

Jolly Phonics Workbook 2

c k e h r m d

Sue Lloyd and Sara Wernham Illustrated by Lib Stephen



Jolly Phonics Workbook 2

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

Reading

Recognises the second group of sounds c, k, e, h, r, m, d.

pages
2-13

☐

Can blend simple words made up from the sounds learnt so far.

pages 19, 20

☐

Saying the sounds, and making the word is the next stage after recognizing the sounds.

Knows that when you see "ck" in a word (as in duck), you only say the "c" sound once.

page 19

☐

The child should sound it out as d-u-ck (not d-u-c-k). This also applies to other doubled consonants in words such as bell, rabbit, carrot, and dress.

Writing

Holds pencil correctly.

Ensure the pencil is held between the thumb and first two fingers, as shown.

☐

Can write the second group of sounds - c k, e h, r, m, d.

pages
3-13, 16

☐

Can hear the final sound of a word.

For example, that red ends with a d sound. End sounds are more difficult to hear than beginning sounds.

page 16

☐



Write your name.

C c

K k

Some Spanish dancers are performing. The ladies wear bright dresses and click castanets. *ck, ck, ck.*



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



Capital

curly caterpillar c



kicking k



c c c c c c c c

k k k k k k k k

ck ck ck ck



Capital



Castanets

Cat
kitten

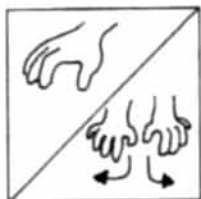
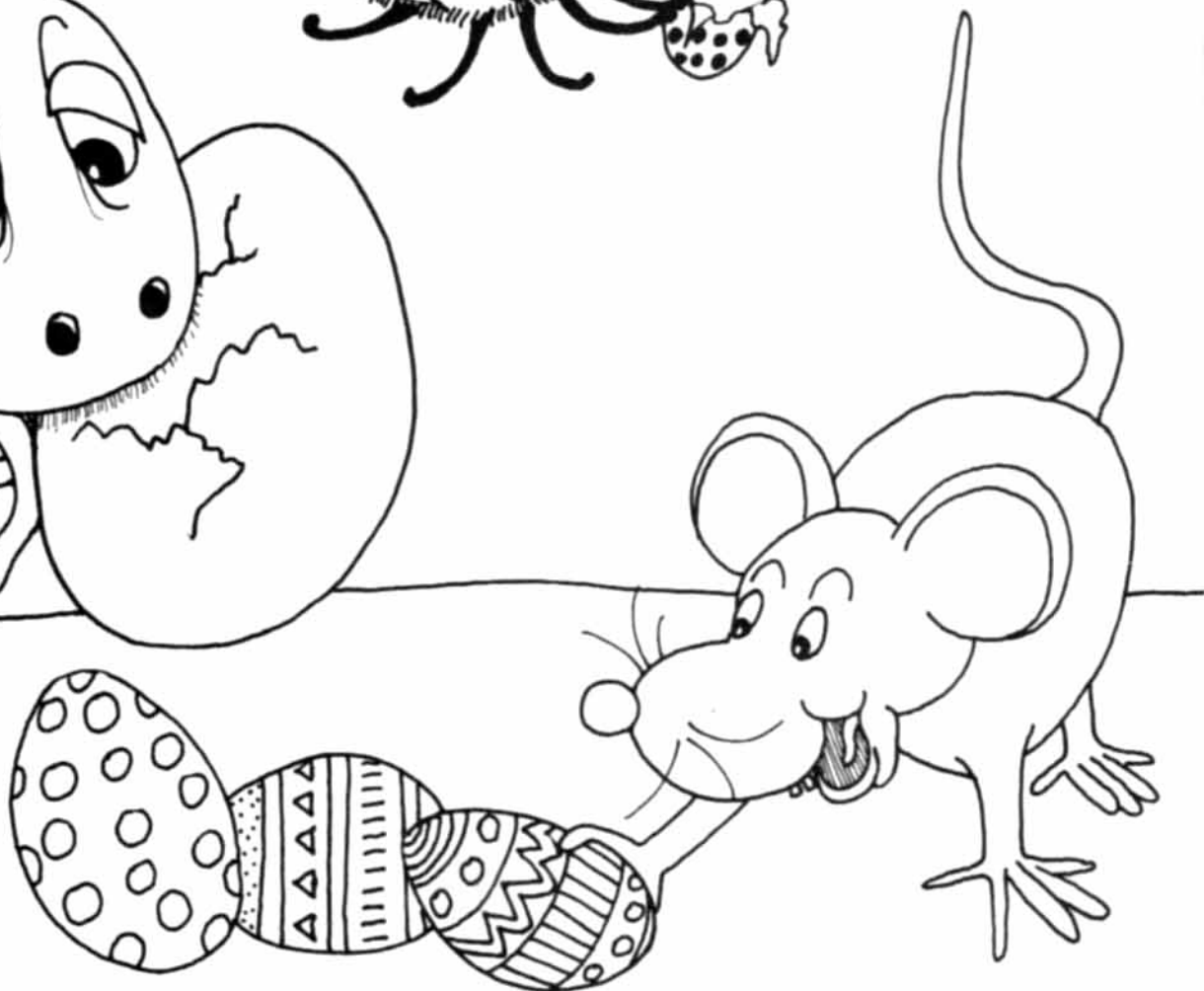
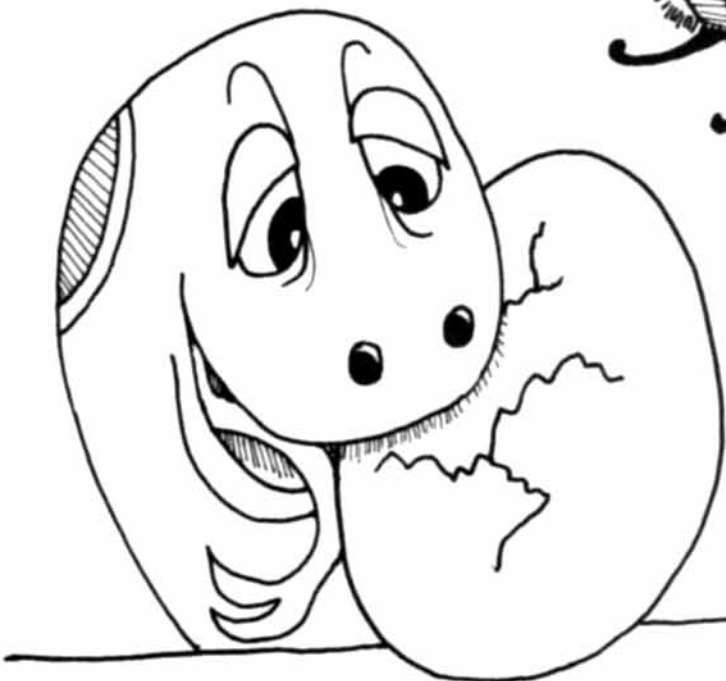


kite

K K K K K

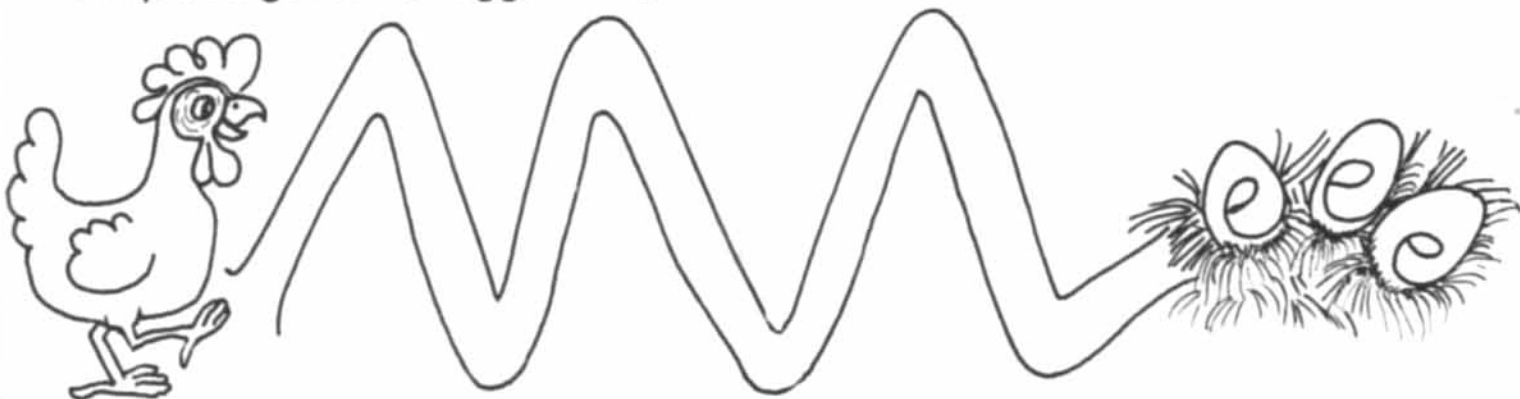
Snake is very fond of eggs.
He cracks them open,
eh, eh, eh, egg.
Inky and Bee prefer
chocolate eggs!

E e



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

Help hen get to her eggs. Keep inside the lines.



Capital



egg

hen

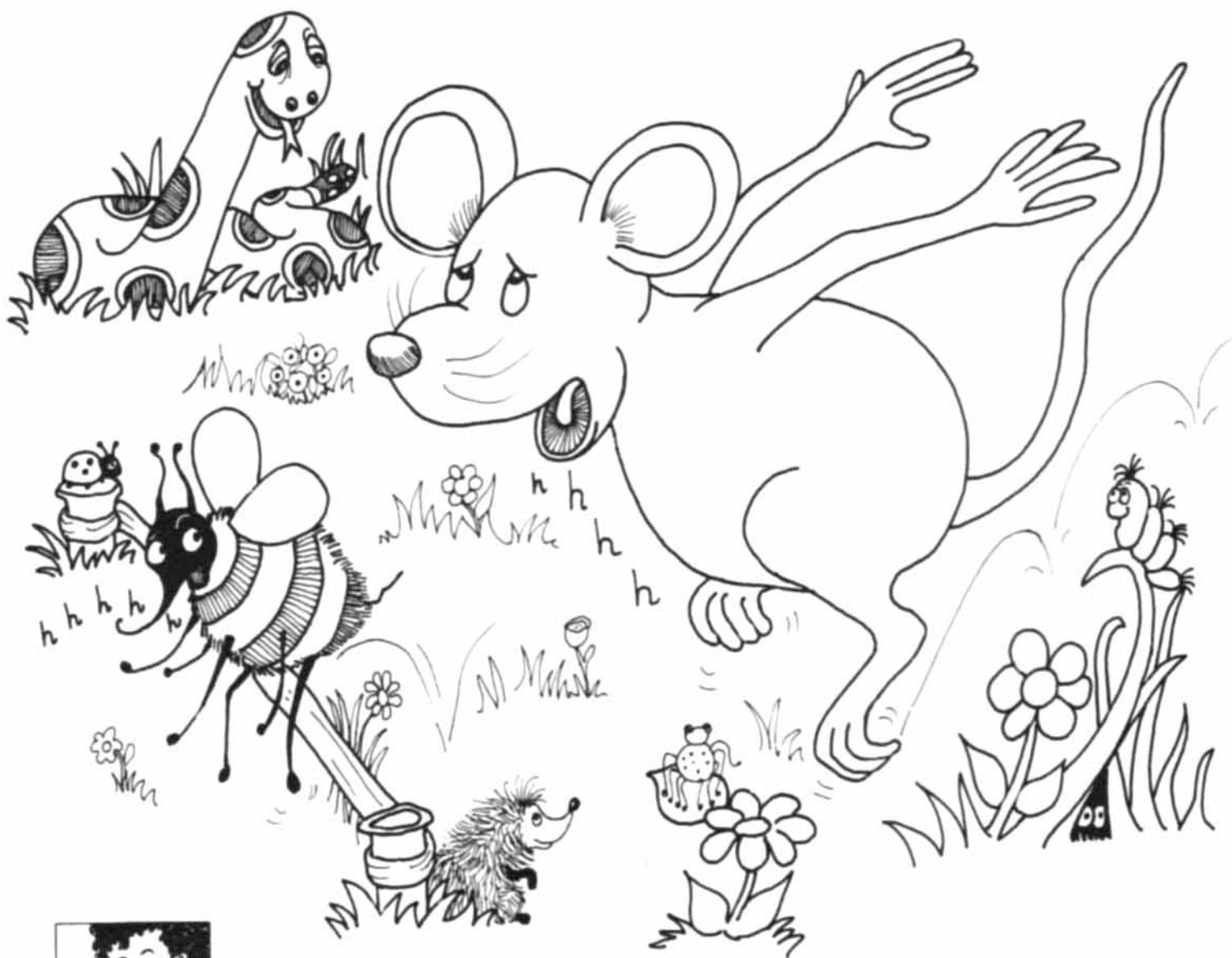


nest



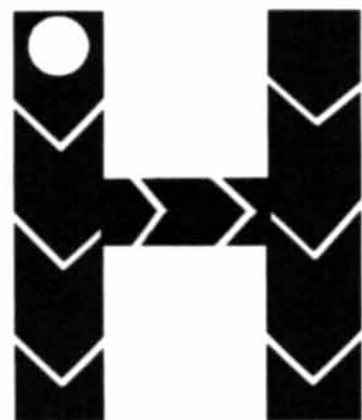
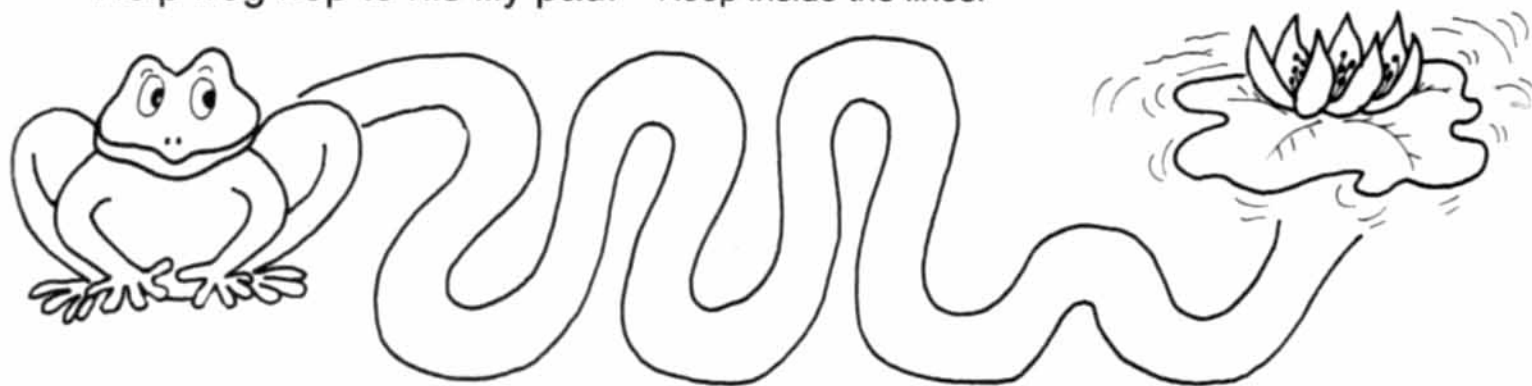
H h

Inky and Bee are having a hopping race.
When they finish they are hot and
huffing - h, h, h.



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

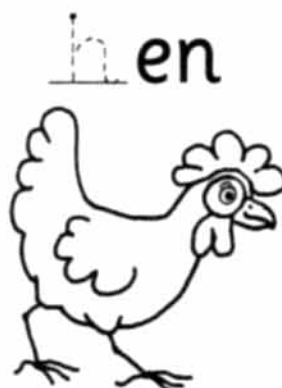
Help frog hop to his lily pad. Keep inside the lines.



Capital



h and

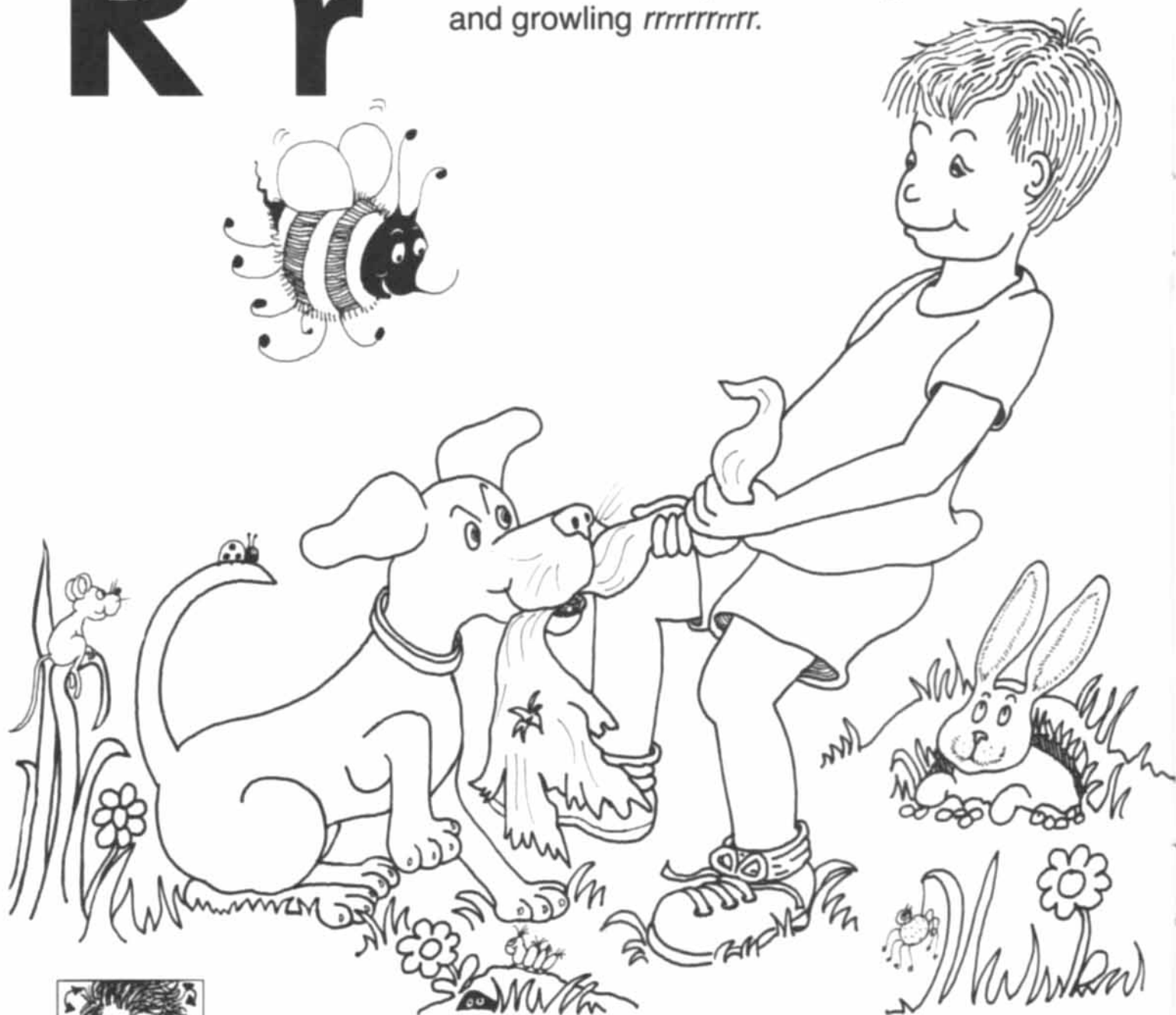


h orse



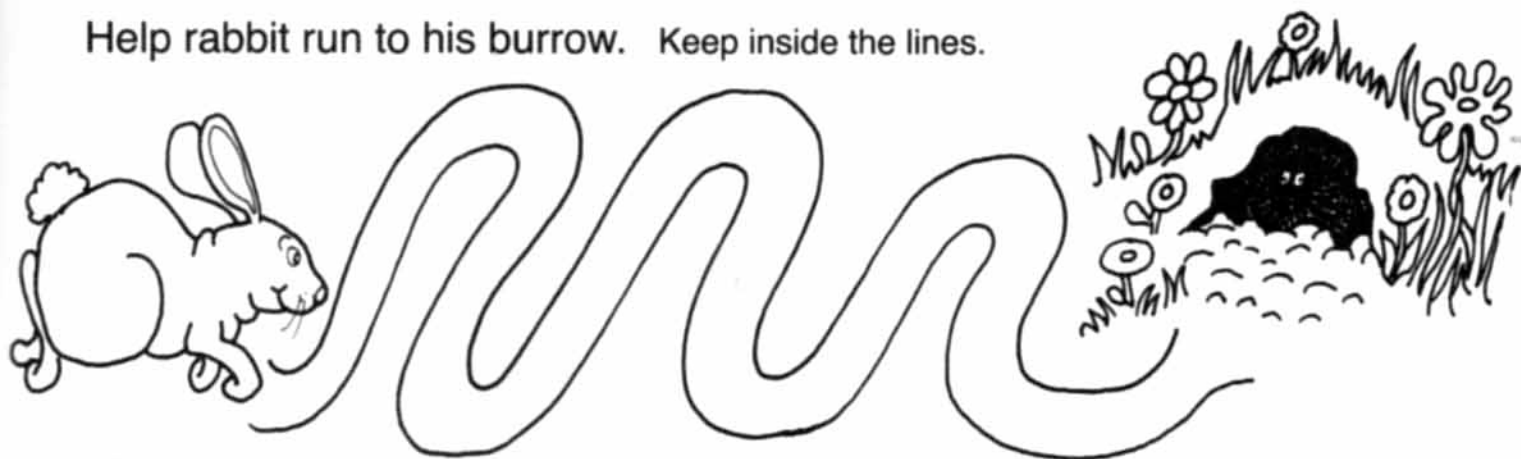
R r

The puppy has a special piece of rag. He holds on to it and pulls, shaking his head and growling *rrrrrrrrrr*.



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

Help rabbit run to his burrow. Keep inside the lines.



Capital

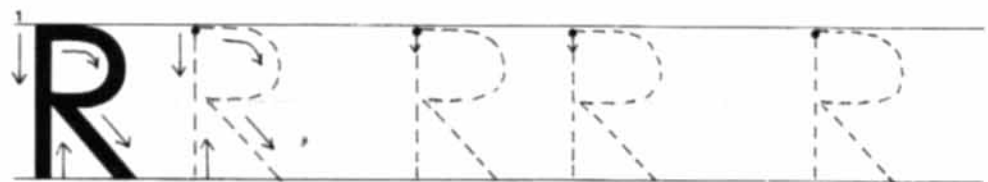


rabbit

dress



rocket



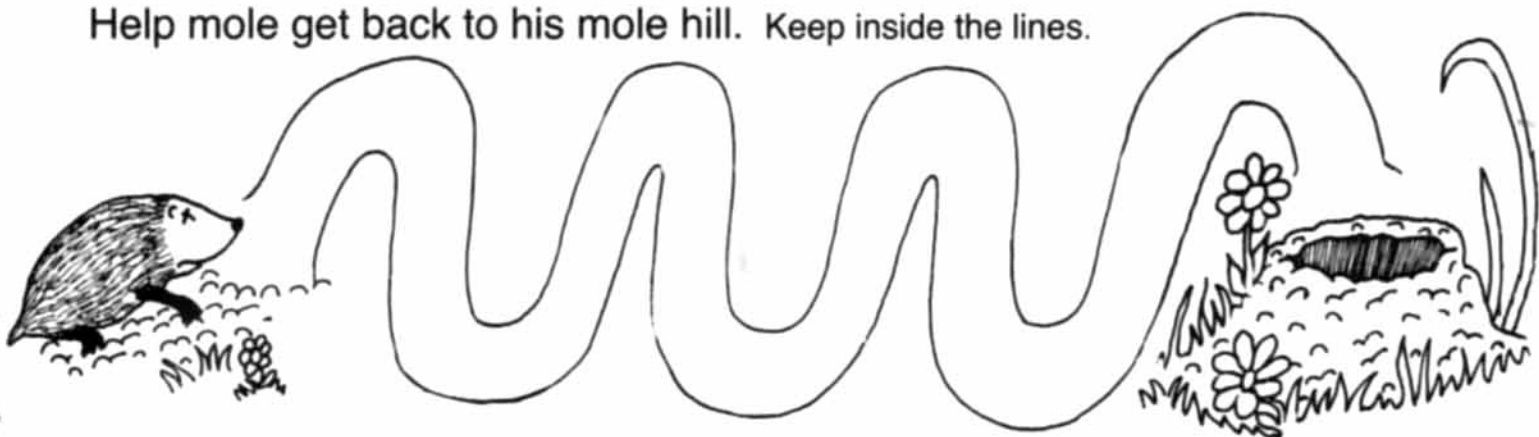
Snake likes to eat eggs best of all.
Inky prefers cheese and Bee likes
honey. When they see their food
they rub their tummy and say
mmmmmm.

M m



Action: Rub tummy as if seeing tasty food and say *mmmmmm*.

Help mole get back to his mole hill. Keep inside the lines.



Capital

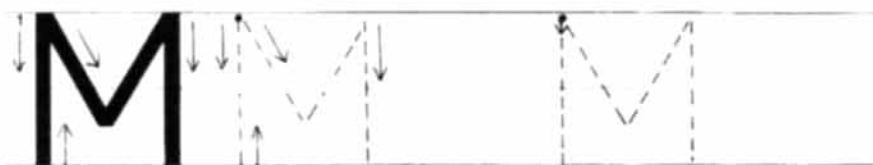


mug

lamp

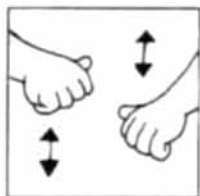


drum



Inky, Snake and Bee have found an old toy drum. They all have a go at banging the drum, *d, d, d, d.*

D d



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

Take the dog back to his kennel. Keep inside the lines.



d d d d d d d

d d d d d d d

d d d d d d d



Capital



drum

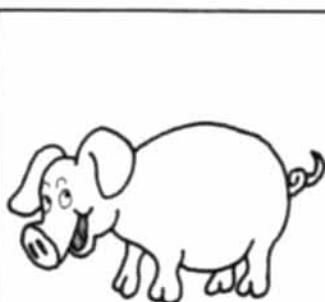
dog



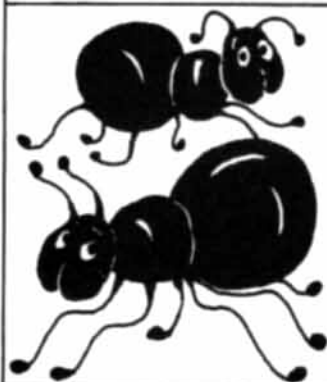
hand

D D D D

Join each picture to its beginning sound.

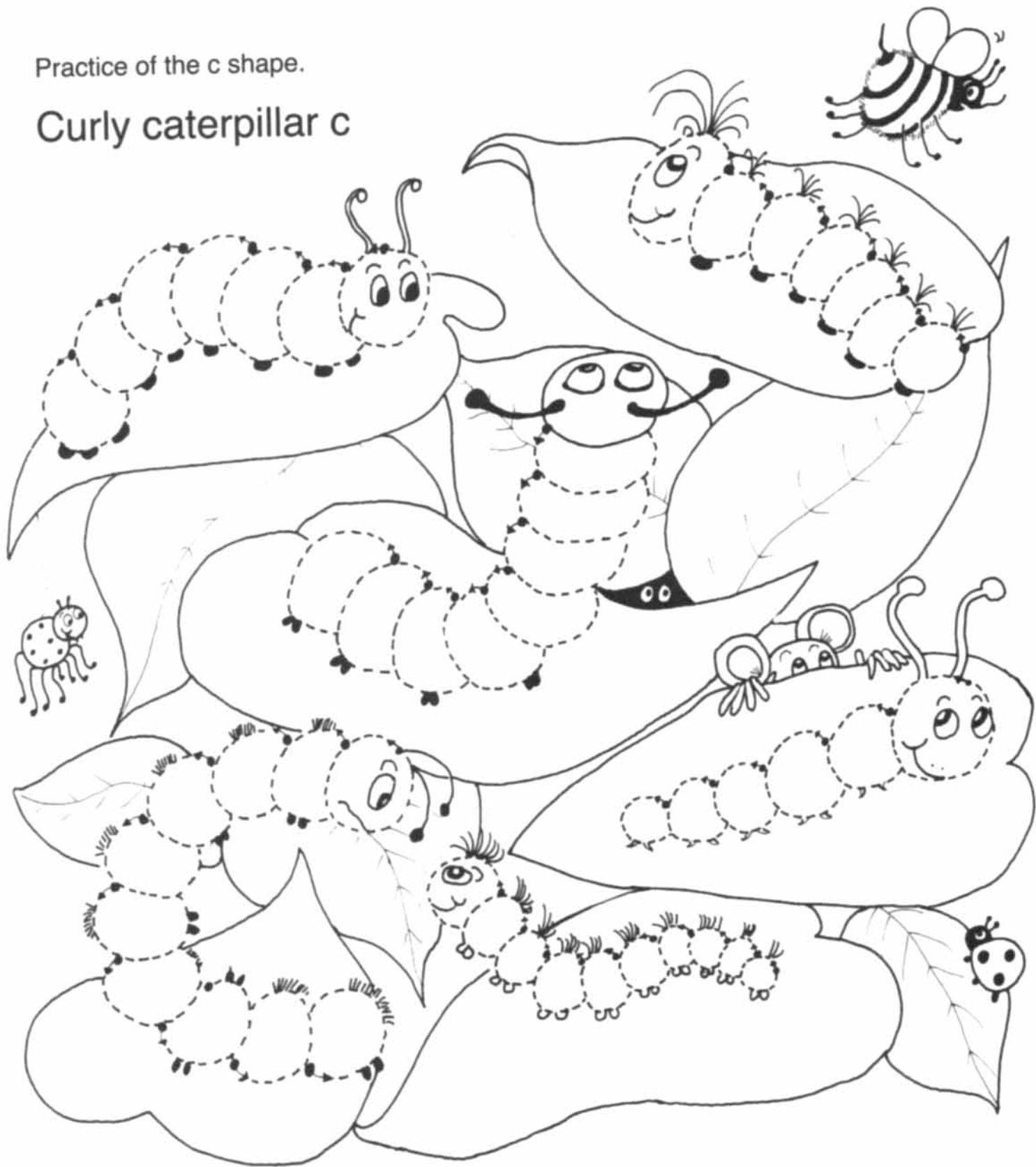


a p n
c d
h t s
k r m
e i



Practice of the c shape.

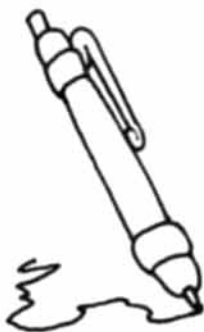
Curly caterpillar c



Listen carefully for the sound at the end.



he .



pe .



ne .



ha .



ra .



ca .



ma .



ma .

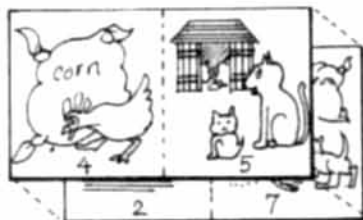


ca .



To make this book.

Cut along the lines.



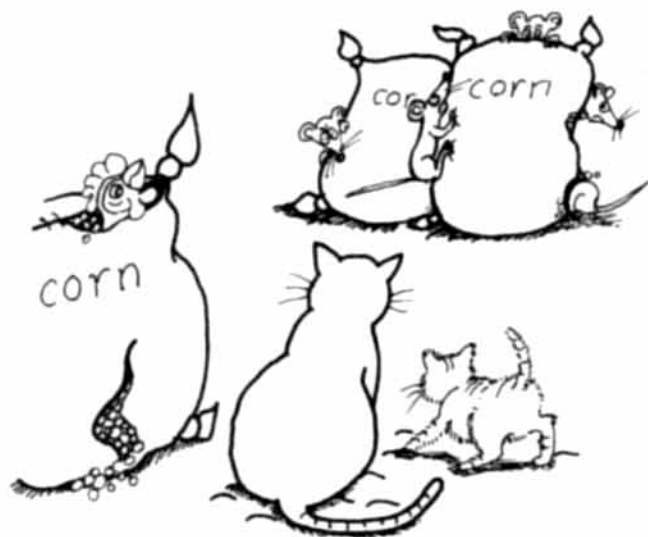
Put one half on top of the other.



Fold in half.

2

scr scr scr



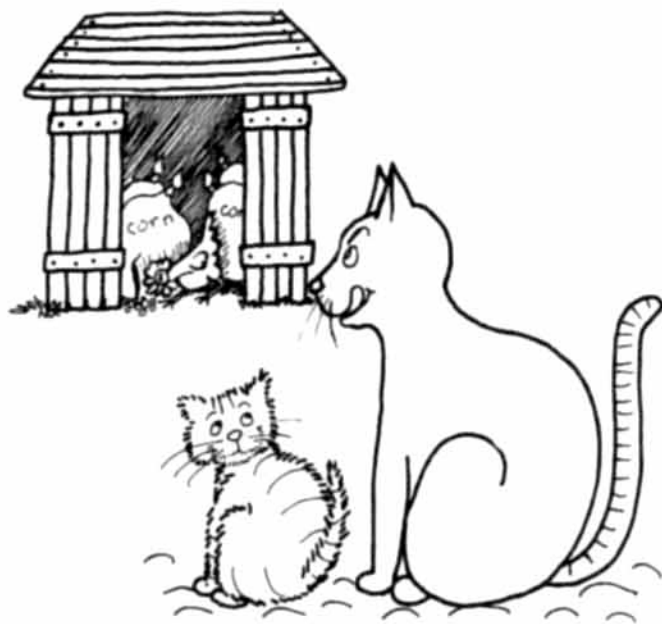
Rats

7



Red hen pecks at a sack.

4



A cat and a kitten

5

Red Hen



Red hen is back on the nest

8



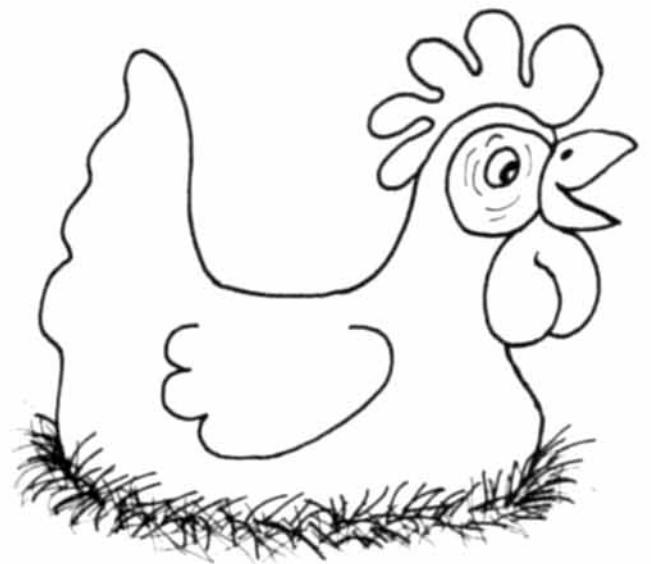
1

Red hen has hidden in the sack.



Kitten pats the sack.

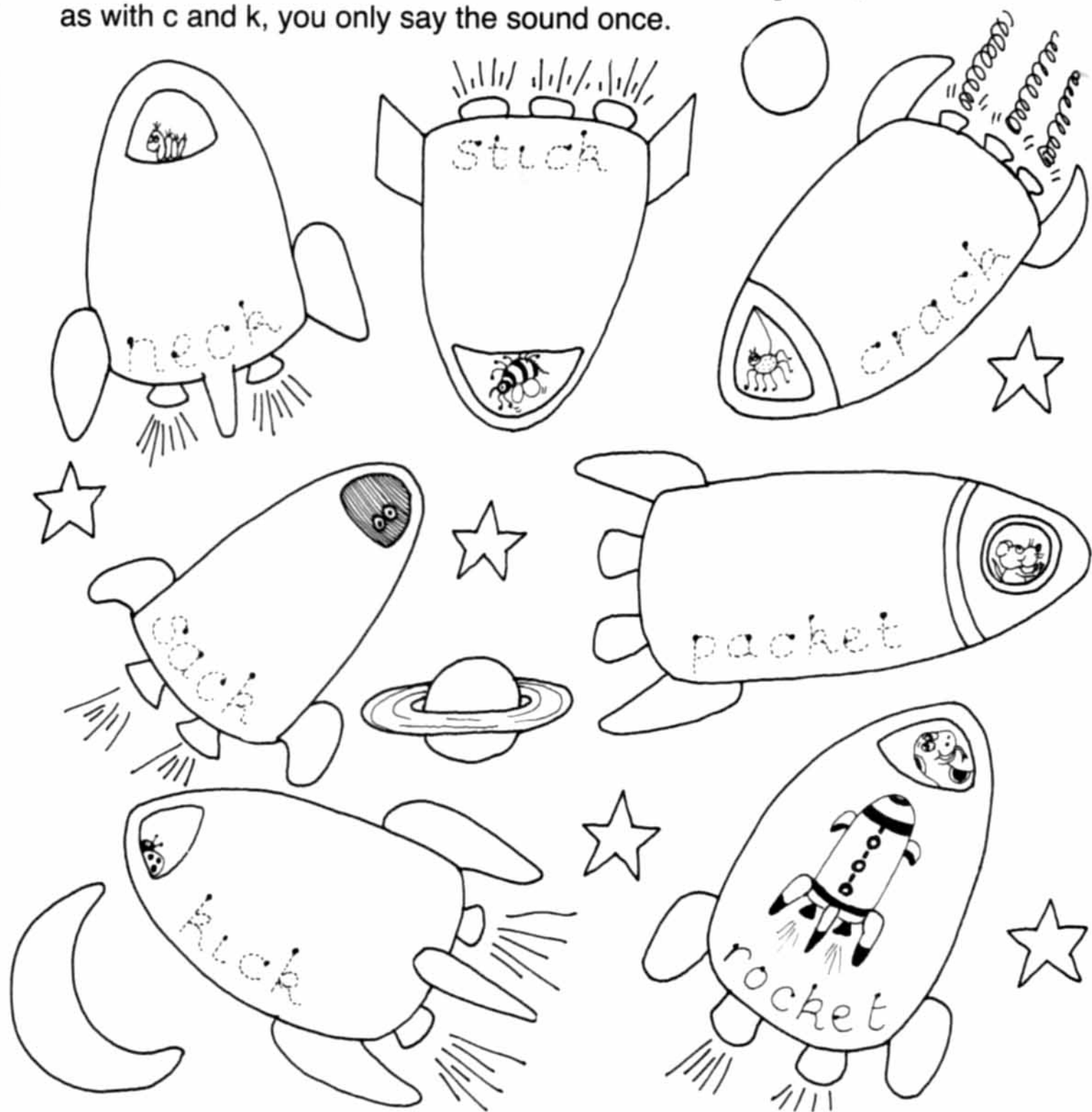
6



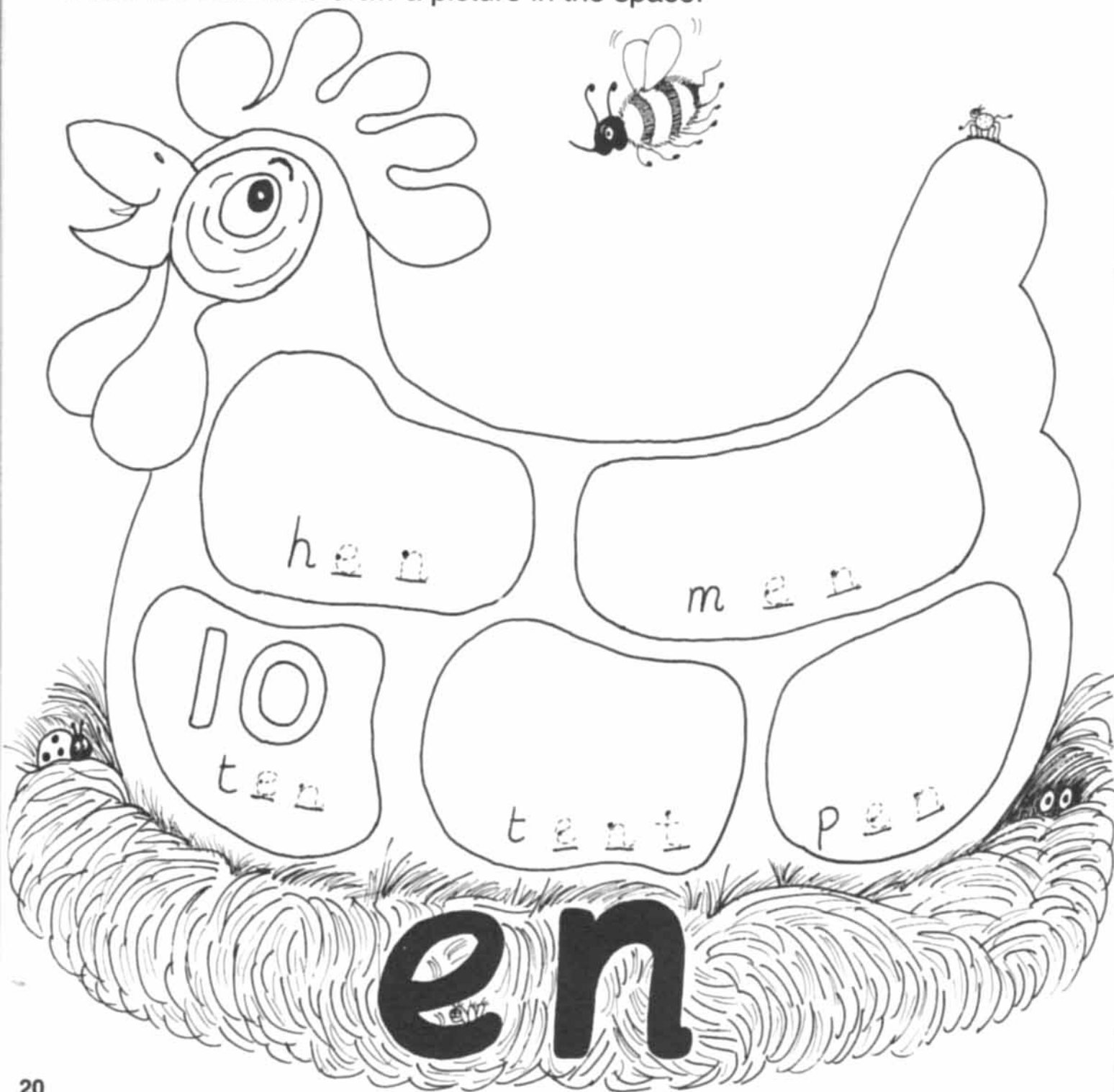
Red hen sits on a nest.

3

When two letters that make the same sound come together, as with c and k, you only say the sound once.



en family. Put the missing letters in the gaps.
Read the word and draw a picture in the space.

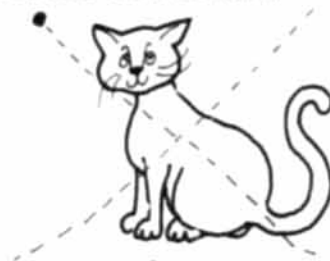


Practice of the e shape.

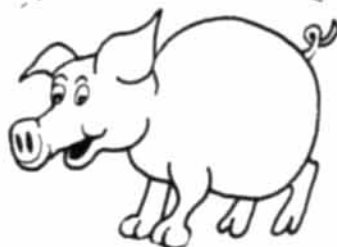


Is the sound there? On each line, cross out the picture without that sound.

s



p



t



d



n



k

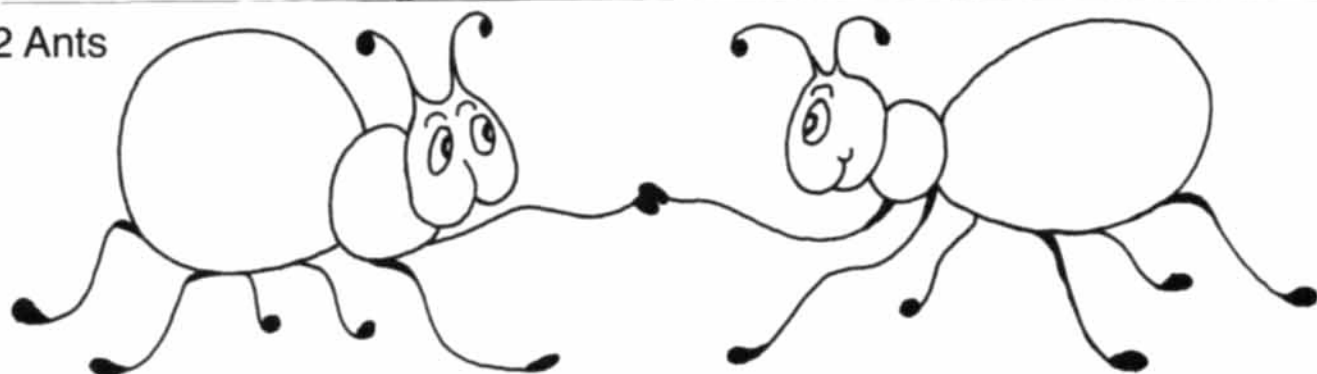


Numbers need correct formation too.
(Workbook 2 - Number 2)

1

2

2 Ants



2

2

2

2

2

Find the 2 ants.



Two is another tricky word you have to learn.



two

two

two

Activity

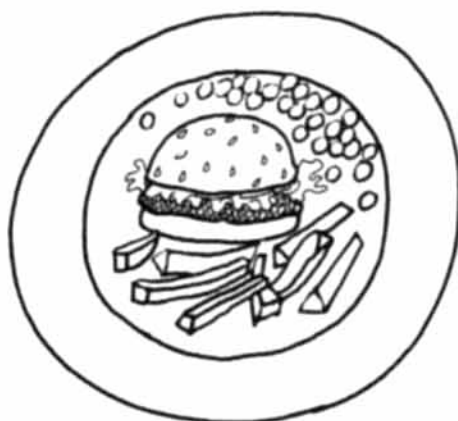
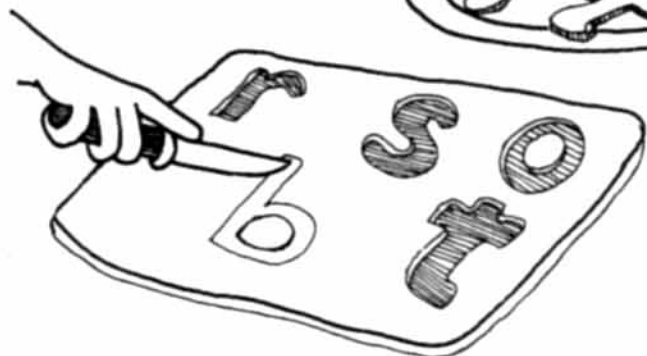


Egg character.

Stand half of an egg in a pot. Put in some damp cotton wool, or paper. Sprinkle some cress or other small seeds in it. Watch the hair grow.

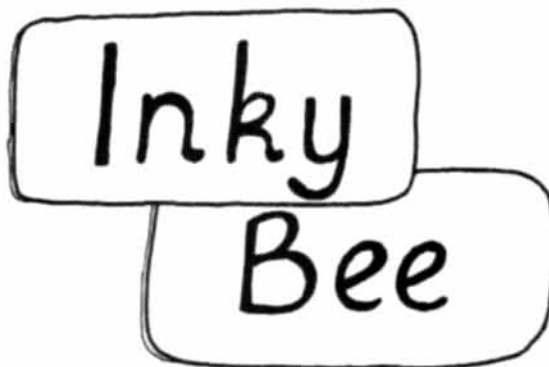
Edible letters.

Make the mixture for some plain cookies or biscuits. Cut some letters out of a piece of card. Put them on the rolled out mix, and cut round them.



mmmm meal.

Stick pictures of tasty food onto a paper plate.



Name card.

Cut out a piece of card, about 10cm by 20cm (4" x 8"). Write your name on it. Remember to use a capital letter only at the beginning.

Further Guidance

Page 1. Write your Name.

This is an important skill. Try making a name card as suggested on the Activity page. (Page 24).

Pages 2-13. Sounds.

Remember to introduce each letter by its sound, not its name. So the letters *h*, *e* and *m* need to be introduced as *huh* not *aitch*, *eh* not *ee*, and *mmm* not *em*. The actions are designed to help the child learn the sound. Children enjoy the actions, even though the adult may be a little self conscious. The capital letter is introduced with each letter. At this stage capitals should be used only at the beginning of names.

Pages 2, 3. The letter k.

The letter *k* is introduced in a looped form (so *k* not *k*) to make it easier for a child to write the letter in one movement.

Page 14. Revision of Sounds.

Practice is needed for all the sounds learned so far. Further help can be given by writing each letter on a piece of card and holding cards up one at a time - saying the sound and doing the action. Once the sounds are known the actions are no longer needed. With a second set of cards the games of pairs, or snap, can be played.

Page 15. Handwriting Practice for c.

It is important to go the right way round when writing *c*. The *c* shape is the template that begins the letters *a*, *d*, *o*, *g*, *q*. Note that the letter *d* starts in the middle (not at the top).

Pages 16, 22. Hearing the Sounds in Words.

Good spellers are able to hear all the sounds in a word. This ability develops gradually, and may need plenty of practice. In this Workbook children are encouraged to listen for the first and last sounds in words.

Page 17, 18. Red Hen Book.

These pages can be removed, cut in half, and folded to form a small book. The words in the story contain letters from the first two groups only.

Page 20. Word Families.

Being able to hear rhymes helps reading and writing.

The Jolly Phonics Workbooks teach the skills for reading and writing

All the letter sounds of English are introduced (not just the alphabet), with an 'action' for each. Exercises show how to use the letter sounds to read and to spell, along with ways of learning the 'tricky' spellings. The correct way to form each letter is shown and in later Workbooks joined-up (cursive) writing is introduced.



Also available: *Jolly Phonics Videos 1 and 2* (for children), *The Phonics Handbook*, *Finger Phonics books*, *Jolly Phonics Letter Sound Poster* and more. A free Parent/Teachers' guide is available from either address below.

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