



Guide

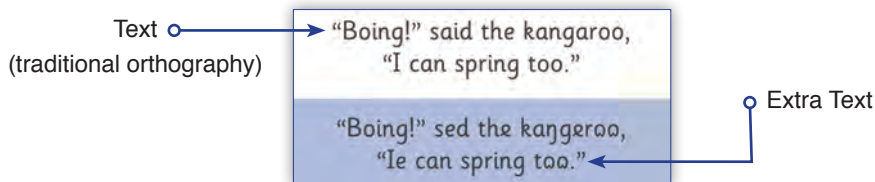
This Guide explains the *Jolly Phonics Extra* programme in detail and provides some useful background information, which shows how and why *Jolly Phonics Extra* is so effective.

For more direct guidance on teaching with *Jolly Phonics Extra*, see the Getting Started booklet and the *Jolly Phonics Extra Teacher's Book*.

The Aim

The *Jolly Phonics Extra* programme provides additional help in learning to read and write in English.

Throughout the *Jolly Phonics Extra* products, text is presented twice, first in the traditional orthography and then in the phonically regular *Jolly Phonics Extra* symbols. These symbols act as a guide for the struggling reader. Their regular, reliable sound-symbol correspondence helps the children to overcome any difficulty caused by the complex and irregular spelling of English. The complexity of written English often presents a major barrier to becoming literate.



In addition to using the extra text, children are able to access written words with the TalkingPEN, which ‘reads’ text to them as they scan the page. The phonically regular symbols and the TalkingPEN recordings are like the stabilisers on a child’s bike; they are needed only while learning.

The Jolly Extra Text

Words written in the *Jolly Phonics Extra* text resemble the original words as closely as possible. In particular:

1. Any additional symbols have been designed to look similar to the existing letters, but not so similar as to cause confusion.
2. Any silent letters are written in faint type.
3. Any spelling changes are kept to a minimum.

These points are explained in more detail in the following pages.

1. The Jolly Phonics Extra Symbols

There are 12 *Jolly Phonics Extra* symbols, in addition to the existing alphabet of 26 letters, making 38 in all. It is useful to think of the new symbols as variations of existing letters, so they have been listed here underneath the letter they resemble.

Existing Letter	New Symbol	Jolly Phonics Digraph	Examples	Name
a A	-	-	ant, sand, carevan	short a
-	ɑ A	ai	aim, day, gate	long a
-	a ɒ	-	ask, glass, fast	dialect a
-	ɑ A	or	all, caught, saw	awe a
b B	-	-	bat, bend, crab	-
c C	-	-	cat, cot, duck	-
d D	-	-	dog, dig, mend	-
e E	-	-	egg, end, net	short e
-	ε E	ee	eel, tree, leaf	long e
-	ɚ Z		the, sister, children	schwa
-	er	er	her, stern, fern	er sound
f F	-	-	fog, lift, fluff	-
g G	-	-	gap, grin, peg	-
h H	-	-	hop, hit, hill	-
-	tʰ	th	thin, thick, moth	unvoiced th

Existing Letter	New Symbol	Jolly Phonics Digraph	Examples	Name
i I	-	-	in, sit, milk	short i
j J	-	-	jog, jet, jump	-
k K	-	-	king, kept, desk	-
l L	-	-	leg, lost, shell	-
m M	-	-	man, mill, shrimp	-
n N	-	-	net, spin, ant	-
-	ŋ	ng	fing̃er, ink, blank	ng sound
o O	-	-	odd, sock, box	short o
-	ø Ø	oa	nø, øak, bæf̃	long o
-	ɔ Ō	oo	løøk, f̃øøt, wølf	little oo
-	ɑ Q	oo	møøn, dø, møve	long oo
p P	-	-	plug, pet, step	-
q Q	-	(qu)	queen, quick, quack	qu sound
r R	-	-	run, rabbit, crept	-
s S	-	-	sand, sun, twist	-
t T	-	-	top, tug, mat	-
u U	-	-	up, lung, pump	short u
-	-	ue	value, argue, cue	long u
v V	-	-	van, vest, vivid	-
w W	-	-	went, swim, twig	-
x X	-	-	six, ox, flex	-
y Y	-	-	yell, yes, yelløw	yod
-	y	ie	my, fly, try	long i
z Z	-	-	zøø, buzz, zigzag	-
-	z	-	his, has, dogs	'ess as zed'
-	-	ar	dark, park, barn	ar sound
-	-	sh	ship, shop, wish	sh sound
-	-	ch	chop, chick, much	ch sound
-	-	th	this, that, feathør	voiced th
-	-	ou	out, cloud, found	ou sound
-	-	oi	oil, ointmønt, spoil	oi sound

Some of the new symbols are explained in more detail below.

a

The <a> symbol is used in words like ‘ask’, which have two common pronunciations. In North America and much of northern Britain the word has the ‘short a’ sound, while in southern Britain and in the generally accepted standard British English (or Received Pronunciation), it has the /ah/ sound in the word *father*. Hence this symbol represents not one but two sounds. It will be pronounced by a person according to their accent, and the symbol is called the ‘dialect a’ as a result.

ə

The schwa symbol <ə> is used both in words like ‘hɛr’, ‘stɛrn’ and ‘fɛrn’, and in words like ‘thɛ’, ‘sistɛr’ and ‘childrɛn’. In the first set of words the <ɛr> is commonly pronounced with a stressed sound, while in the second set of words the <ɛr> (or <ə>) is pronounced with an unstressed schwa sound. Hence the <ɛr> in ‘hɛr’ and the <ɛr> in ‘sistɛr’ represent two distinct sounds. However, in *Jolly Phonics Extra*, the same symbol is used in both instances because the two sounds are so similar. Indeed some phoneticians consider them to be the stressed and unstressed forms of the same vowel.

ŋ

The <ŋ> symbol is used sparingly. Words like ‘bring’ are left unchanged, but a word like ‘fɪŋgɛr’ has the <ŋ> included to show that the /g/ is sounded. Similarly, <ŋ> is used in words like ‘bɑŋk’ to indicate that the <n> is pronounced with an /ng/ sound.

2. Faint Letters

Words in English are often spelt with *silent letters*: that is, letters that are not pronounced when the word is read. Silent letters can often mislead or confuse readers. In *Jolly Phonics Extra* these letters are written in faint type to show that they are required for spelling but not for pronunciation. For example, the words *lamb*, *knee* and *why* are written ‘lamb’, ‘knee’ and ‘why’.

Silent letters are even more confusing when they appear to form a digraph, seeming to affect the vowel sound of the word. For example, the silent <i> in the word *friend* appears to form a digraph with the <e>. This would mean that the word was pronounced ‘fry-nd’ (rhyming with

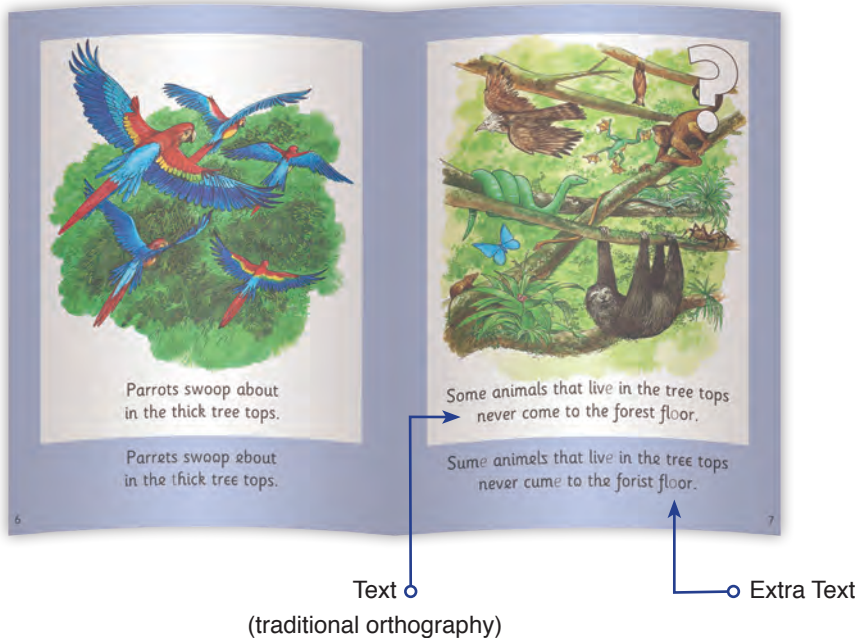
fin) and not 'fr-end' (rhyming with *fend*) as is actually the case. Other examples include *head* which rhymes with *bed* and not *bead*, and *have* which does not rhyme with *gave*.

With faint letters, these words are written 'friend', 'head', 'have'. In this way, faint letters can be used to clarify the pronunciation of a word simply and effectively, and without changing the spelling.

3. Limited Spelling Changes

Some words have a spelling so irregular that the use of new symbols and faint letters is insufficient to show the correct pronunciation. For these words, the spelling must be changed slightly to indicate how the word is pronounced. For example, the words *was*, *said* and *once* are written 'wos', 'sed' and 'wuns' to show how the words should be read.

It should be remembered that these altered words will always be shown below correctly spelt words (words written in traditional orthography). The *Jolly Phonics Extra* text also has a lilac background to further differentiate it from the original text.



Reactions From Children

In trials, children had no difficulty understanding that the main text was at the top, on a white background, and the extra text was there just as a guide. The children gave comments such as these:

“If I look at it down here,
I can work it out myself.”

“I looked at the word and it was
easy on this line.
It is easier to work out.
I don’t have to use it, but I like it.”

“I don’t have to use the
purple bits [extra text], but if I do it is
quite easy. When I don’t know it I can
help myself with the purple part.”

“The purple parts are OK.
I didn’t use them at all on
that page.”

These comments all indicate that the children felt more in control of their own learning with *Jolly Phonics Extra*. They had a choice if they got stuck.

Pronunciation Issues

The most significant accent differences in English are those between British and American English. More local accent differences also exist, notably within the British Isles. Account has been taken of the important differences so that this programme can be used without problems with different accents of the language. This has been achieved with several features:

The new <a> symbol, 'dialect a', is described above. Depending on the speech of the child, or that of the group as a whole, the letter should be taught either as a 'short a', or as the /ah/ sound. As a result, when children see this letter in a new word they will be able to pronounce it correctly and in accordance with their accent.

The new <ɑ> symbol is also pronounced differently in British and American English. It represents the sound in words such as 'all', 'caught' and 'saw', which in southern British English is the vowel sound /or/. In American English, on the other hand, the vowel sound in these words is usually the 'short o'. Again, children should be taught to pronounce this symbol according to their accent. In this way, a child reading a new word with this symbol will be able to pronounce it correctly for the speech of their region.

A less obvious accent issue is that the 'short o' (in *sock*) is spoken differently in British and American English. This has long been so, of course, and children have always been taught different sounds for this letter. In a way, this feature of the 'short o' is similar to the way in which the *Jolly Phonics Extra* symbols <a> and <ɑ> are taught.

There is a minor, but potentially confusing, difference between British and American English in words spelt with <ue>, <ew> and <u_e>. All three spellings can represent the 'long oo' sound (as in *clue*, *blew*, *rule*), or the /y/ sound followed by the 'long oo' sound (as in *cue*, *few*, *cube*). In addition, a number of words are pronounced with the 'long oo' in American English, but with the /y-oo/ sound in British English, for example, *due*, *new* and *tune*. To solve this problem, *Jolly Phonics Extra* uses <ue> for all words spelt with <ue>, <u_e> and <ew> that make the 'long u' sound, and <ow> for all words spelt with <ue>, <u_e> and <ew> that make the 'long oo' sound. For example in this British English edition, the words *blew*, *cue* and *tune* are written 'blow', 'cue' and 'tuen'.

Digraphs and Alternative Spellings

Jolly Phonics Extra introduces all the letter sounds of English. Some of these sounds do not have a single letter of their own, so we have to use two letters. These are called *digraphs*. Examples include the <ai> in *rain*, and the <oa> in *boat*.

Some children find digraphs relatively easy to learn. Nevertheless, many children find that having just one letter for each sound is less confusing. This is why *Jolly Phonics Extra* introduces additional symbols to represent the sounds that would otherwise be made by two letters. When these symbols are used in the *Jolly Phonics Extra* text, they are often shown alongside the second digraph letter, which is written in faint type. For example, *train* would be written ‘train’, *float* would be written ‘fleat’, and *thin* would be written ‘thin’. (The faint type here indicates that the one of the letters in the digraph, though present, is now essentially redundant.)

In practice, the teaching of digraphs goes beyond showing that two letters can make one sound; there are often several ways of spelling a single digraph sound. For example, the /ai/ sound can be written in many ways, most commonly <ai>, <ay>, or <a_e>. A more comprehensive list of the *alternative spellings*, as they are called, is provided in the *Jolly Phonics Extra Teacher’s Book* on page 11. Children often find the ‘hop-over <e>’ digraphs, such as the <o_e> in *tone* and the <a_e> in *gate*, particularly difficult to grasp because the two letters that make up the digraph are separated by another letter. A further difficulty comes when digraphs can represent two quite different sounds in different words. For example, the <ow> in *cow* is pronounced in a completely different way from the <ow> in *snow*.

Most problematic of all are words with digraphs (or letters) that are not sounded as expected. Examples are:

Letter(s)	Usual Sound	Other Pronunciations
<ea>	/ee/ in <i>leaf</i>	/ai/ in <i>great, break</i> /e/ in <i>head, bread</i>
<i_e>	/ie/ in <i>hive</i>	/i/ in <i>give, live</i> (vb)
<o>	/o/ in <i>lost</i>	/oa/ in <i>bolt, cold, hello, no</i> ‘little oo’ in <i>wolf</i> ‘long oo’ in <i>do, to</i> /i/ in <i>women</i>
<o_e>	/oa/ in <i>drove</i>	‘long oo’ in <i>move, prove, lose</i>
<ou>	/ou/ in <i>mouse</i>	‘little oo’ in <i>would</i> ‘long oo’ in <i>through</i>

However, with the phonically regular symbols in *Jolly Phonics Extra*, children are reliably shown the how to pronounce words like these, which makes reading them much easier.

Digraphs Without a New Symbol

Not all digraphs have been assigned a new symbol. A number of sounds are still represented by a digraph in *Jolly Phonics Extra*.

The sounds for which there is still no single letter or symbol in *Jolly Phonics Extra* are:

Digraph	Examples in Words
<ar>	park, car, barn
<th> (for the voiced /th/)	them, then, that
<oi>	oil, point, boil
<ou>	out, cloud, sound
<sh>	ship, fish, crash
<ch>	chum, chick, chat
<ue>	cue, due, rescue

As a general principle the number of new symbols has been kept to a minimum. There is a natural hesitation with the new symbols, so limiting the number makes learning and remembering them easier.

New symbols were chosen for those letter sounds where it would make a substantial difference in helping reading. The new symbols were justified because they would clarify how to read a large number of words.

By contrast, the sounds for which there are no new symbols are those that have broadly consistent representation by that digraph. The digraph <oi>, for instance, is largely used for the sound /oi/, along with its alternative spelling, <oy>.

Similarly, the /ar/ sound has no extra symbol because it is commonly spelt <ar>. However, in British English, though not in American English,

/ar/ is also the sound made by the <a> in words like *father*. Although the word *father* is itself commonly used, the /ar/ sound is spelt <a> so rarely in words that the introduction of another extra symbol is not justified.

The digraph <th> is used to represent two distinct sounds, the voiced /th/ in *them*, and the unvoiced /th/ in *thin*. Children need to be able to select the correct sound when reading. By creating a new symbol for one of the sounds represented by <th>, the other sound can be identified by default. It was decided that the unvoiced /th/ would be represented by a new symbol, <h>. This is partly because it is the less frequent sound, and therefore its introduction would make less difference to the running text.

The <ou> digraph usually makes the /ou/ sound. That said, in some words <ou> is used to represent sounds other than /ou/, for example the 'little oo' sound in *would* and the /oa/ sound in *though*. However, any ambiguity caused by this issue is resolved when the extra symbols are used to spell words like this. As a result, the <ou> digraph becomes regular by default.

The digraph <ie> is commonly used to represent the 'long i' sound, for example in words like *tie* and *lie*. The <ie> digraph remains the main way of spelling the 'long i' sound in the *Jolly Phonics Extra* text, so words like *time* are written 'tiem'. In addition, a new rounded letter <y> (based on a <u> shape rather than a <v> shape) is introduced to represent the 'long i' sound in words like 'my', 'by', and 'try', where an <ie> spelling could be obtrusive.

New symbols were not introduced for the <sh> or <ch> digraphs because they are so consistent. There are very few words in which the /sh/ sound is not spelt <sh>, the only common examples being in the words *sugar* and *sure*. Similarly, <ch> very rarely represents sounds other than /ch/, and when it does the words are often long and uncommon, such as *chemistry* or *machinist*.

The 'long u' sound, /y-oo/, also has no new symbol. This is largely because the <ue> spelling, and its alternative spellings <ew> and <u_e>, are so rarely in conflict with other letter sounds. The only difficulty with the <ue>, <u_e> and <ew> digraphs is they can make the 'long oo' sound as well as the 'long u' sound. However, once the <o> symbol has

been used to represent the 'long oo' sound in words, the <ue> digraph becomes regular by default.

Children can also be encouraged to check the correct pronunciation of the word with the TalkingPEN if they are in doubt as to the correct pronunciation.

Jolly Phonics Extra in Practice

The *Jolly Phonics Extra* text, with its lilac background, is always presented below the traditional spelling and is designed to be easy to use and unthreatening.



The aim of the extra text is to make it easier for a child to read new words using letter-sound knowledge and blending skills. Reading is a cognitive process, and children need much practice before they can begin to read fluently and readily.

While the children are able to hear the words on the page by using the TalkingPEN, they should always be encouraged to attempt to read the text first. The TalkingPEN should only be used to confirm that the child is right. If a child does not try to read a new word by first blending the sounds, he or she may be attempting to memorise the word as a whole, which is a much less effective way of reading new words.

Jolly Phonics Extra has been designed so that the learner, the child, can have a high degree of control. The TalkingPEN and the extra text provide children with a number of different options when they come to read a piece of writing, each option offering a different degree of help. If a child is confident at blending, he or she can read the traditional text with the white background. If a child needs a little help reading certain words, the extra text can be used to help the child pronounce the word correctly. Finally, the TalkingPEN can be used to play a recording of the text.

It can be useful for learners to use the TalkingPEN even when they have successfully read a passage, as their lack of reading fluency often means that they are unable to fully comprehend the text they have just read.

The beauty of the *Jolly Phonics Extra* materials is in their ease of use. Children can use the TalkingPEN to hear what the text says and they can do so at any time, whether or not an adult is present. Similarly, children can utilise the extra text as much, or as little, as they wish when reading the words.

Within a group of children it is possible that some will need to use the extra text and the TalkingPEN more than the others. This can be seen as personalising the teaching to their needs, and should be encouraged.



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