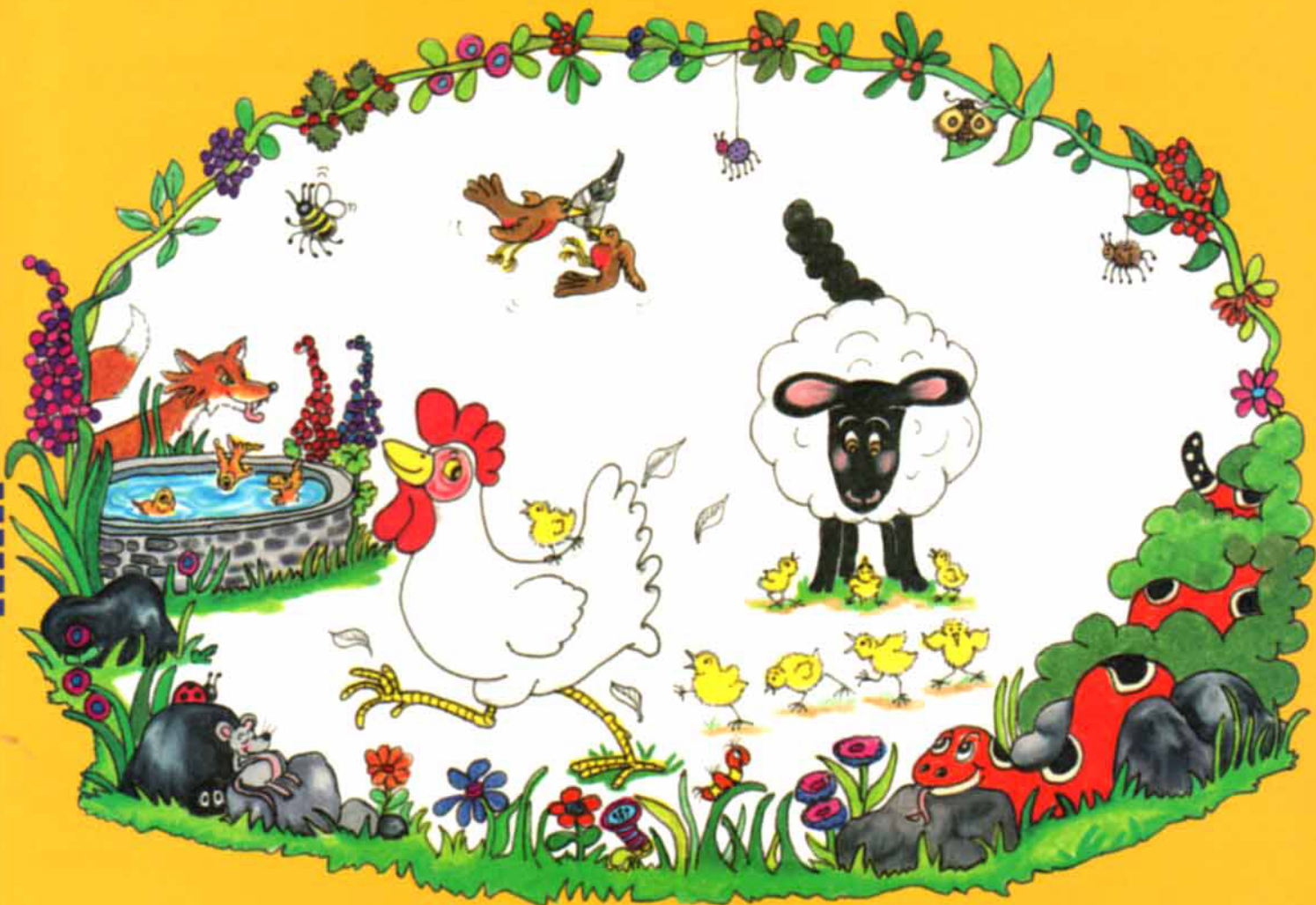


Jolly Phonics Workbook 6

y x ch sh th th

Sue Lloyd and Sara Wernham Illustrated by Lib Stephen



Jolly Phonics Workbook 6

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 sixth group of sounds - y, x, ch, sh, th, th. pages 2-11

☐

Can read consonant blends.

For example: cr, sl, sm, dr.

pages 14, 15

☐

Writing

Can write the sixth group of sounds - y, x, ch, sh, th, th. pages 2-11, 6

Can also write regular words with the new sounds. For example: yes, six
chop, ship, this, thin, sheep, teeth.

☐

Begins to write in joined-up (cursive).

(Some schools do not use joined-up writing for young children.
Check with your child's school to see what their handwriting
policy is).

pages 3, 7, 9, 11, 15
16, 17, 20, 23

☐

Can write the capital letters.

page 12

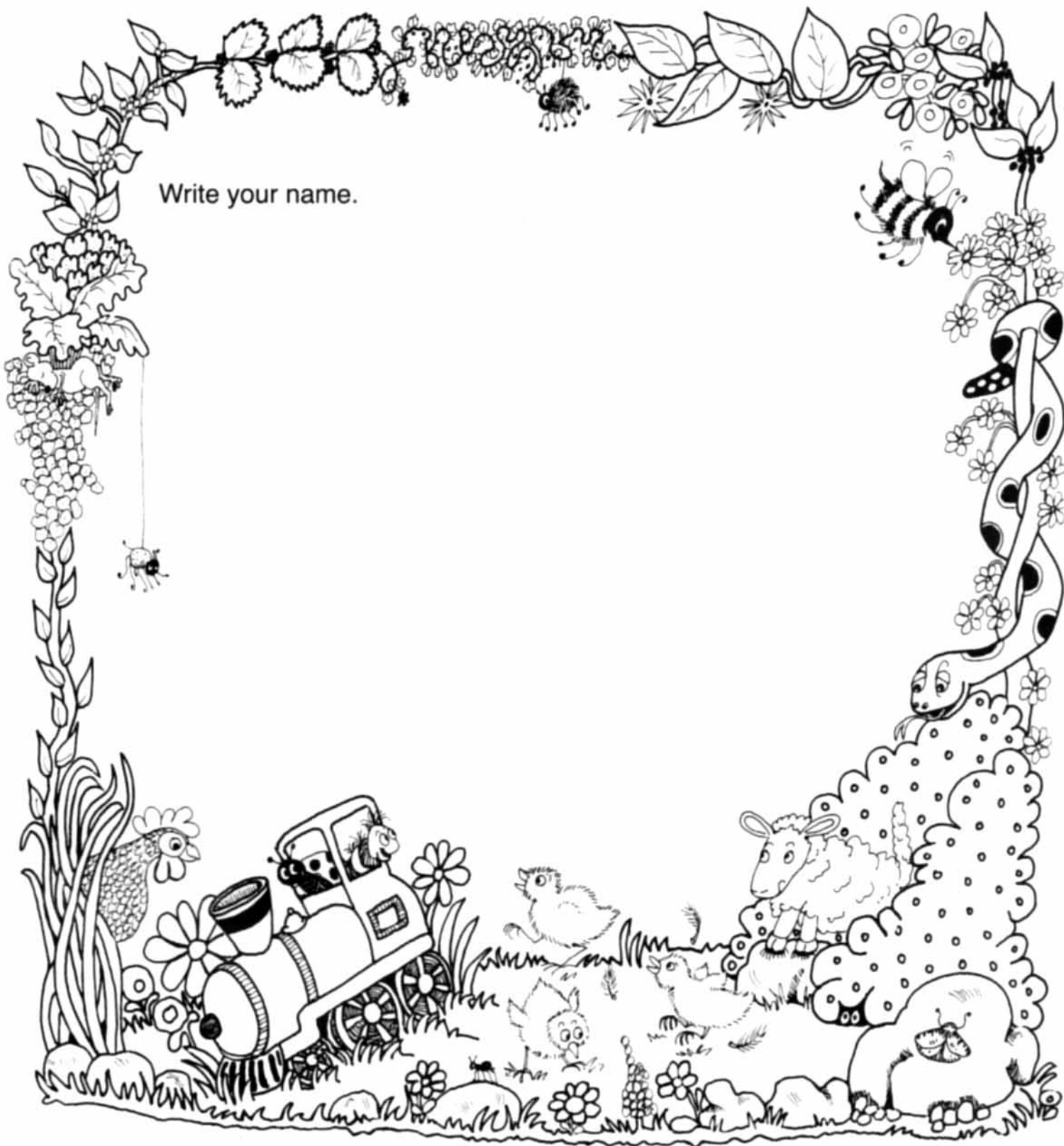
☐

**Can begin to choose between oa, o-e and ow
in spelling words, and between ee and ea.**

pages 17, 20

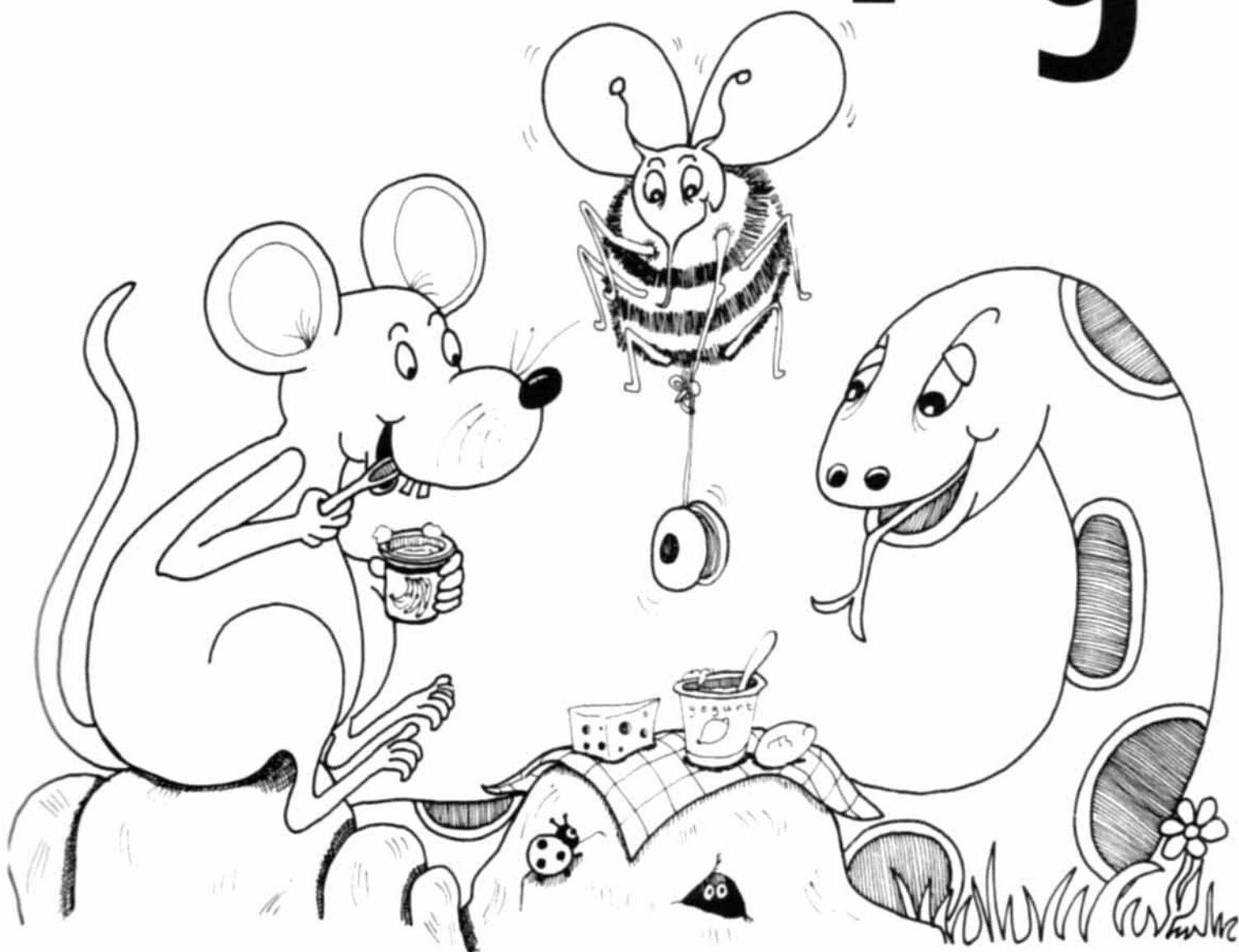
☐

Write your name.



Bee, Inky and Snake decide to go on a picnic. Inky is bringing yogurt.
yummy yellow yogurt y, y, y.

Yy



Action: Pretend to be eating a yogurt and say y, y, y.

yummy yellow yogurt

y y y y y y y y y y

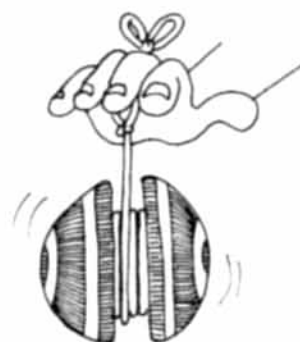
y y y y y y y y y y

yy yy yy yy yy yy yy yy yy

ogurt



Capital



o o

Y Y Y Y Y Y Y Y Y Y

X x

The girl has broken her arm.
Her brother is pretending to take an x-ray.
He points and goes *ks, ks, ks*.



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

X borrows the sounds of k and s.

ks ks x ks ks x

X x x x x x x x

x x x x x x x x

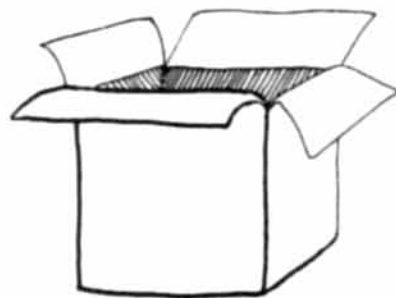
x x x x



Capital



fo__



bo__

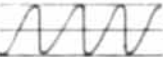
X x x x x x

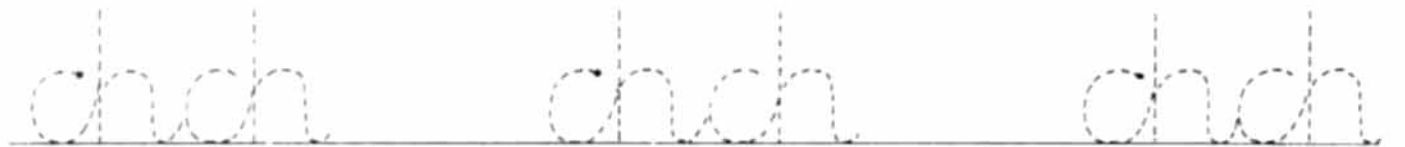
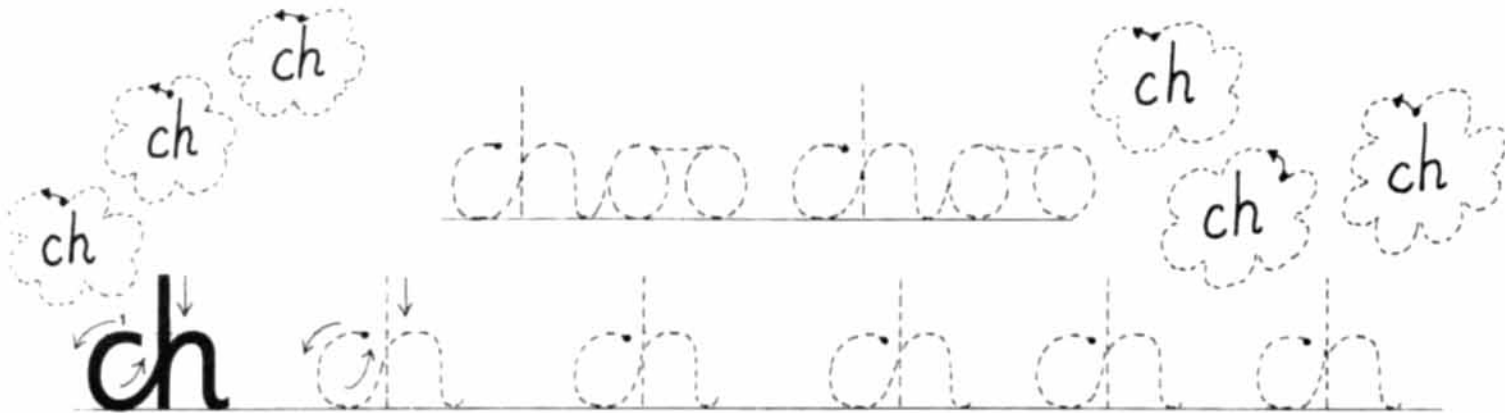
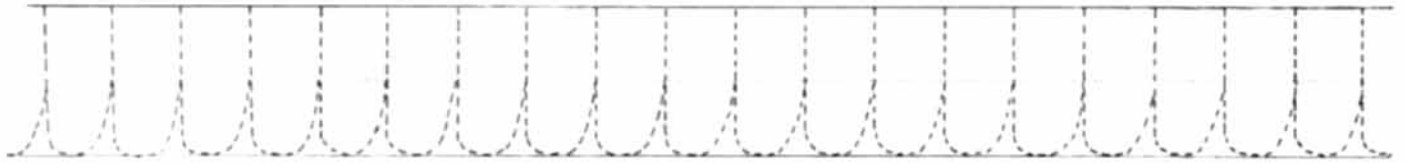
Bee, Inky and Snake have seen an old steam train.
They pretend that they are on it, going *ch, ch, ch*.

ch

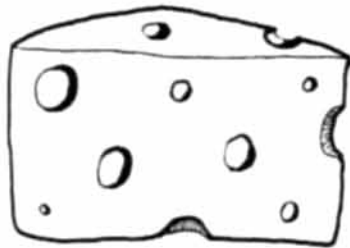
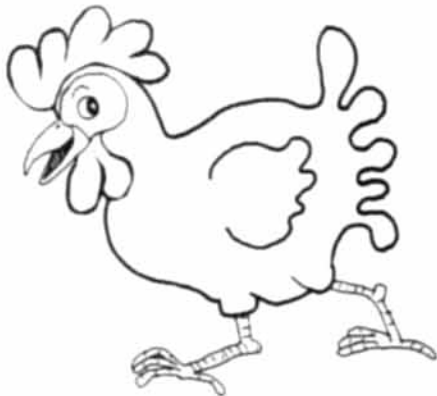


Action: Move arms at sides as if you are a train, saying *ch, ch, ch*.

Tall letters are joined about halfway up,
not at the top  X or bottom  X

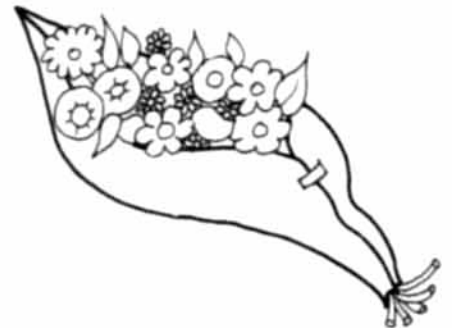


icken



eeze

bun



sh

Everyone must be very quiet
so the baby is not woken up.



Action: Place finger over lips and say *sh, sh, sh*.

Go up to where the next letter starts then write that letter in the ordinary way. Notice the difference to the letter s when written after a join.

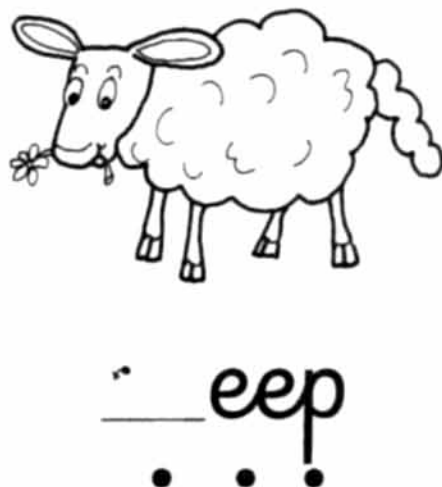
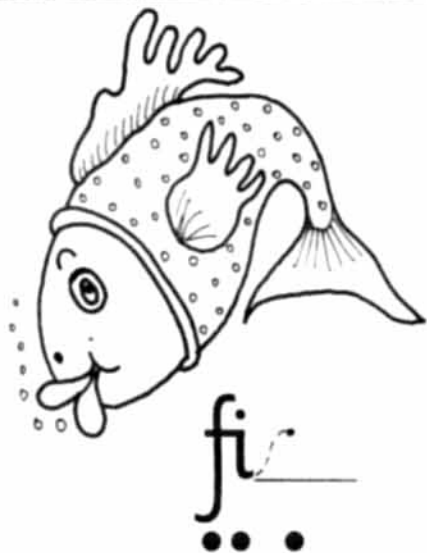
ss ss ss ss ss

hush hush

sh sh sh sh sh

sh sh sh sh sh

sh sh sh sh sh



To show the different sounds, th (as in this) and th (as in thick) are shown differently.

th

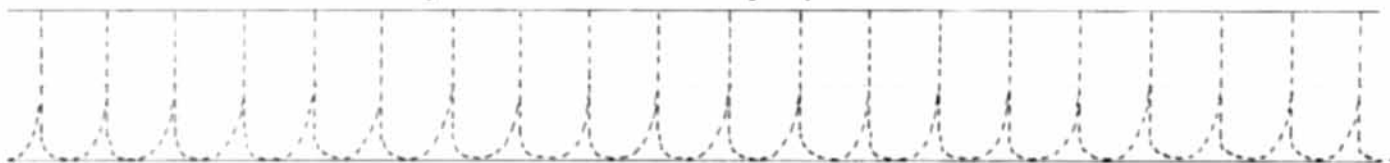
The clowns from the circus
are very rude.

th



Action: Pretend to be naughty clowns and stick out tongue a little for *th*, and further for *th*.

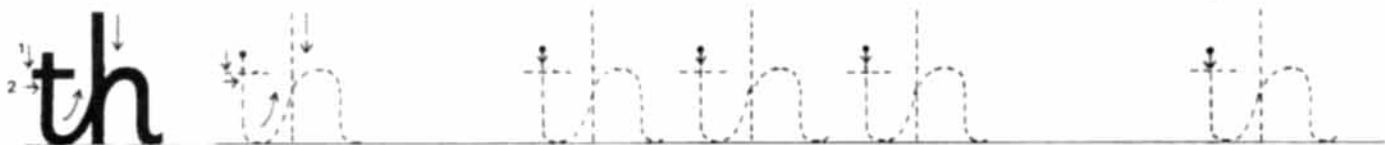
Remember tall letters join about halfway up.



thin and thick



In writing an ordinary th is used.



mo__



3
__ree

Alphabet

Write the capital letter next to the little letter.

Remember capital letters never join.

A a b c d e f

g h i j k l

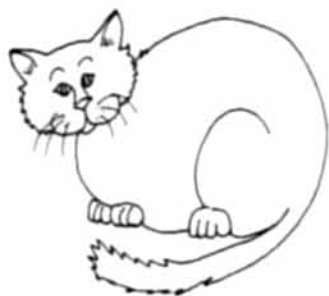
m n o p q r

s t u v w x

Write *your* initials here:

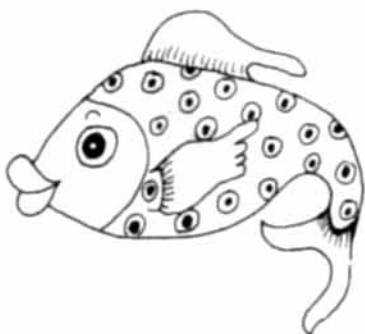
Y y z

Animal Anagrams



t c a

cat



s h i f



t o a g



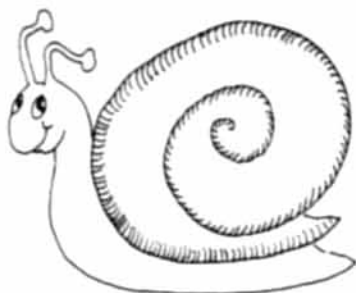
t i b a r b



x o f



r a c b



l s a i n



a r p o r t



i c h e k c n

Consonant Blends

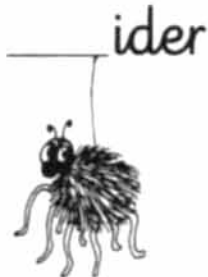
How quickly can you say them?

cr tr br sn

Which consonant blend makes the word?



_____orm



_____ider



_____owers



_____ail

_____ing



_____ab



_____apes

_____og



_____ee

spr bl dr gr

pl

fl

gl

cl

st

fr

sk

sw

sm

sp

Write each word and read it. Then draw a picture of it.

frog

crab

belt

plum

flag

stamp

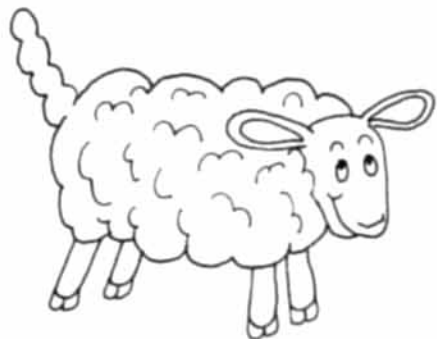
clown

swim

drink

Say each picture, and write the sound to complete its name.

sh



__eep

ch



mo__

th



__ree



__eese



fea__er



__ark



__ick



__ell



__op

Say each picture, and choose the correct way to write it.

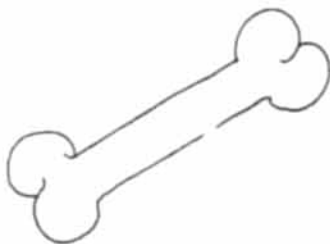
oa



oe



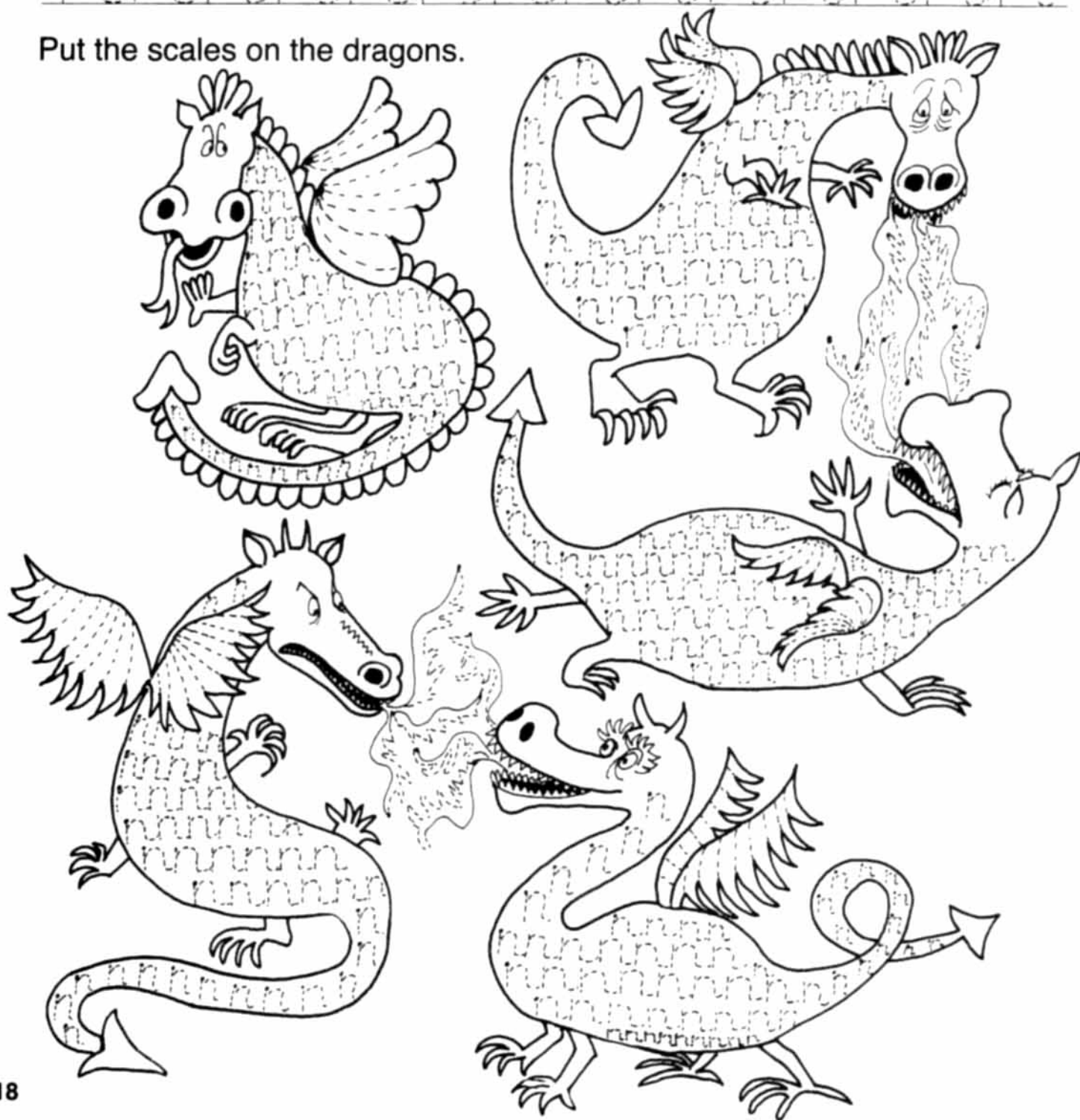
ow



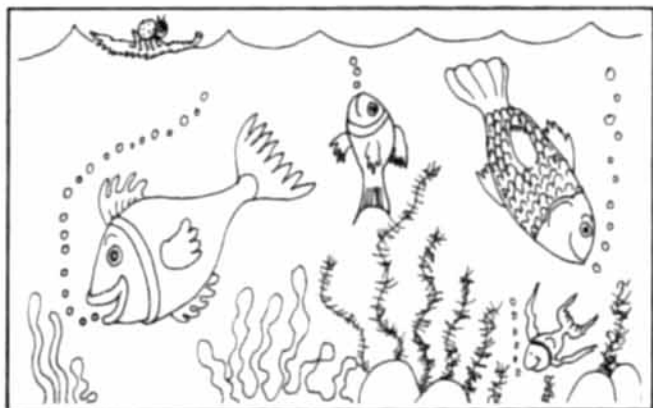
When joining m and n you must start at the top and go *down* first.



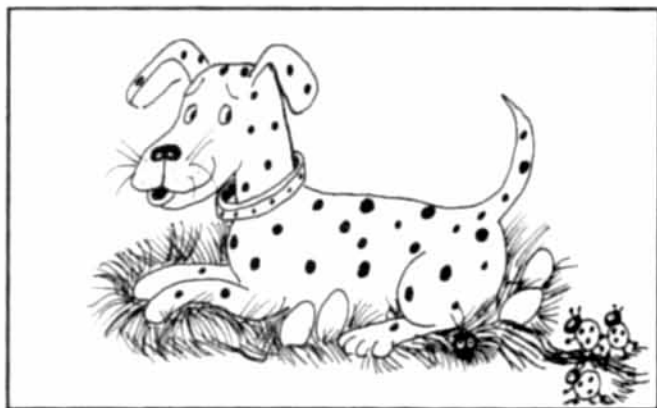
Put the scales on the dragons.



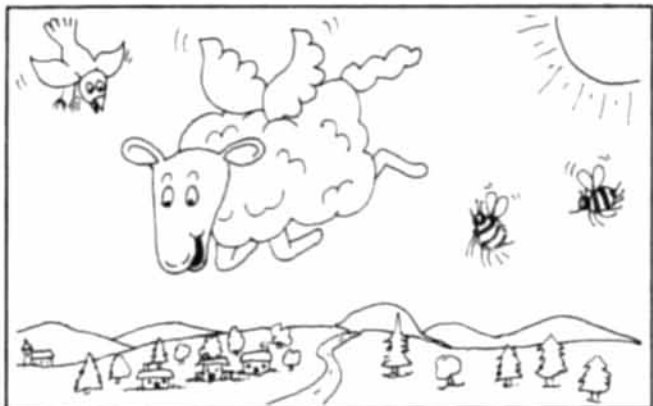
Is it true? Write Yes or No next to each one.



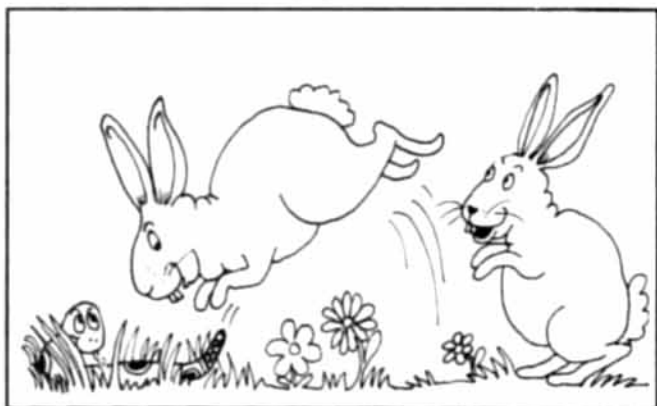
Fish can swim. _____



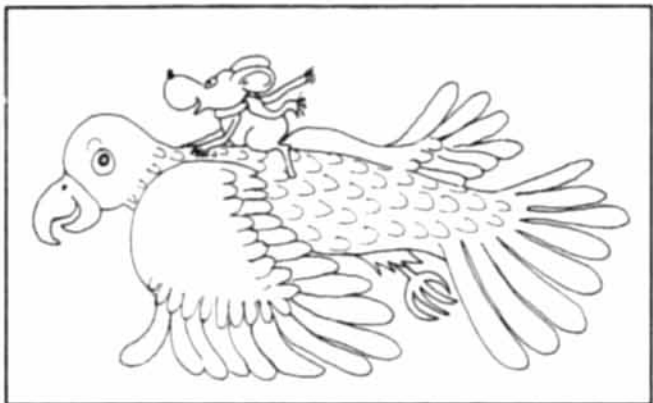
Dogs lay eggs. _____



Sheep can fly. _____



Rabbits can hop. _____



Parrots have wings. _____



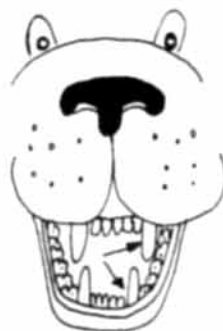
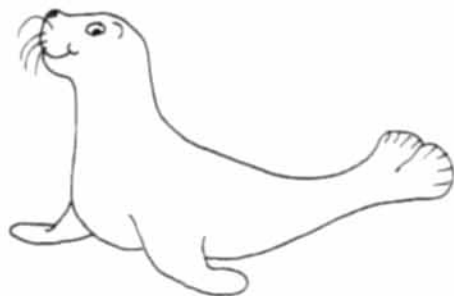
Chickens chop wood. _____

Say each picture, and choose the correct way to write it.

ee



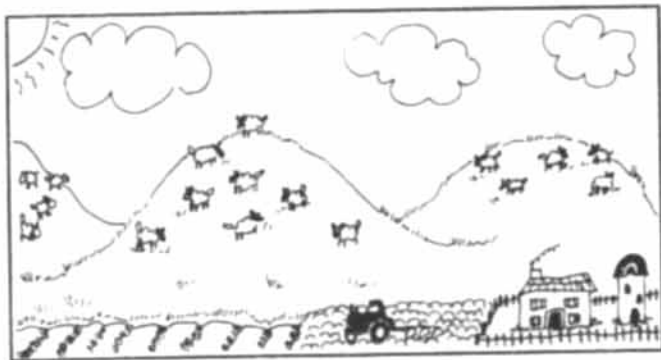
ea



3

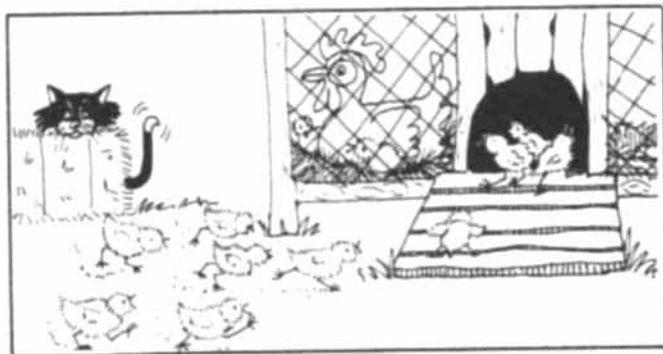
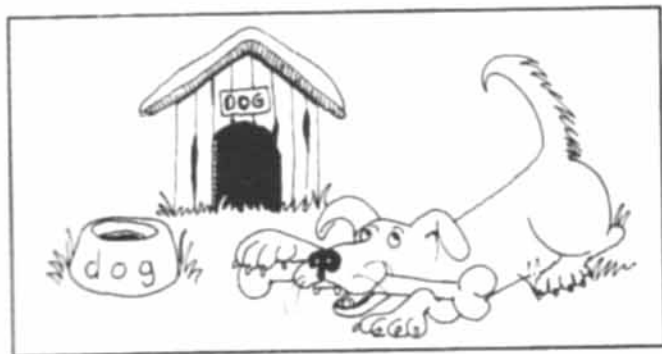
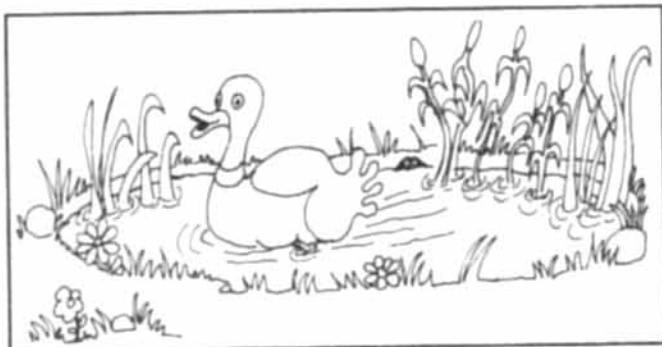
Choose the correct sentence and write it under the picture.

A duck swims on the pond.
The dog is eating a bone.



T

The sheep are on the hills.
The chicks run to the nest.



Picture Sound Puzzles

Adding sounds.

p +  = pink

s +  = _____

to + t = _____

sp +  = _____

Take away sounds.

~~h~~  = and

~~a~~  = _____

~~s~~  = _____

~~t~~  = _____

Changing sounds.

b + ~~e~~  = best

sn + ~~s~~  = _____

b + ~~f~~  = _____

p + ~~c~~  = _____

Name Game

Try exchanging the first sound in your name.

Try using each letter of the alphabet.

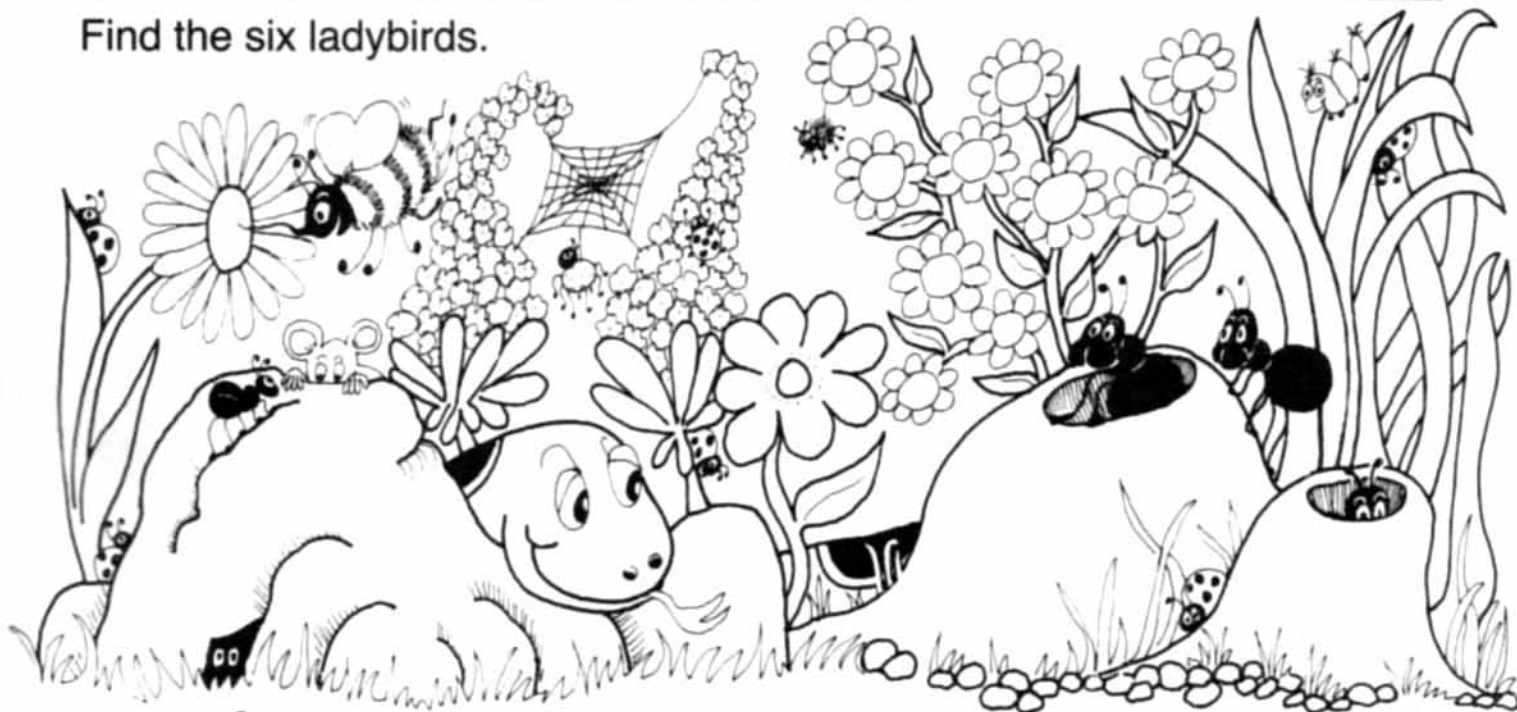
The number 6.

1 2 3 4 5 6

Count the ladybirds.



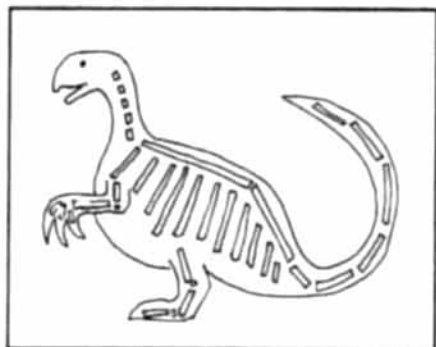
Find the six ladybirds.



six six six six

Activity

X-ray Pictures



Cut out the shape of an animal from dark paper. Use white straws to make the animal's bones.

Sheep

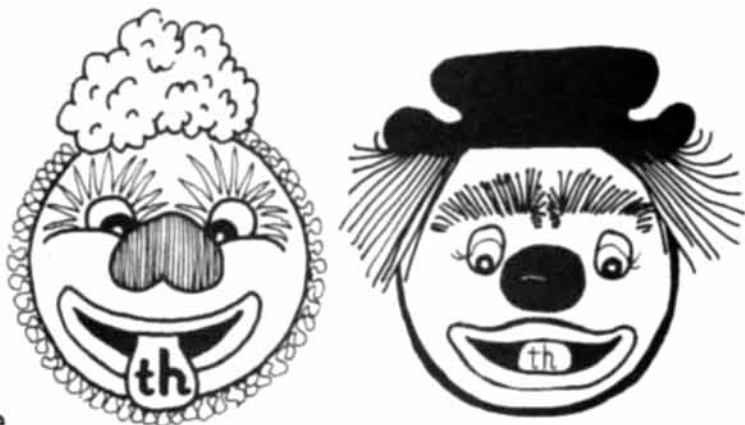
Use cotton wool and card to make some sheep.



Cut out the pieces from card. Paint the head and legs black. Stick pieces of cotton wool on the body, and a small piece on top of his head. Hang your sheep up, or make some more for a big picture.

th and th

Use two paper plates and make them into clowns faces by drawing on them or using sticky paper. Cut out a short tongue and a longer tongue from some pink paper and stick them on the clowns. Write th or th on the tongue. If you want you can make tongues that go in and out. Make a slit where the mouth is and make the tongue quite long. Slip the tongue through the slit, pull it in and out.



Further Guidance

Pages 6-11.

The child is encouraged to write the digraphs *ch*, *sh* and *th* in joined-up writing (cursive) as this will help in remembering the order in which the letters are written.

Pencil Hold.

Holds pencil correctly between thumb and first two fingers.

Page 13. Animal Anagrams.

This encourages listening for the order of sounds in words.

Pages 14, 15. Consonant Blends.

At first it is difficult to hear the individual sounds in these blends. Practice will help the recognition of them.

Pages 17, 20. Vowel Variations.

Choosing which way to write words with sounds such as *ee* and *oa* is important for spelling. This ability develops gradually. When reading try to point out words with these variations.

Page 22. Picture Sound Puzzles.

Removing, adding and changing sounds develops further the ability to hear the sounds in words. This is essential for good spelling. It is a good game to play on a car journey. For example: What is left if you take the 'p' away from 'pink' - answer: ink.

Other examples for adding or removing are:

s-ink, s-l-ink, w-ink, m-ice, t-r-ice, b-us, b-lock, f-lock, s-top, t-rain, s-nail, b-ran, s-l-it, s-t-rip, b-low, g-low, ten-t, s-tool, s-port, sh-ark, s-tar-t, her-d, s-p-in, sp-oil, c-rib, p-lay, s-mile, d-rip, s-kid, g-round, s-wing, sp-ring, f-lap, f-light.

Examples for changing sounds are:

fold/cold/told/bold/sold/hold, band/and/sand/hand, low/slow/glow/flow, bark/dark/spark/park.

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.

**Jolly
Phonics**

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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