

Jolly
Phonics

Workbook

5

z w ng v oo oo



Sue Lloyd and Sara Wernham
Illustrations by Lib Stephen

in print letters

Checklist

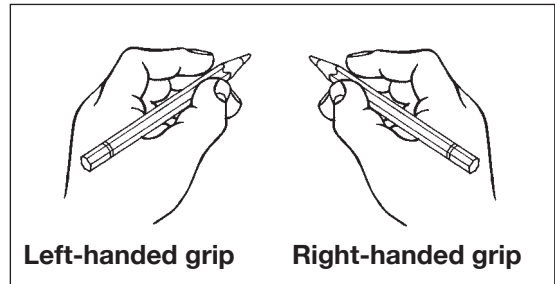
The *Jolly Phonics Workbooks* teach progressively, with more to learn in each Workbook. Progress can be assessed on the skills checklist below.

Reading

- Recognizes the fifth group of letter sounds: z, w, ng, v, oo, oo**
- Can blend simple words and phrases that use the letter sounds taught so far**
Blending is an essential skill for reading. To read words, the sounds of the letters are blended together from left to right. Plenty of practice is needed to blend words with digraphs in them. Sample words include *zoo, rain, sing, pie, room, foot, week, wing*.
- Can say the sound when shown a digraph**
Digraphs are two letters that make one sound – /ai/, /oa/, /ie/, /ee/, /or/, /ng/, /oo/.
- Can recognize capital letters and knows the sounds they make**
- Can recognize the numerals 1–5**

Writing

- Holds a pencil correctly**
Correct pencil hold is important. The “tripod” grip is recommended. The pencil is held between the thumb and the first finger, with the third finger providing support underneath the pencil. The hand should rest on the table. Writing becomes easier and more fluent when the pencil is held correctly. Early guidance helps to prevent bad habits developing.



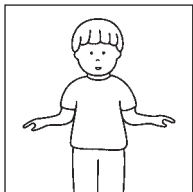
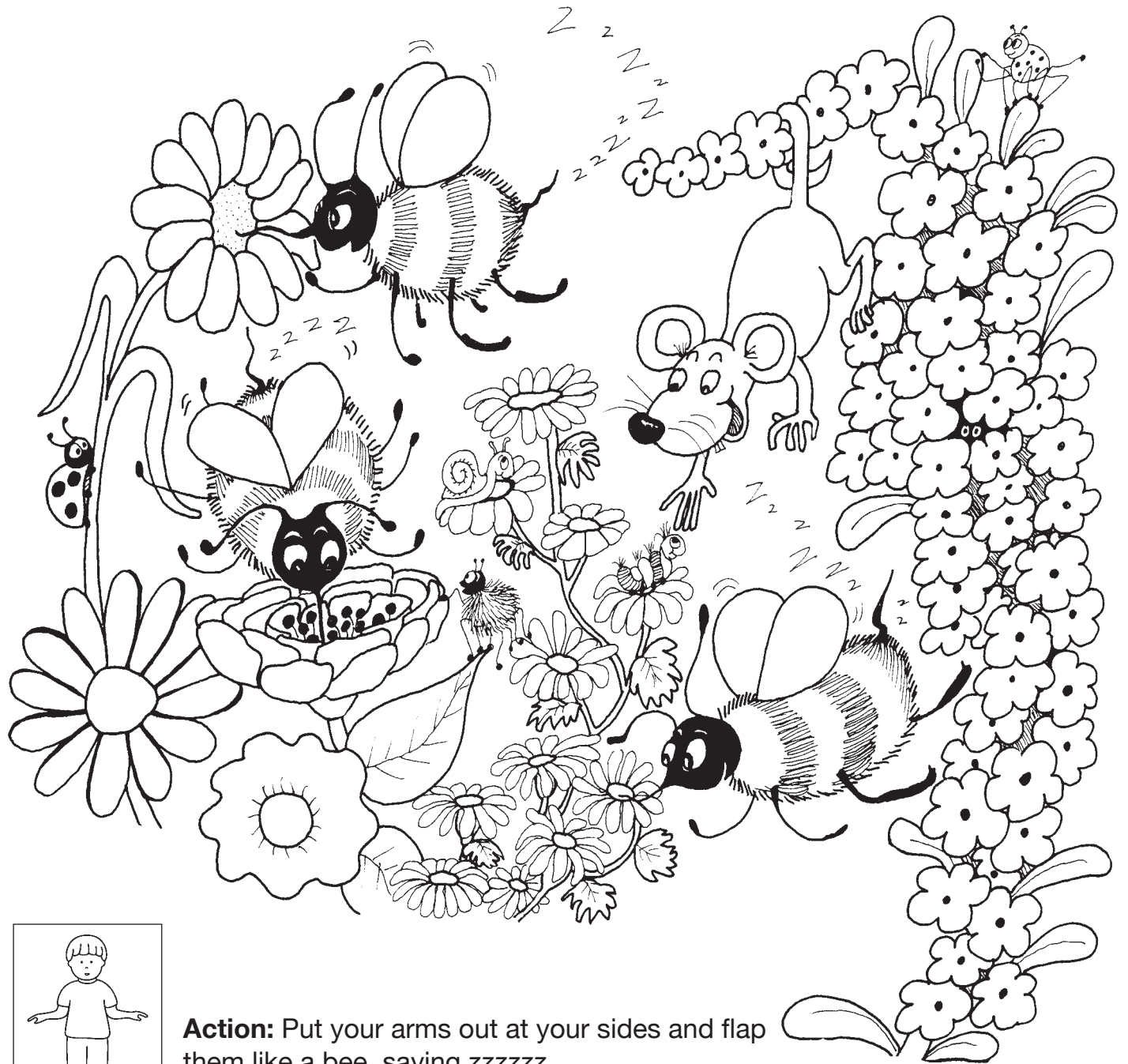
- Can form correctly the letters for the fifth group of letter sounds: z, w, ng, v, oo, oo**
It is important that children form the letters correctly; this prevents problems developing when they move to joined-up (cursive) writing.
- Can write the letters for the sounds when they are called out (dictated)**
The children need to remember that for digraphs two letters are needed.
- Can hear the sounds in simple regular words**
This includes words with digraphs, such as *zoom, will, sang, foot, boots*.
- Can form the numerals 1–5**



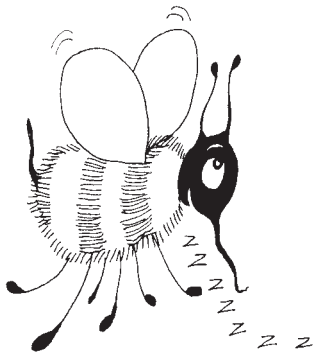
Write your name:

Z z

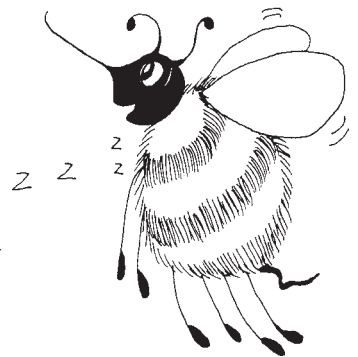
Bees are very busy creatures. They go from flower to flower collecting pollen and buzzing busily, zzzzzz.



Action: Put your arms out at your sides and flap them like a bee, saying zzzzzz.



buzz buzz



buzz buzz



z z z z z z z z z

z z z z z z z

z z z z z z z z z

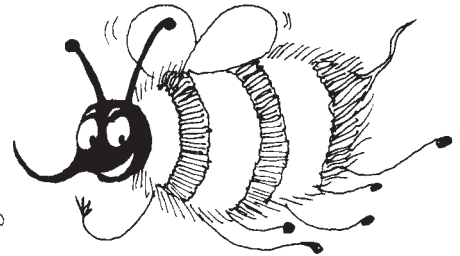
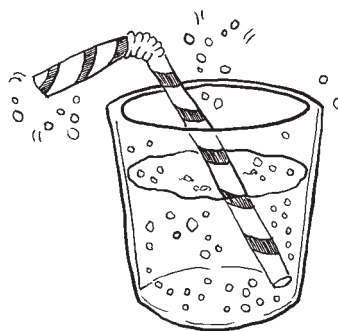
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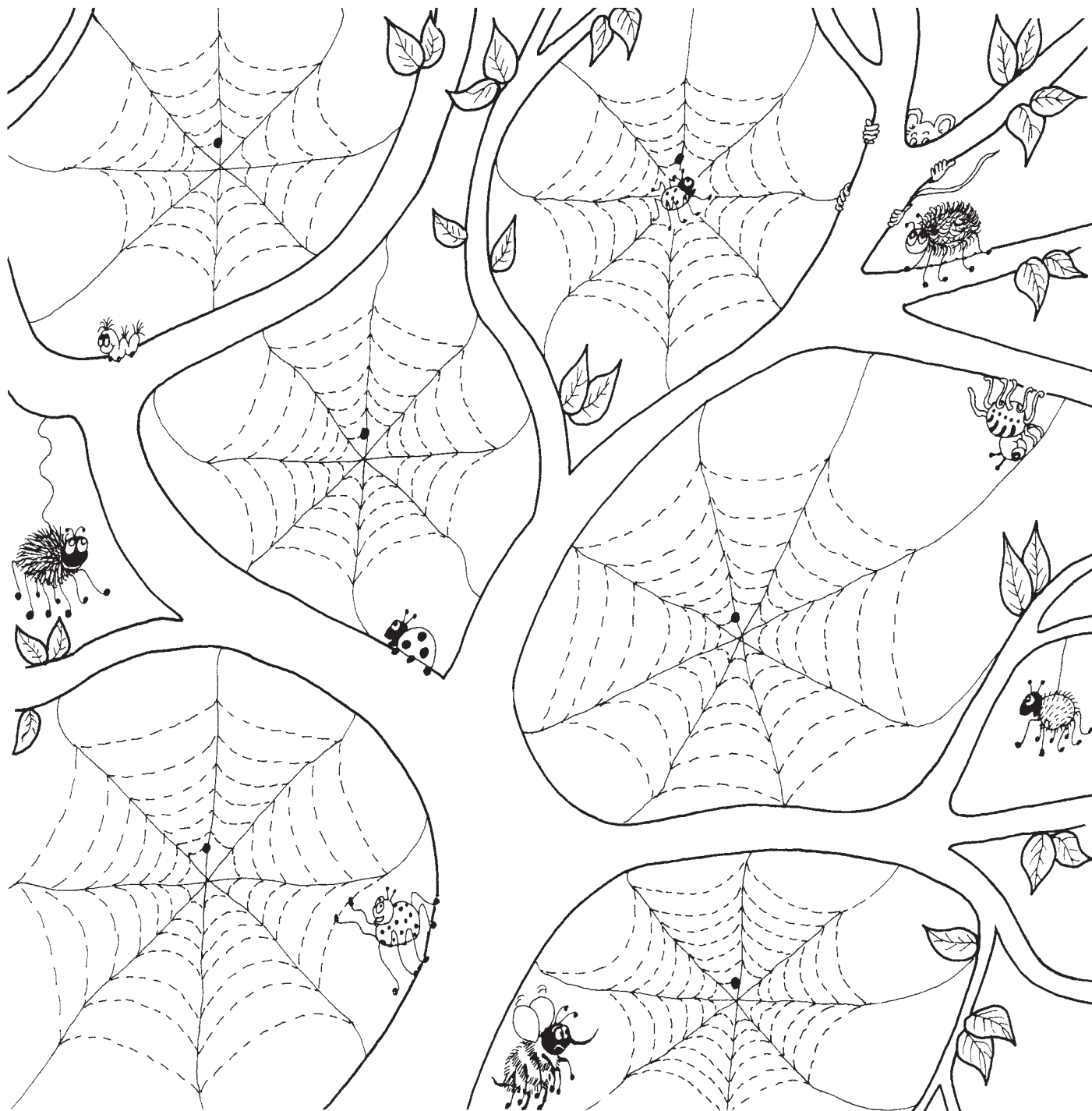
est



fi



Trace over the dotted lines to help the spiders spin their webs.



Further guidance

Pages 2–11: Letter sounds

Learning the letter sounds is extremely important. The sounds represented by the letters need to be known so well that saying them in response to a letter is instant, eventually becoming automatic. This includes knowing the digraphs really well; they are just as important as the single letters. Learning the letter sounds is the first step in reading, so it is important that children learn the sounds that are written as digraphs as well as those represented by single letters.

Pages 9, 14: Faint letters

There is a faint <e> in “loaves” and in “horse” to indicate that they are not sounded in these words, although they are needed to spell them.

Pages 10/11, 15: <oo>

The digraph <oo> can make either a short /oo/ sound, as in “foot,” or a longer /oo/ sound, as in “moon.” This is shown in this workbook with different letter sizes, but the children should write all the letters the same size. When reading, the children will have to decide which sound is meant. Tell them, “If one way doesn’t work to make a word, try the other.” This is a very useful rule and can help when they encounter more vowel alternatives at a later stage.

Pages 12/13, 15, 17, 19: Reading and comprehension

As well as reading the words, it is important that the children understand them. Matching words to pictures and drawing pictures to illustrate words both help to ensure that the children comprehend what they are reading.

Pages 16, 20, 22: Pencil control

Good pencil control is essential for good handwriting. Practicing handwriting patterns and coloring pictures helps to develop this. Encourage the children to take pride in their work, go carefully over the dotted lines, and color neatly.

Page 18: Anagrams

Games and puzzles are a fun way to help children work on reading and writing skills. Anagrams help as the mixed-up letters give a clue to the spelling. As the word is said, the child listens for the sounds and looks at the letters, then writes them in the correct order. All of the words have digraphs in them. The letters for these have been kept together and the lines for writing in the digraphs are slightly longer. (Answers: *feet, fork, sing, book, road, boot, rain, tail, pie.*)

Page 21: Writing words

To spell a word you have to say it, listen for the sounds, and know how to represent those sounds with letters. This time there are no clues, just lines for the child to write each letter on. It is easiest to start with small cvc (consonant, vowel, consonant) words.

Ages 4+

Jolly Phonics Workbooks

are perfect for practicing phonics skills

Covering the 42 letter sounds of English, these books provide a wealth of material for children to practice their **reading and writing skills**. Each sound is presented with a simple story and action, a letter formation guide, and a section for **writing practice**.

Engaging exercises and fun activities allow children to apply their phonic knowledge in reading and spelling regular words, as well as some “tricky” words with irregular spellings.

| <u>LETTER SOUND GROUP</u> | <u>ISBN</u> | |
|---------------------------|-------------------|--------|
| 1 s a t i p n | 978-1-84414-675-8 | JL6758 |
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| 3 g o u l f b | 978-1-84414-677-2 | JL6772 |
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Each of the seven books helps children develop their phonic skills further, moving from simple letter-sound recognition and letter formation early on to reading sentences and writing short phrases in the later books.

**Jolly
Phonics**

To see the full range of Jolly Phonics products, visit our website at www.jollylearning.com

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