on the teacher puts the flower flashcards on a word wall, with all the tricky words studied.
Word box	To revise reading words	Word box	Individually	If there is enough time, the teacher will give the word box to the students, and they have to read those words to the teacher.

**Chart 14.** Description of the 4<sup>th</sup> session

SESSION 4				
Activity	Goal	Materials used	Grouping	Description of the

				<b>activity</b>
Corners	To revise alternative spellings, tricky words and sounds	Sounds and pictures flashcards. Word box Nouns and pictures flashcards Sound books sheets Sound book	Five groups of four children.	There will be five corners, in each one there will be an activity. In the first corner there will be flashcards with the alternatives sounds and words with that sounds that they have to join and later on join them to the common spelling of the sound. In the second corner there will be the tricky words flashcards and they have to read each tricky word, the teacher will be there for helping students with difficulties. In the third corner there will be word boxes with all kind of words (alternative spelling and tricky words studied.). In the fourth corner there will be some on line activities to do in the white board. In the last corner there will be word boxes, in this one they have to organize themselves in pairs; one read the word for his partner and the other one write it on a piece of paper, later on they have to change roles.  All the groups have to be in all the corners, there will be ten minutes for each corner.

After three sessions the teacher is going to repeat the sessions again changing the tricky words and the alternative spelling. The first week is for introducing new alternative spelling and tricky words, the second one, for revising and work more with what it was explained the week before, and the last week is for assessment.

Because of the fact that there are children that does not learn as quick as the rest, there are some things teachers can do in order to improve those skills in struggling children, such as let other children who have acquire those skills faster and better help the ones that have more difficulties with this; there are pair games helpful for those cases, but parents also have to cooperate with the teachers so that their work together will be better than without parents help.

### 3.6. Unit's assessment

I want to make an evaluation of the proposal and another of the students' learning. The assessment can be from different points of view; not only teachers are the ones that can make the assessment, but also the students.

The way that teachers can assess the proposal is by answering the questions in the chart below. They only have to answer "yes" or "no" and if they want they can add some comments according to what they think about each question.

**Chart 15.** Evaluation of the project

	YES	NO	ADDITIONAL COMMENTS
<i>Are all the goals carried out?</i>			
<i>Were the strategies useful?</i>			
<i>Were all the contents meaningful for the students?</i>			
<i>Were all the activities adequate for the age of the students?</i>			
<i>Did the students enjoy during the whole project?</i>			
<i>Can all the students learn in an active way?</i>			
<i>Were all the resources and material efficient?</i>			

It is also important to know what the students think about the project they are working with. This can be very helpful for teachers because the students are going to give teachers the main hints in order to make the changes needed for improving the project.

If we want to know what the students think about the activities and the whole project is asking them, for children between 3 and 6 years old is difficult to think about the whole project. This is why we, as teachers, have to ask them for every single activity and their opinions.

1. Which is the activity you like the most?
2. Which is the activity you like the least?
3. Which is for you the most difficult activity?
4. Which is for you the easiest activity?
5. What have you learnt during this phonic project?
6. Did you like the stories we read?

We can do those questions for the three years of kindergarten, but they way of doing this one can change for each grade:

- 1<sup>st</sup> and 2<sup>nd</sup> kindergarten year → When children are sitting in the assembly; the teacher can start asking about the project and doing this assessment talking about the activity.
- 3<sup>rd</sup> kindergarten year → Giving the students pictures that represent all the activities they have done during the three weeks, they have to color in green the pictures that represent the activities they like the most.

If we want to evaluate the students' learning, we need to make a kind of test to the students. As the ages of our students are not the best ones for making test to the children, we should observe the evolution of our students during the classes. In class we do one activity that is called word boxes, this activity can be very useful for this assessment; when the students come to us to read the words we can write down how they read, and later on compare all the comments we have made about each students. we can use the chart below to write down all the comments we can use later in order to assess our students.

**Chart 16.** 1<sup>st</sup> kindergarten year children's evaluation

<b>1<sup>st</sup> KINDERGARTEN YEAR</b>			
<b>The student</b>	<b>YES</b>	<b>NO</b>	<b>ADDITIONAL COMMENTS</b>
Recognizes all the letter sounds in each word			
Recognizes the digraphs			
Joins the sounds to their actions			
Blends all the sounds in the word			

**Chart 17.** 2<sup>nd</sup> kindergarten year children's evaluation

<b>2<sup>nd</sup> KINDERGARTEN YEAR</b>			
<b>The student</b>	<b>YES</b>	<b>NO</b>	<b>ADDITIONAL COMMENTS</b>
Recognizes all the letter sounds in each word			
Recognizes the digraphs			
Joins the sounds to their actions			
Blends all the sounds in the word			
Recognizes some tricky sounds			

**Chart 18.** 3<sup>rd</sup> kindergarten year children's evaluation

<b>3<sup>rd</sup> KINDERGARTEN YEAR</b>			
<b>The student</b>	<b>YES</b>	<b>NO</b>	<b>ADDITIONAL COMMENTS</b>
Joins the sounds to their actions			
Recognizes the digraphs			
Recognizes all the letter sounds in each word			
Recognizes some tricky sounds			
Recognizes the alternative spelling			
Blends all the sounds in the word			
Segments the sounds in the word			
Recognizes the words when the teacher do the blending			
Recognizes the most common tricky words			



## CONCLUSIÓN

El objetivo principal de este trabajo es dar a conocer, mostrar cómo se puede llevar a cabo, un método que puede ayudar a los niños a leer y a escribir en una lengua extranjera; aprendiendo poco a poco cada uno de los sonidos correspondientes a cada letra. Para ello se plantea la elaboración de una propuesta educativa, que ayude a dar respuesta a las necesidades que se han planteado al principio de este documento sobre la adquisición de una segunda lengua.

Para ello se considera la utilización del método “Jolly Phonics” incluyéndolo en la programación del curso, no en un solo curso sino en todo el segundo ciclo de la etapa de Educación Infantil.

Observando las características evolutivas del desarrollo de los niños de este ciclo de Educación Infantil, se puede ver que la unión de ejercicios que combinen movimientos específicos dirigidos a la adquisición de habilidades motrices, junto con ejercicios que busquen la adquisición de destrezas orales, es altamente beneficioso para el rendimiento general del niño.

Por otro lado, los diferentes aspectos teóricos presentados en este trabajo permiten conocer los antecedentes metodológicos en los que tradicionalmente se ha basado la enseñanza de un idioma extranjero. Con esta visión retrospectiva se puede observar que el uso de un método de lectoescritura basado en las premisas de los métodos sintético-fonéticos, ofrece una garantía mayor de éxito en el hecho de que los niños de segundo ciclo de Educación Infantil alcancen las habilidades necesarias para conseguir una lectura y escritura más eficiente en la lengua inglesa.

Se corrobora igualmente que la producción oral de determinados fonemas mejora notablemente.

La utilización de un método basado en los fonemas ingleses repercutirá positivamente en la adquisición de los fonemas comunes con la lengua española, por lo que se facilita también el trabajo en la lengua materna, debido a la inferencia de unos fonemas en otros. Igualmente, la producción de determinados fonemas se ve mejorada, debido al rápido uso que se hace de lo aprendido, permitiendo la práctica continua de la producción oral, y la

corrección en el uso se ve reforzada por la facilidad que encuentran los niños en producir palabras sencillas desde el principio.

Es importante destacar el trabajo que hacen en común todas las “sound Sheets, Jolly songs, Word boxes...” los gestos, las historias, y todo el material pensado para llevar a cabo este método porque todo esto hace que éste sea un método global, motivador y activo para los niños. Este método hace que los niños sean conscientes sobre sus progresos y les anima a continuar aprendiendo.

Si, nosotros como profesores, enseñamos a nuestros alumnos sólo el vocabulario, sólo van a saber leer y pronunciar correctamente aquellas palabras que se incluyen en el vocabulario que tienen que estudiar. Pero si enseñamos con este método, les estamos dando la herramienta que van a utilizar a lo largo de sus vidas para leer cualquier tipo de texto, cualquier palabra, de manera correcta aunque no lo hayan visto anteriormente. Esto se debe a que no necesitan reconocer las palabras para leerlas, sino que lo que realmente reconocen son las letras y, por lo tanto, estas las relacionan con su sonido de modo que son capaces de leer cualquier tipo de palabra.

Durante las prácticas del octavo semestre, he estado en un colegio en el que llevaban a cabo éste método; por lo que he estado observando a las profesoras como trabajaban con todo esto y me quedé sorprendida por los resultados de los alumnos. Sabía que los niños tenían una habilidad enorme a la hora de aprender idiomas, pero lo que realmente me sorprendió fue la facilidad con la que niños de tres y cuatro años leían palabras, la facilidad que tenían para reconocer cada uno de los sonidos que componían cada una de esas palabras y decirlos en voz alta. Estos niños eran capaces de combinar cada uno de los sonidos de las palabras, así como de identificar los sonidos en las mismas. Estos resultados fueron los que me hicieron pensar sobre la importancia de utilizar éste método como uno de los principales a la hora de enseñar inglés.

Cuando los profesores enseñan a leer y a escribir en castellano utilizan un método similar a este que se presenta a lo largo de estas páginas. Enseñan los sonidos de cada una de las letras, así como las combinaciones entre letras. ¿Por qué no utilizar el mismo método para enseñar inglés? El inglés es otra

lengua y como tal, los estudiantes tienen que saber escribir y leer en la misma. Se muestran en varias investigaciones, anteriormente mencionadas, que enseñar y aprender con este método aporta mejores resultados que ningún otro método. ¿Por qué cerrar los ojos a nuevos métodos y seguir utilizando los mismos métodos anticuados? Innovemos, mejoremos los resultados y las habilidades de lectura y escritura de nuestros alumnos. Ayudemos a nuestros niños a tener unas buenas capacidades de lectura y escritura.

Para finalizar, quiero resaltar la importancia de enseñar algo y mostrar a los alumnos que eso que acaban de aprender o que están aprendiendo les va a ser útil. Si enseñamos los sonidos de las letras y los alumnos se dan cuenta de que con esto van a ser capaces de leer cualquier texto que se les presente y que van a poder escribir todo aquello que deseen, estarán más motivados a aprender más sobre el inglés y sobre el tema que se presenta. Cabe añadir que en la etapa en la que nos centramos con este trabajo, los niños estarán continuamente motivados debido a todos los materiales que se utilizan y a la gran variedad de actividades que se pueden llevar a cabo, por lo que irán adquiriendo el lenguaje casi sin darse cuenta.



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# APPENDIXES

## Appendix 1: Connection between letters, actions and pictures.

### Group 1

	<b>s</b> Weave hand in an s shape, like a snake, and say <i>ssssss</i> .	
	<b>a</b> Wiggle fingers above elbow as if ants crawling on you, saying <i>a, a, a</i> .	
	<b>t</b> Turn head from side to side as if watching tennis and say <i>t, t, t, t</i> .	
	<b>i</b> Pretend to be a mouse by wriggling fingers at end of noise and squeak <i>i, i, i, i</i> .	
	<b>p</b> Pretend to puff out candles and say <i>p, p, p</i> .	
	<b>n</b> Hold arms out at side, as if a plane, and say <i>nnnnnnnnnn</i> .	

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### Group 2

	<b>ck</b> Raise hands and snap fingers as if playing castanets and say <i>ck, ck, ck</i> .	
	<b>e</b> Pretend to tap an egg on the side of a pan and crack it into the pan, saying <i>eh, eh, eh</i> .	
	<b>h</b> Hold hand in front of mouth panting <i>h, h, h</i> as if you are out of breath.	
	<b>r</b> Pretend to be a puppy holding a rag, shaking head from side to side and say <i>rrrrrrrrr</i> .	
	<b>m</b> Rub tummy as if seeing tasty food and say <i>mmmmmm</i> .	
	<b>d</b> Beat hands up and down as if playing a drum and say <i>d, d, d, d</i> .	

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### 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*.



**u**

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



**l**

Pretend to lick a lollipop and say *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*.



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### 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*.



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## 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 vvvvvvv.



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).



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## 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,

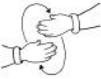


th

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

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**Group 7**

	<b>qu</b>	Make a duck's beak with your hands and say <i>qu, qu, qu</i> .	
	<b>ou</b>	Pretend your finger is a needle and prick thumb saying <i>ou, ou, ou</i> .	
	<b>oi</b>	Cup hands around mouth and shout to another boat saying <i>oi!, ship ahoy!</i>	
	<b>ue</b>	Point to people around you and say <i>you, you, you</i> .	
	<b>er</b>	Roll hands over each other like a mixer and say <i>erererer</i> .	
	<b>ar</b>	Open mouth wide and say <i>ah</i> , as if at the doctors (UK English).	

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**Picture 1:** Connection between letters, actions and pictures

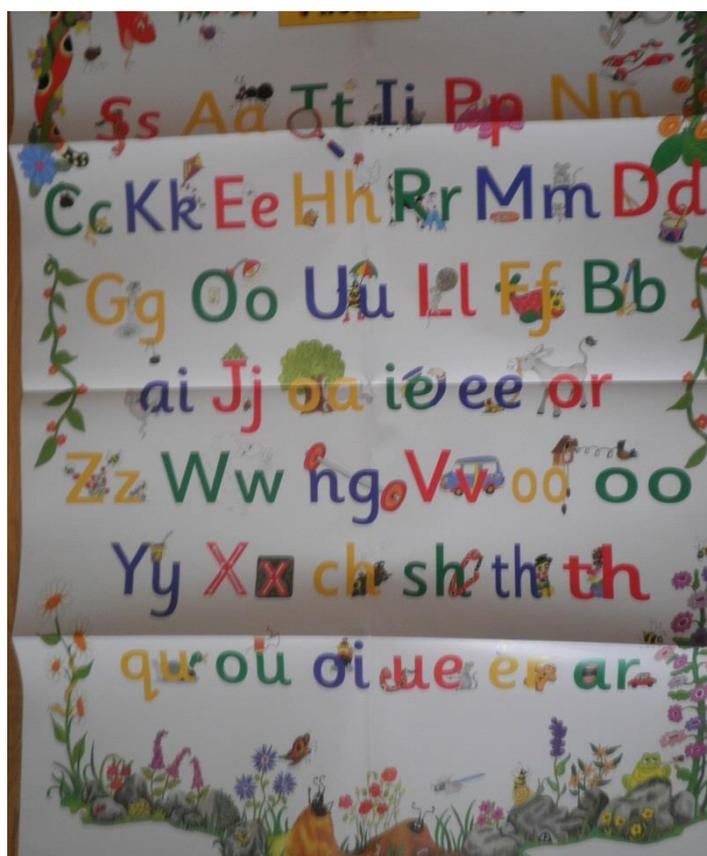
## Appendix II: Materials and resources



**Picture 2.** Clue, that can help students to start reading some words.



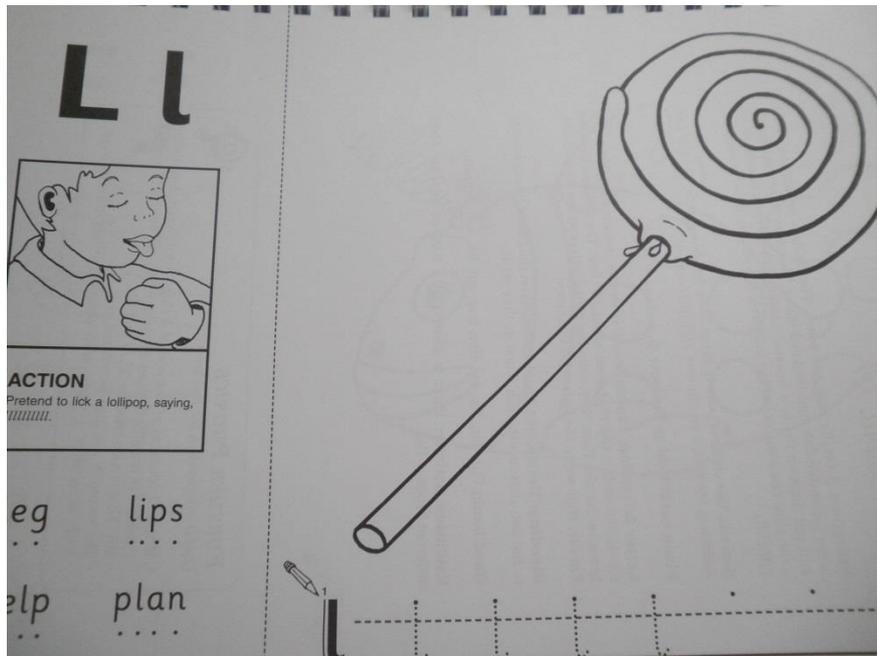
Picture 3. Alternative spelling poster



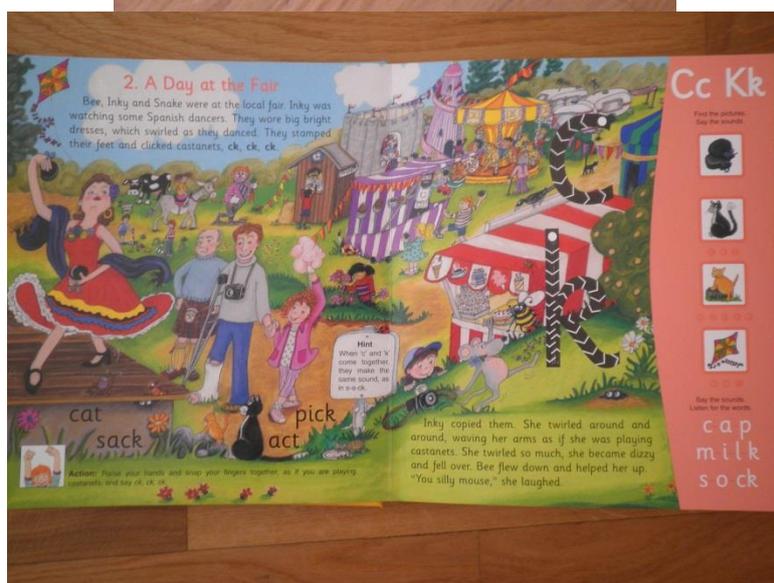
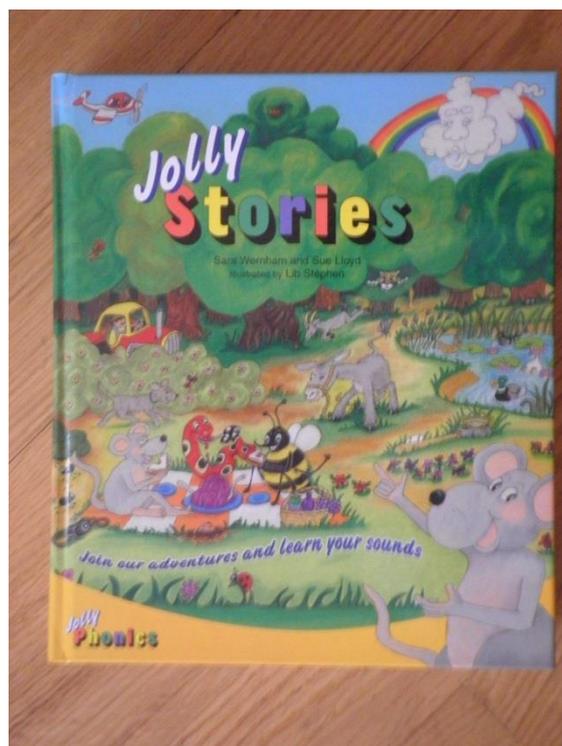
Picture 4. Letter sound poster



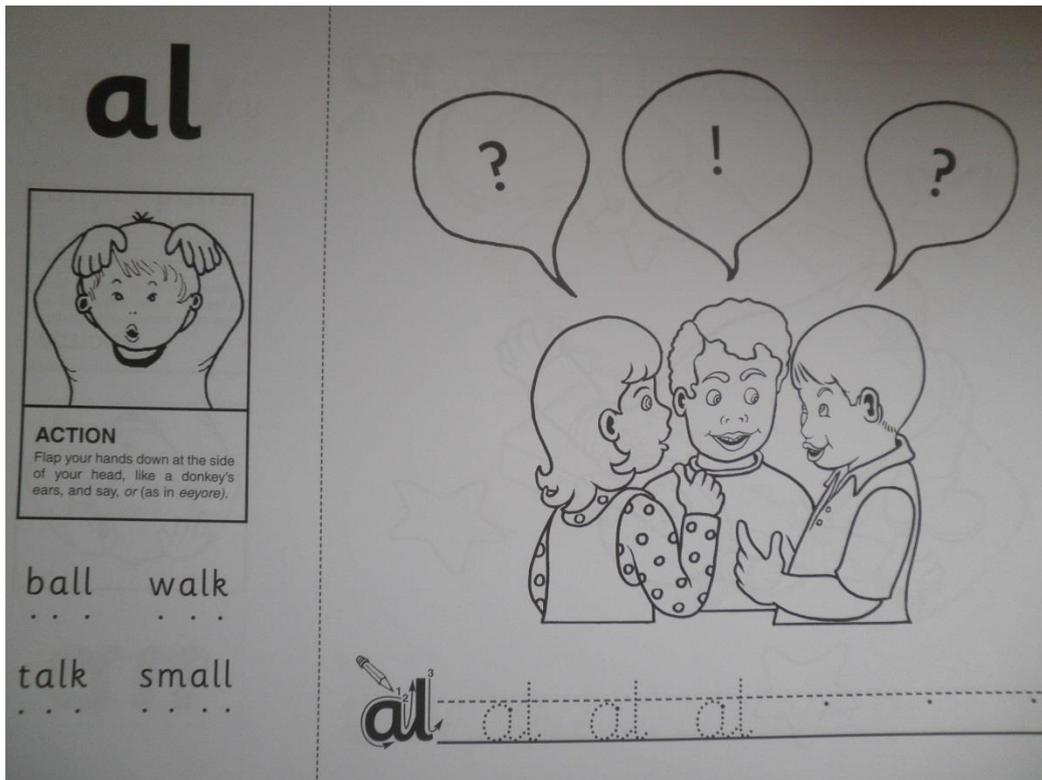
Picture 5. Finger phonics and phonics workbooks



Picture 6. Sound sheet



Picture 7 and 8. Jolly Stories book



Picture 9. Alternative sound sheet

Tricky Words			Tricky Words			Tricky Words		
1. I	13. you	25. one	2. the	14. your	26. by	3. he	15. come	27. only
4. she	16. some	28. old	5. me	17. said	29. like	6. we	18. here	30. have
7. be	19. there	31. live	8. was	20. they	32. give	9. to	21. go	33. little
10. do	22. no	34. down	11. are	23. so	35. what	12. all	24. my	36. when

Picture 10. List of tricky words

Word Box 4	Word Box 5	Word Box 6
cat	kiss	drip
hen	mist	miss
can	best	rock
hat	hiss	back
neck	test	duck
camp	get	pot
kick	puff	gas
met	log	fit
pen	fat	stamp
deck	bat	bad

**Picture 11.** List of words for Word boxes

### **Appendix III:**

As I mentioned in some point of this paper, I chose this topic because I saw in the internship I did this semester that in the school I was they work with this method. I thought that it was something very useful not only for teacher because it is a funny way of teaching English, but also for students. During my internship I filmed a few videos of children learning phonics; I attach those videos to this CD.