



# Jolly Phonics Workbook 4

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 fourth group of sounds - ai, j, oa, ie, ee, or.**

pages 2-10, 15

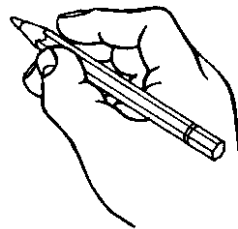
**Can sound out a digraph.**

Digraphs (such as ai, oa, ie, ee, or) have two letters but one sound. The child should say the digraph sound (such as *ai*), not the sound of each letter (so not *a-i*). It can be difficult at first. Give the child some practice with regular words such as rain, pain, wait, nail, paint.

pages 18, 21

## Writing

**Holds pencil correctly, between thumb and first two fingers.**



**Can write the fourth group of sounds - ai, j, oa, ie, ee, or.**

pages 3-10, 15

The child should be able to write the sounds after hearing them, not just by copying them. So check by calling out the sounds. Also try calling out regular words that have these digraphs: goat, boat, coat, float, road, beef, keep, need, peep, pie, die, lie, fort, sort, ford, torn, born.

**Able to write digraphs in joined-up writing (cursive).**

pages 3, 7, 9,

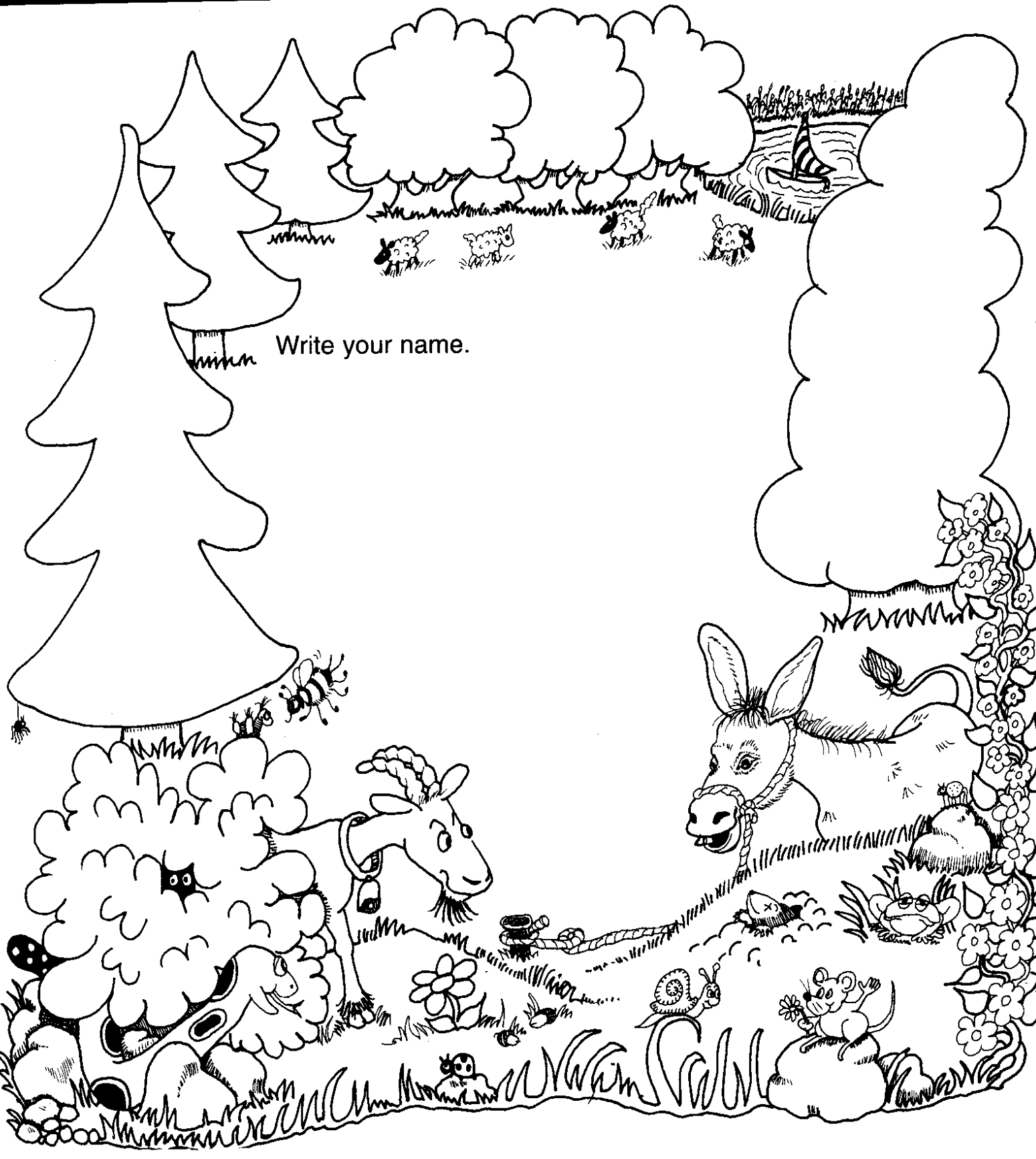
(Some schools do not use joined-up writing for young children. Check with your child's school to see what their handwriting policy is).

15, 18, 22

**Can hear the digraph sound in words.**

pages 17, 19, 21, 22

For example that the sound *ai* occurs in snail, whale and baby, but not in cat, bath or farm.

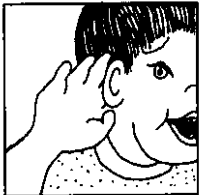
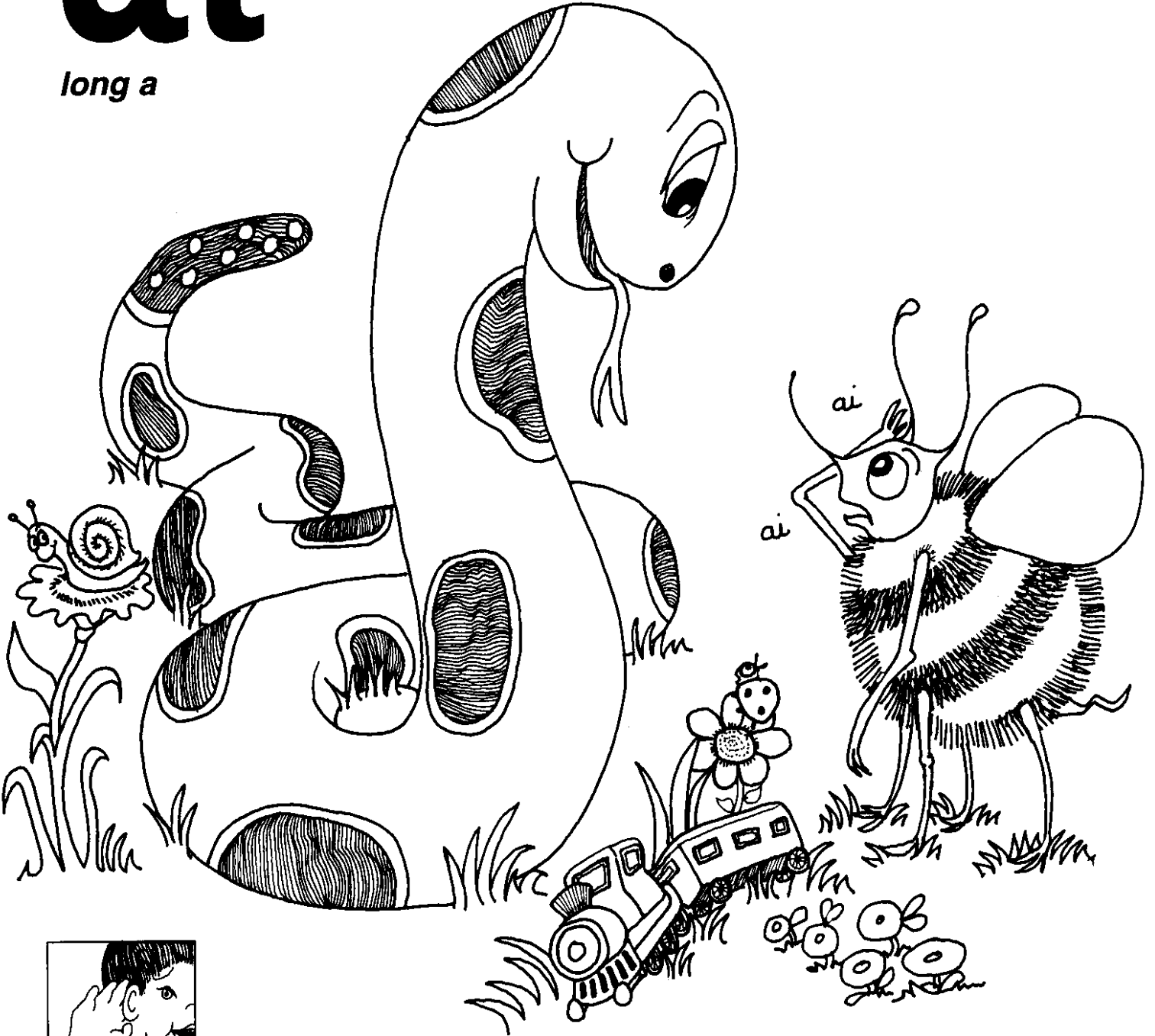


Write your name.

# ai

long a

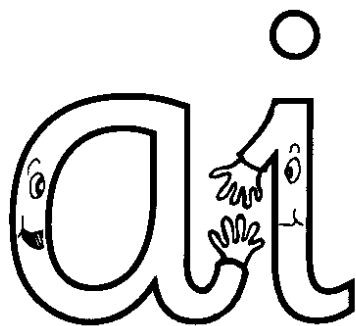
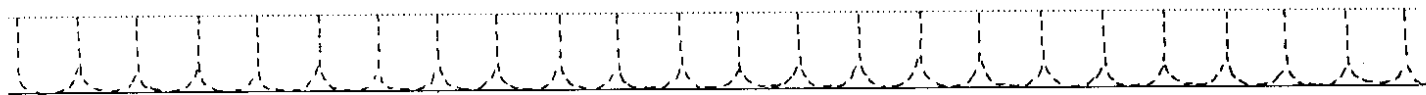
Bee puts her hand behind her ear and says *ai*.  
Snake tells her she should say pardon.



**Action:** Cup hand over ear and say *ai, ai, ai*.

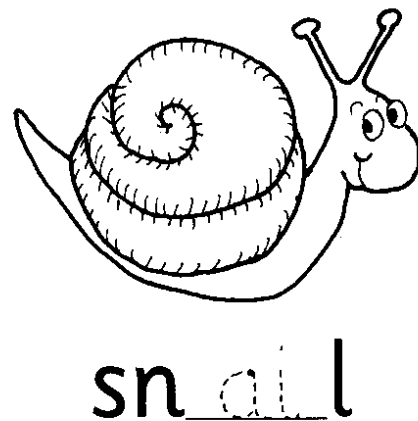
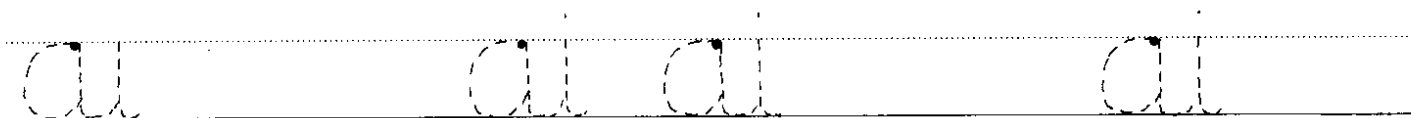
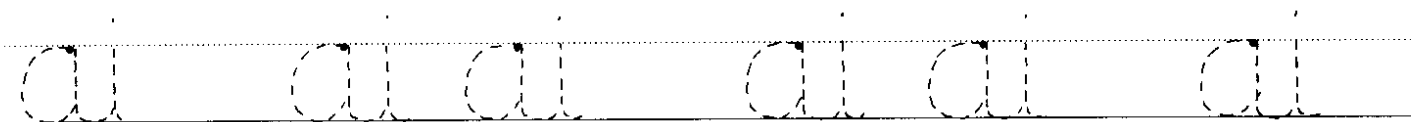
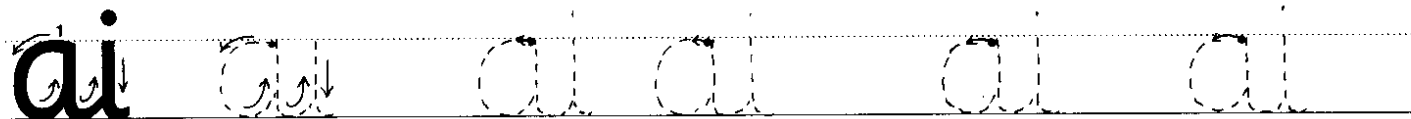


Watch out for vowels. They can use their name as well as their sound.



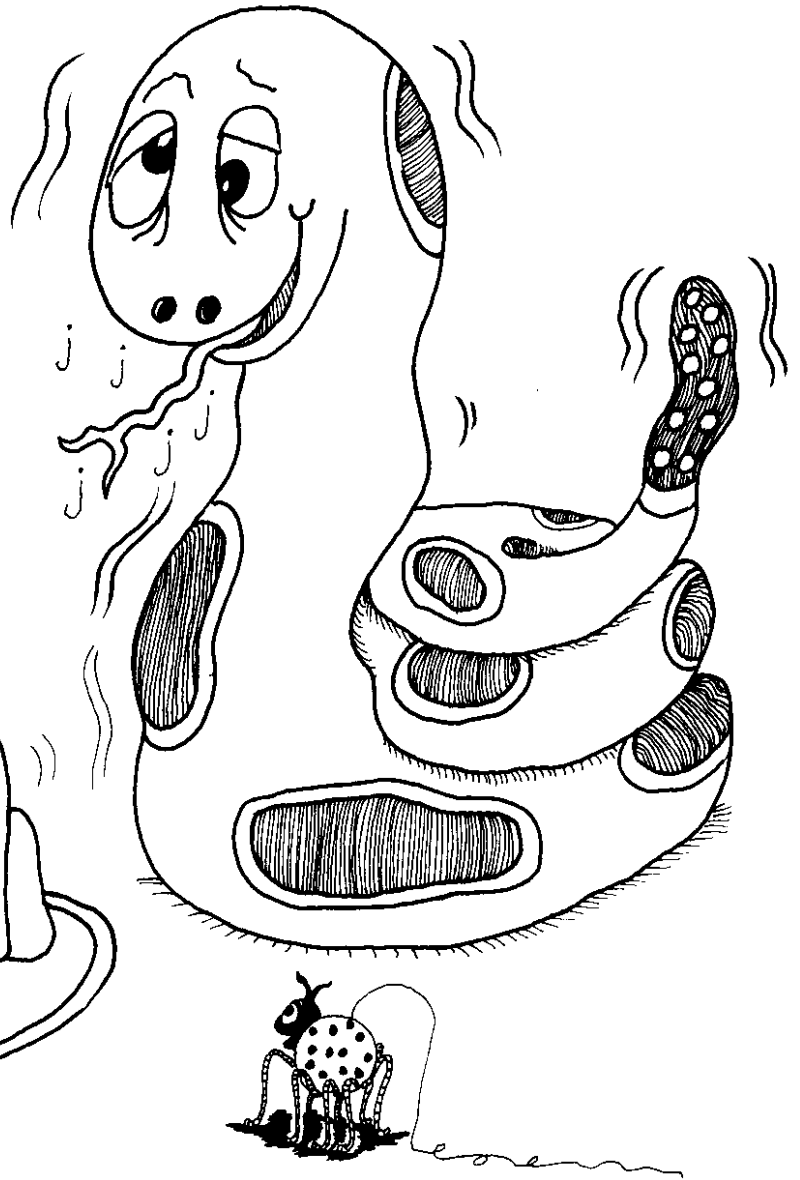
When two vowels go walking  
the **first** does the talking.

(So the spelling *ai* says the name  
of the first vowel, A.)



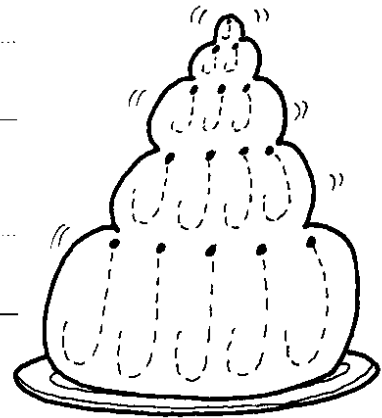
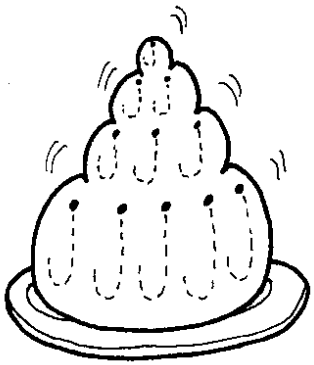
# J j

Snake pretends to be wobbling  
on a plate going *j, j, j*.



**Action:** Pretend to wobble on a plate and say *j, j, j*.

jiggle juggle

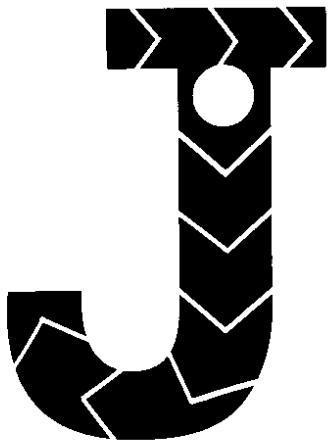


jiggle juggle

j j j j j j

j j j j j j

j j j j j j

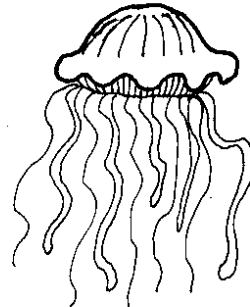


Capital



am

jellyfish

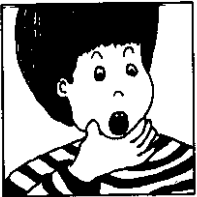


ump

J J J J J J

# oa

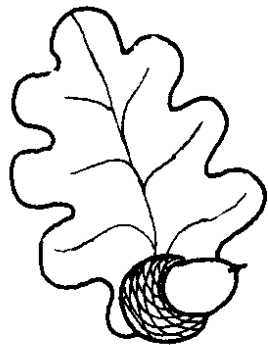
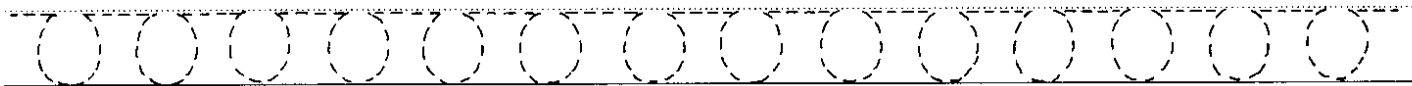
The oak tree has fallen on the goat.  
When Bee sees what has happened,  
she says oa!



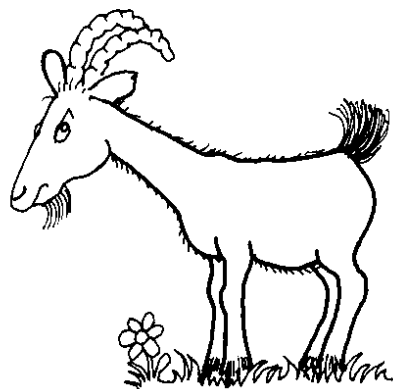
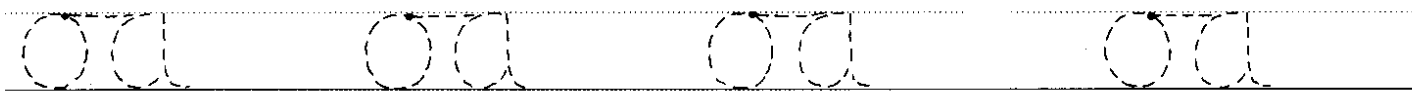
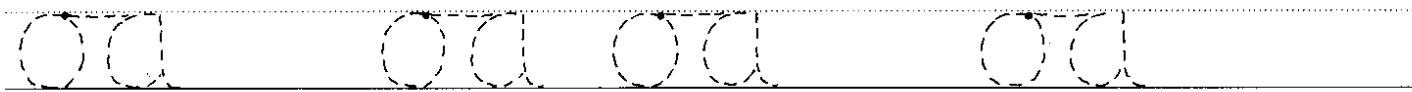
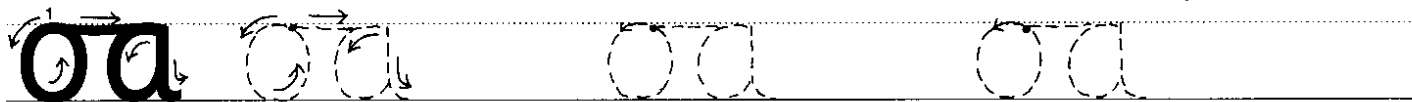
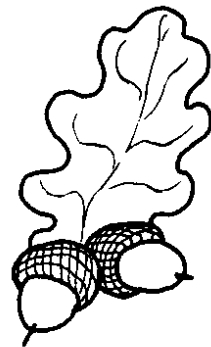
**Action:** Bring hand over mouth as if something terrible has happened and say *oh!*



In joined up writing, take the joining tail to where the next letter begins.

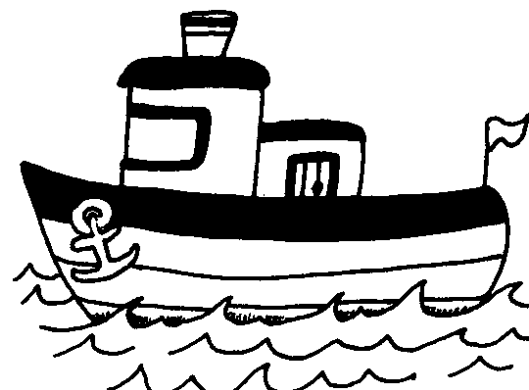
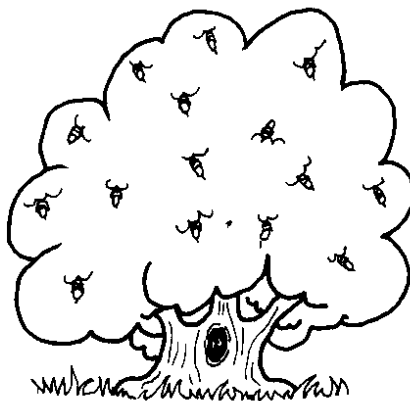


oak the goat



goat

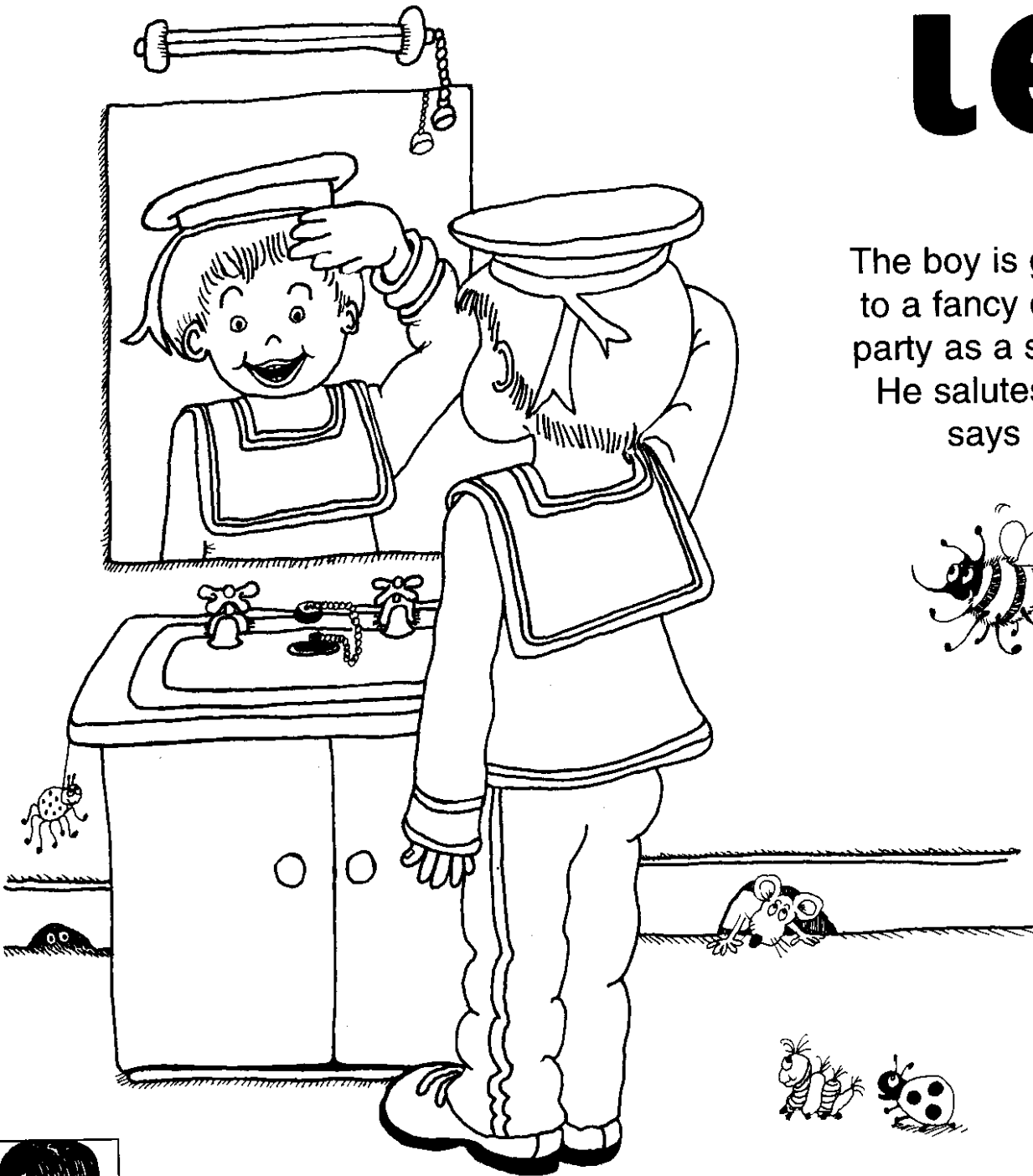
oak



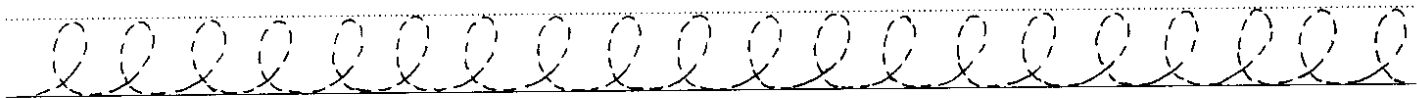
boat

# ie

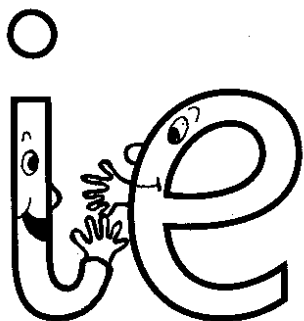
The boy is going  
to a fancy dress  
party as a sailor.  
He salutes and  
says *ie, ie*.



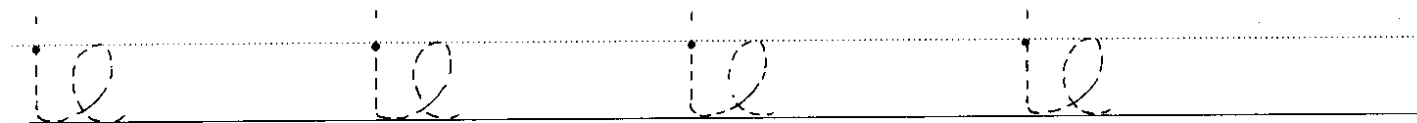
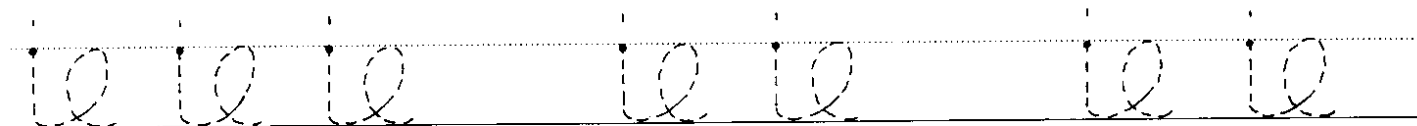
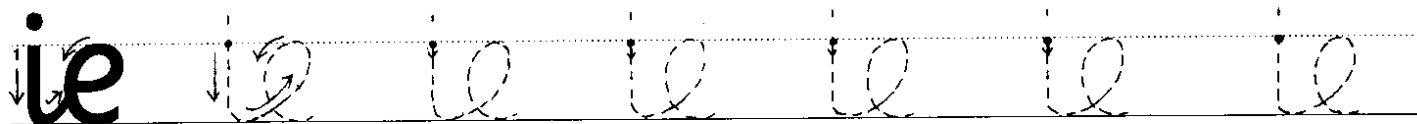
**Action:** Stand to attention and salute saying *ie, ie*.



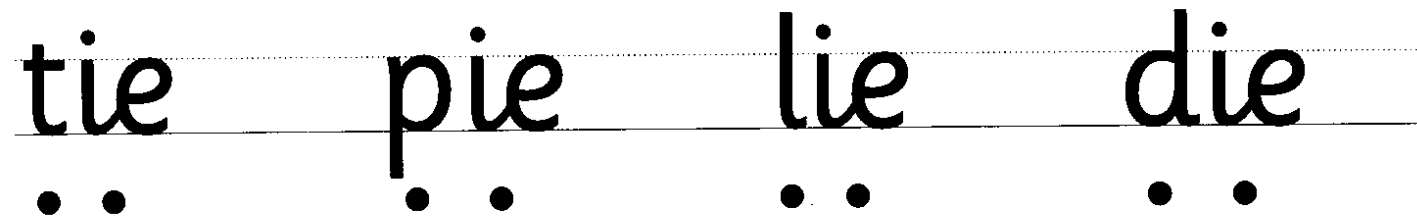
Remember...



When two vowels go walking  
the **first** does the talking.



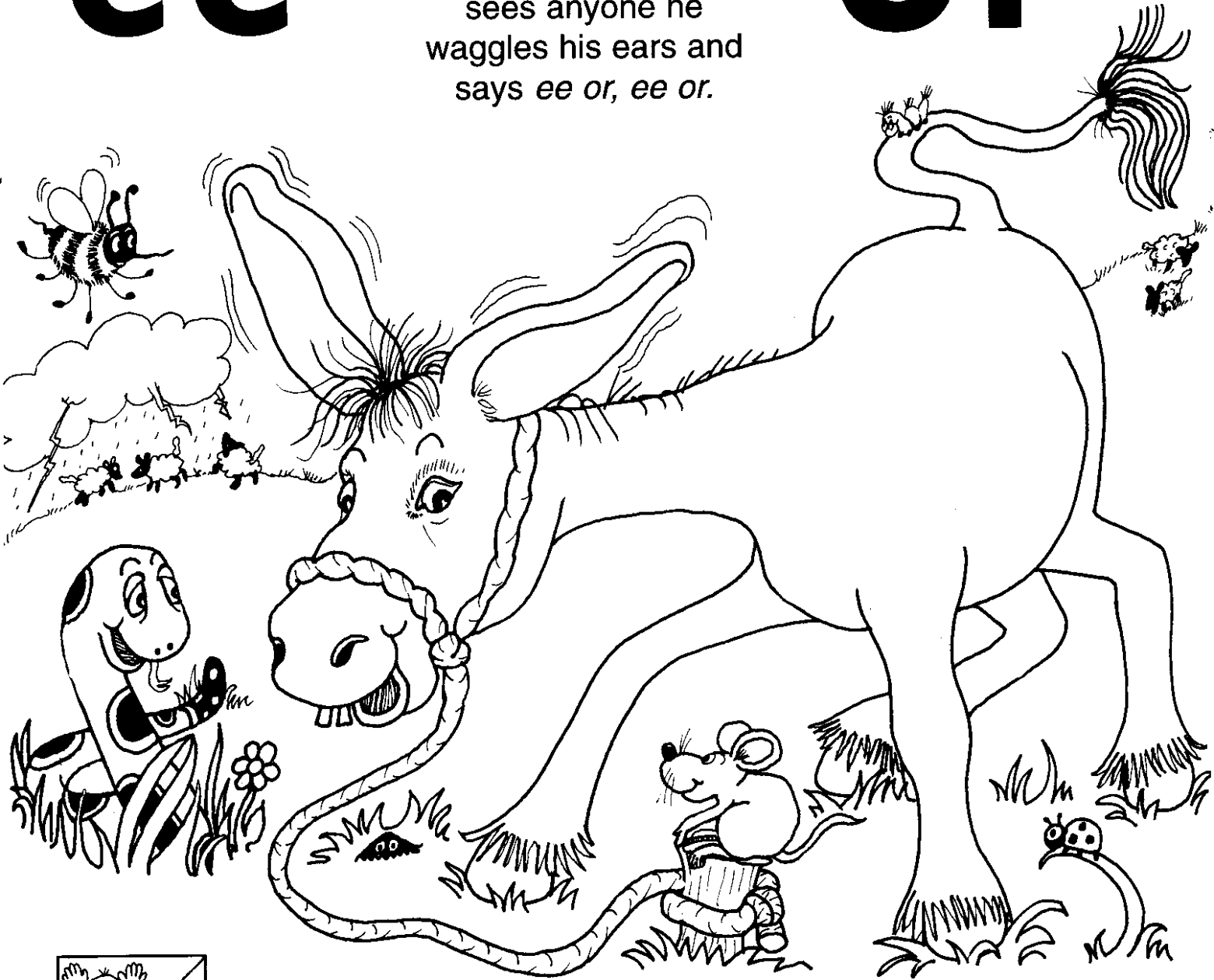
Try reading these words. The dots underneath show the number of sounds.



# ee

The donkey is very friendly. When he sees anyone he waggles his ears and says *ee or, ee or*.

# or

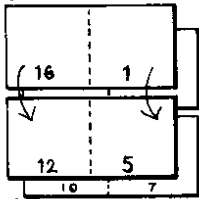


**Action:** Put hands on head as if ears on a donkey. Move them up and down as you say *eeyore, eeyore*.

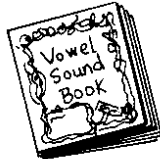
## Instructions

How to make your Sound Book.

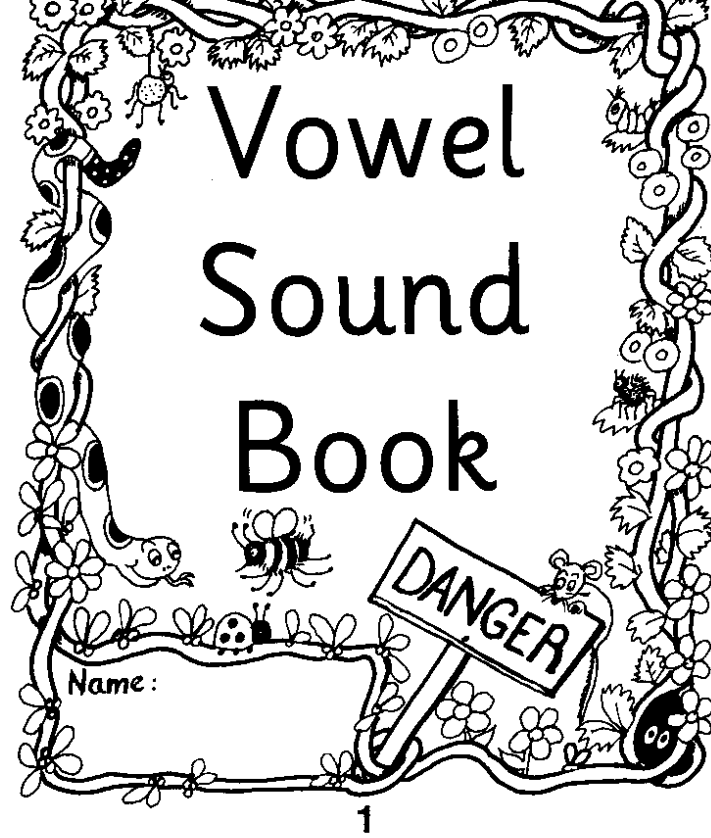
1. Take out the 2 middle pages of your workbook.
2. Cut and separate the 2 pages and place one on top of the other.
3. Cut along dotted line marked with scissors.
4. Put the 2 pieces on top of the others. Keep the title page at the front. Check your page numbers.
5. Fold to make your book.



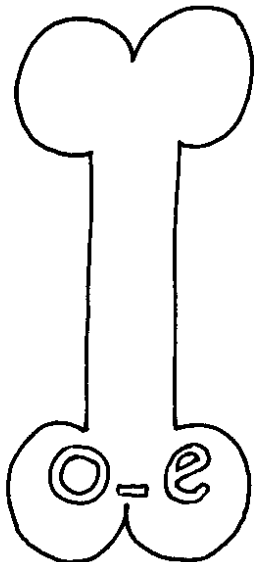
Keep the  
at the front.  
your page



16



o\_e



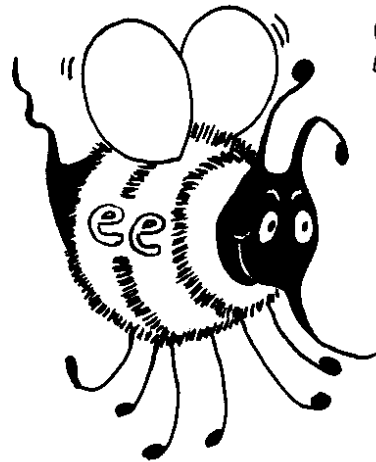
home

rope

bone

12

ee



sleep

keep

bee

5

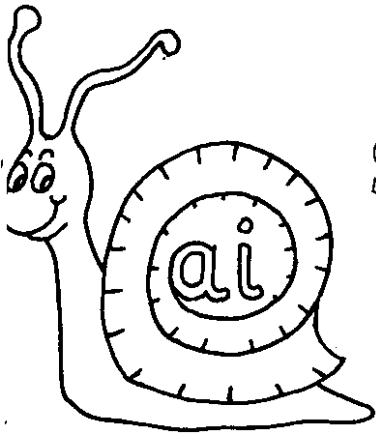
11

ai

rain

paint

snail



2

u\_e

few

cube

ew

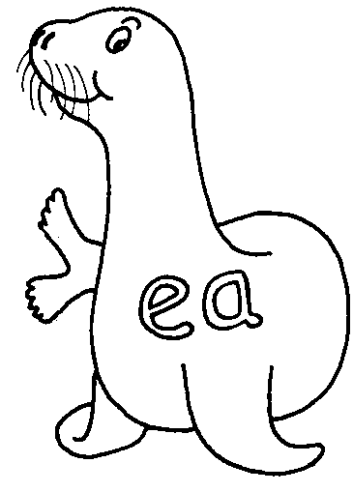
15

ea

sea

meat

seal



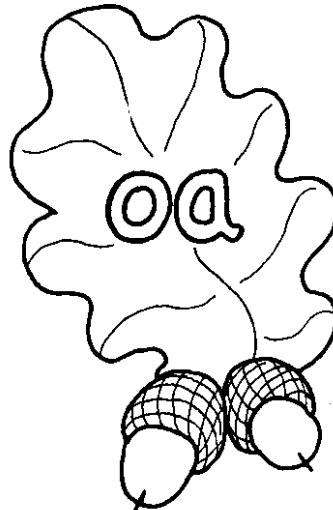
6

oa

oak

goat

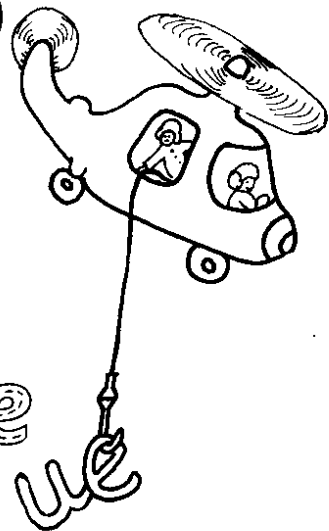
road



11



we



cue

rescue

barbecue

14

a\_e

name

cake

ate



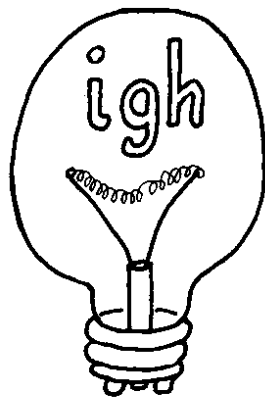
3

igh

light

right

night



10

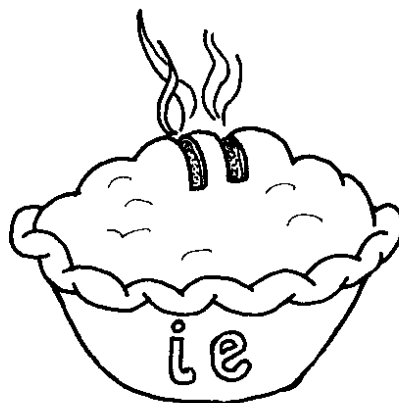
ie

pie

tie

lie

die



7

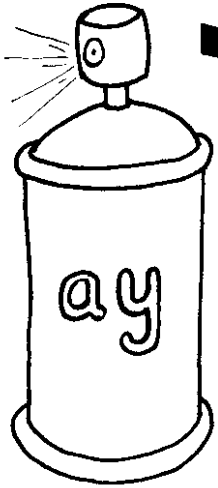
13

# ay

day

spray

pay



4

# ow

slow

snow

follow



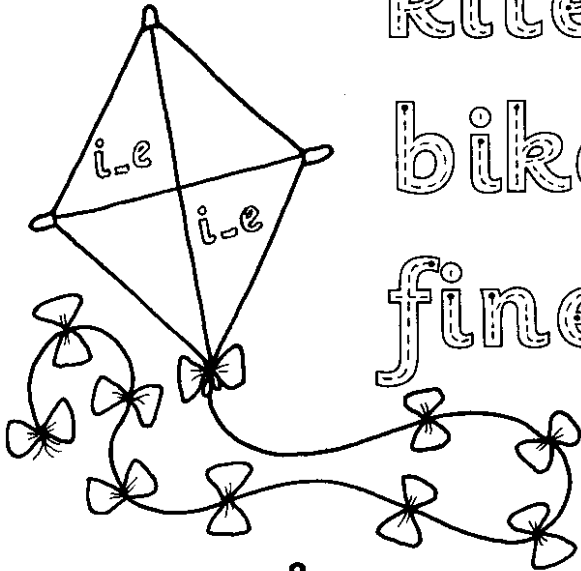
13

# i-e

kite

bike

fine



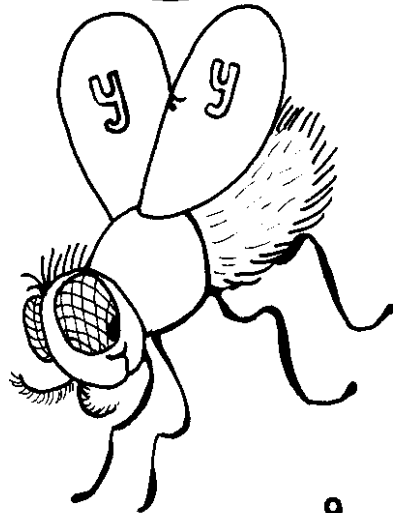
8

# y

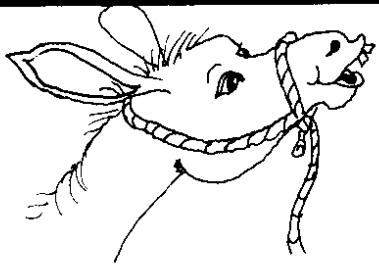
my

fly

try



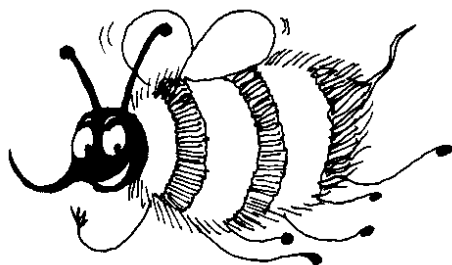
9



ee or ee or ee or

ee ee ee ee ee ee ee ee

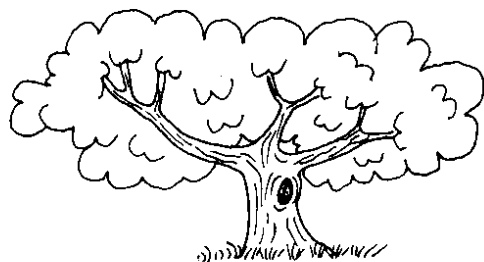
ee ee ee ee



b ee



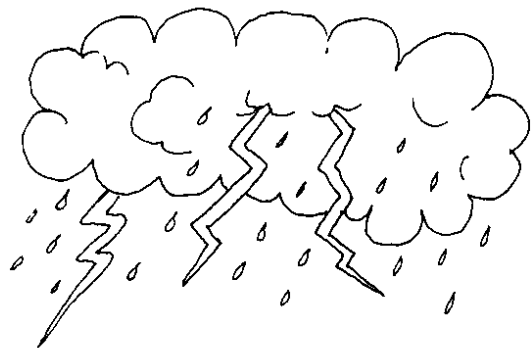
sh ee p



tr ee

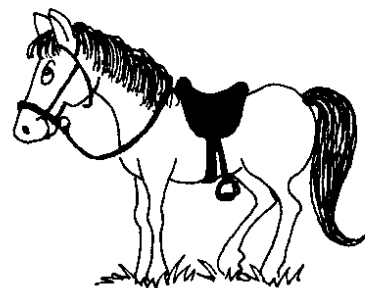
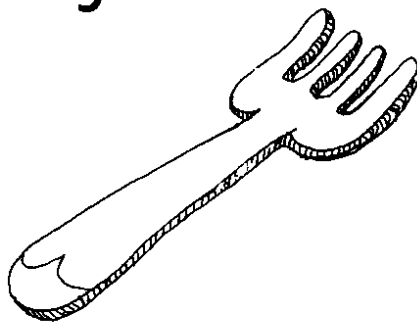
or or or or or or or

or or or or



st or m

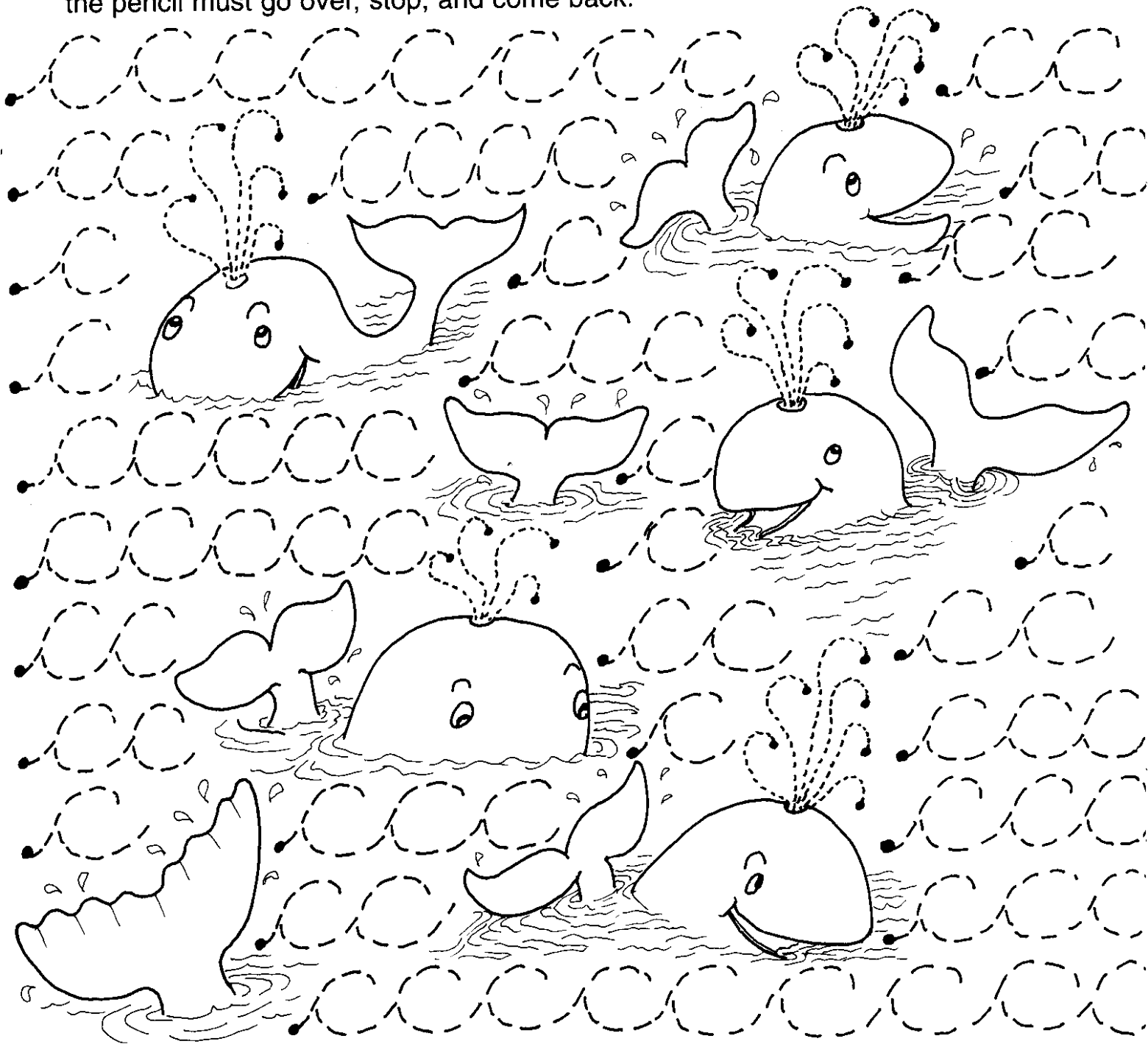
f or k



h or se

# Practice of the joined c shape.

The letters a d o g q start with the letter c.  
Joins to these letters are more difficult because  
the pencil must go over, stop, and come back.



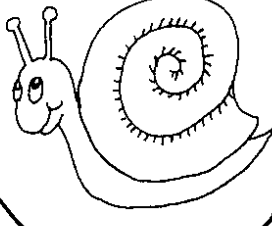
Join.

ai

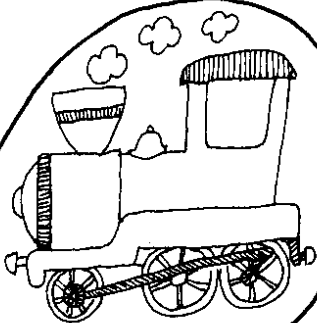
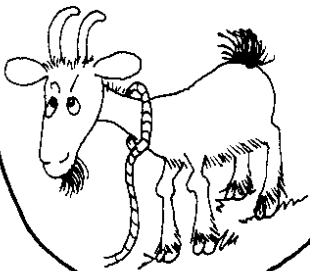
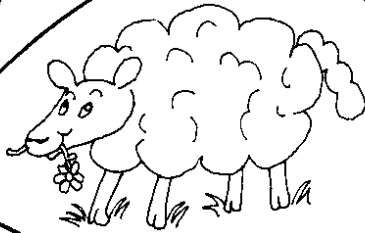
ee

ie

oa



3



Write, read and  
draw a picture.

fork

storm

corn

**or**

horse

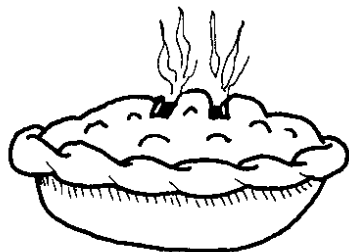
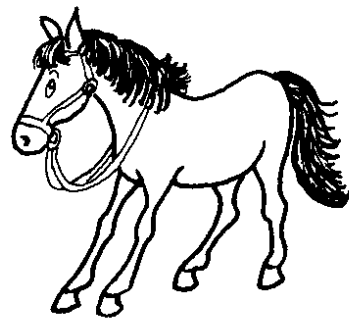
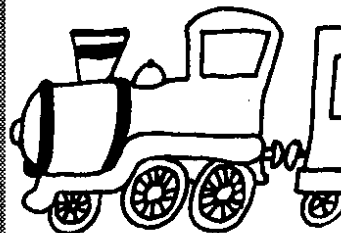
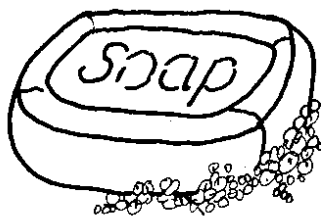
horn

fort



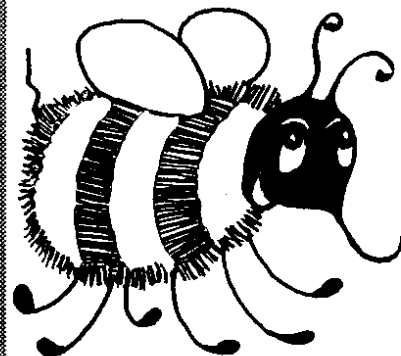
Join the pictures to the sounds.

3



ai

or

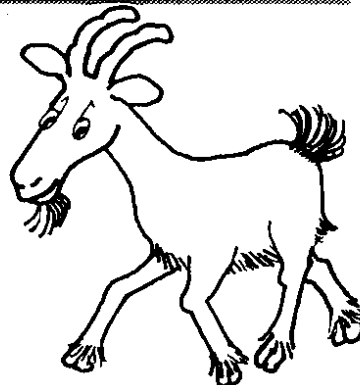
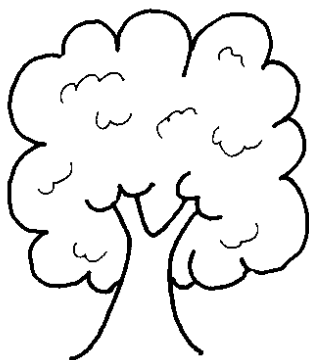
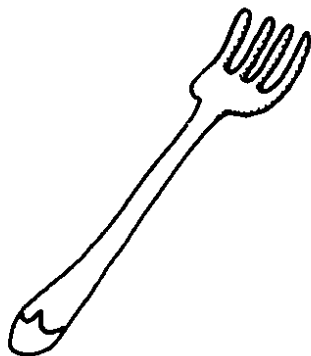


oa

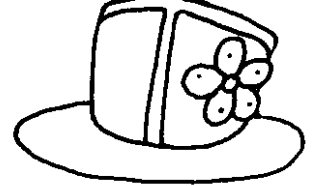


ie

ee



Some words are tricky and just have to be learned.



Have another go

**Look**  
Say the letters

Fold

**Cover**  
Try writing them.  
Fold the dotted line

Fold

**Write**  
**Check**



was

was

come

come

some

some

be

be

he

he

we

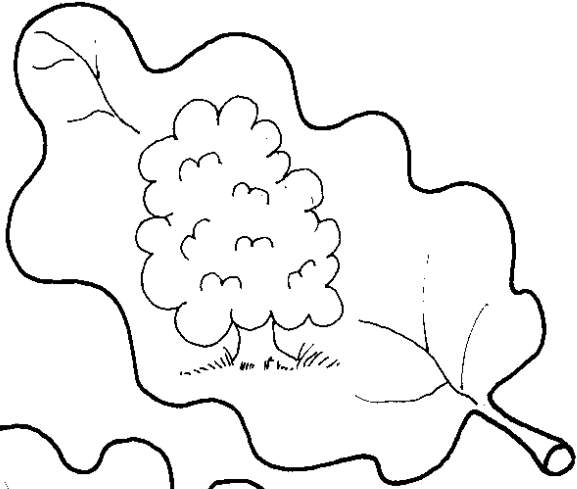
we

go

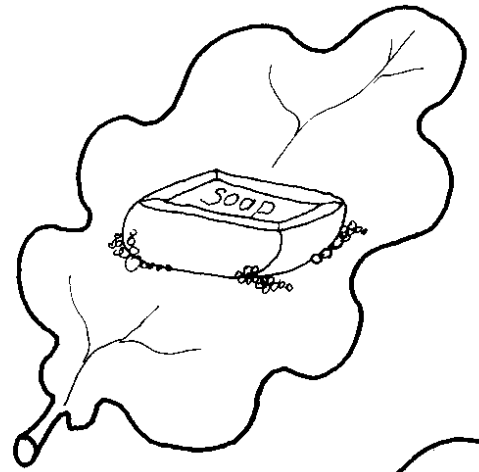
go

Tricky words are easier to remember if they are written in joined up writing.

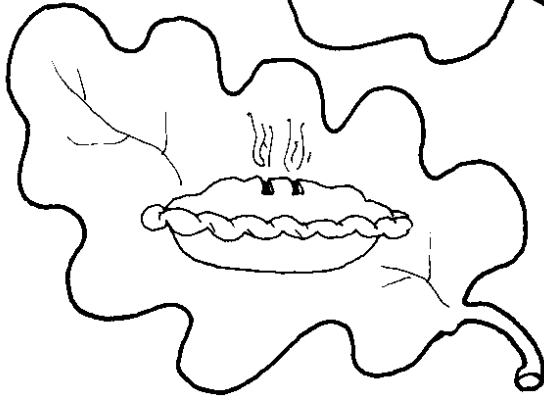
Match the words to their pictures.



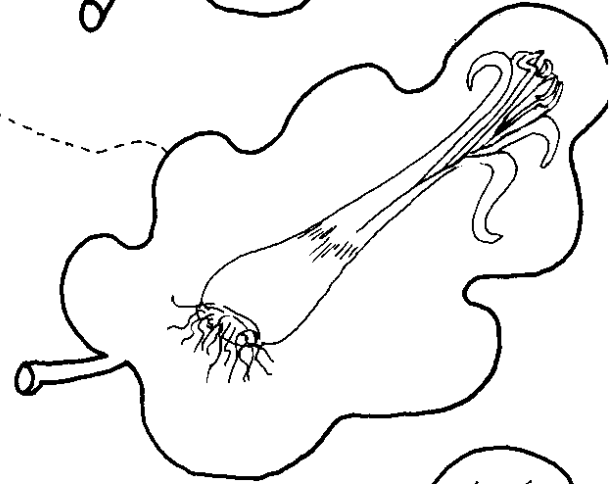
leek



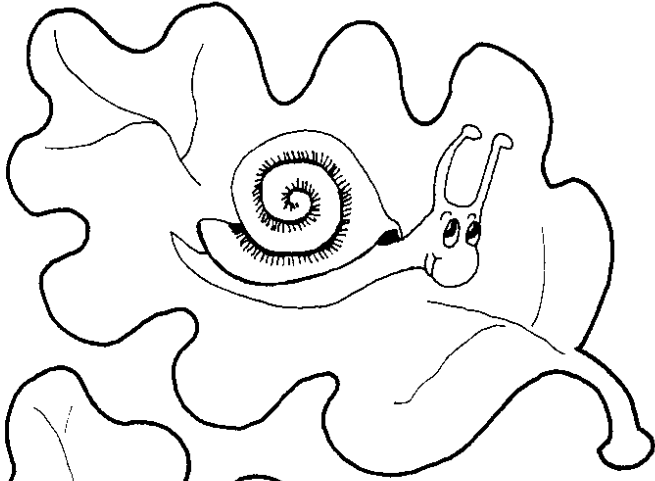
snail



lie



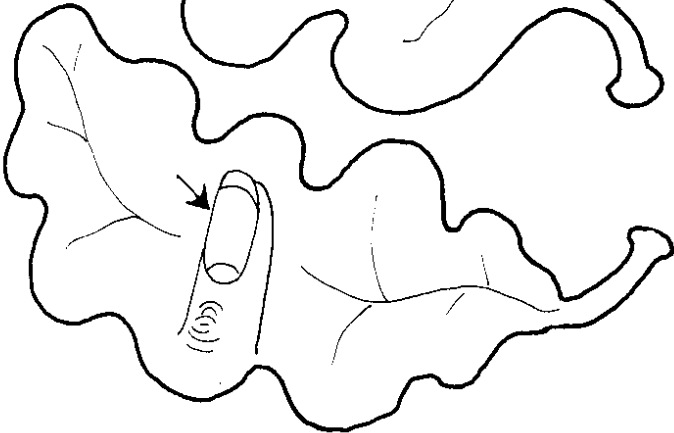
soap



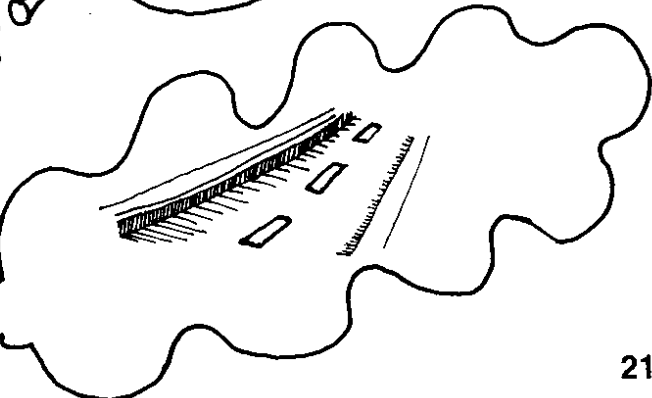
tree



road



nail



pie

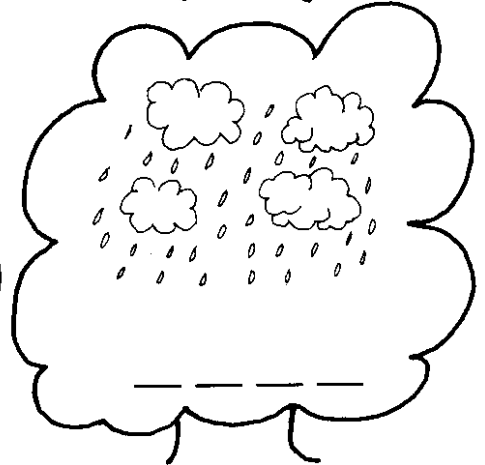
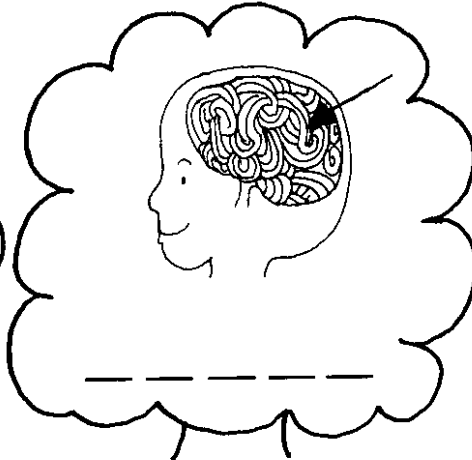
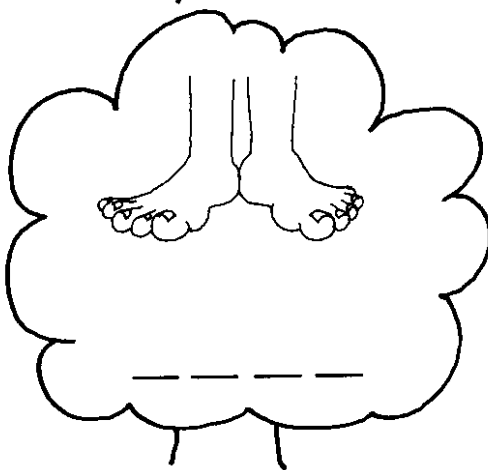
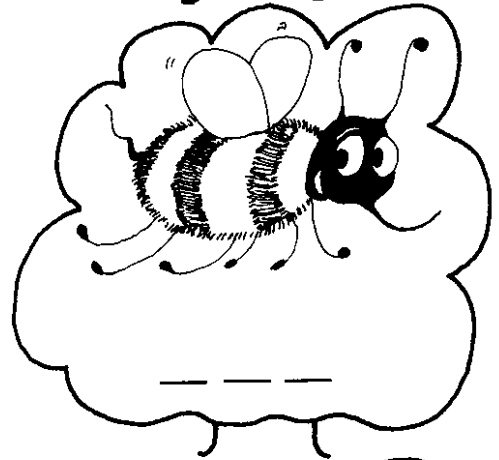
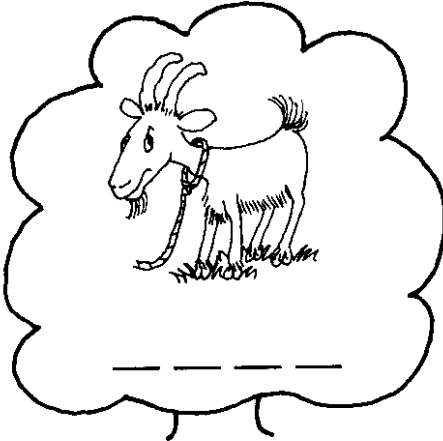
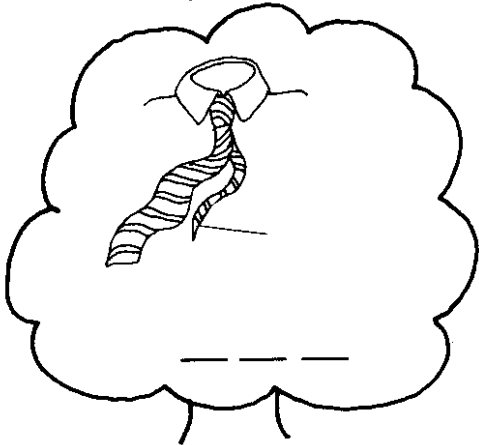
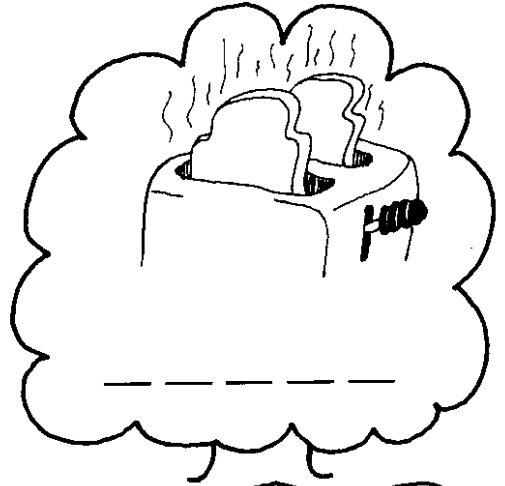
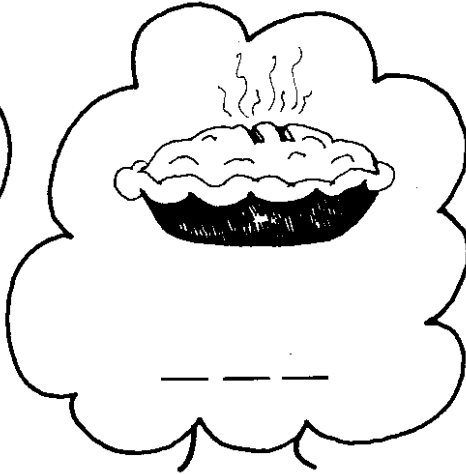
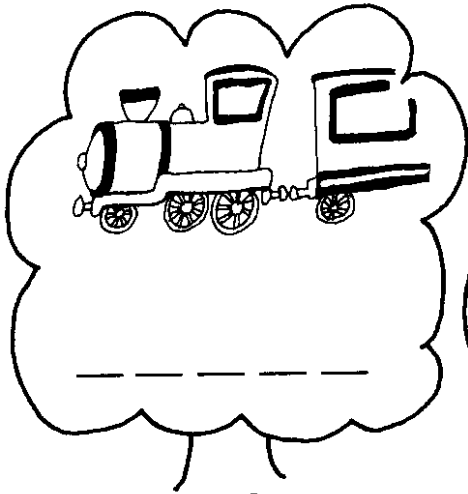
Write the words.

ai

ee

ie

oa

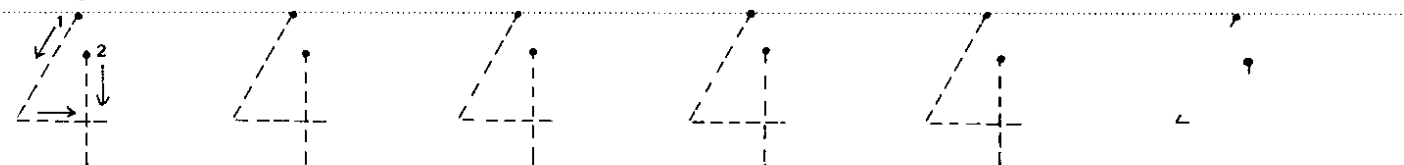
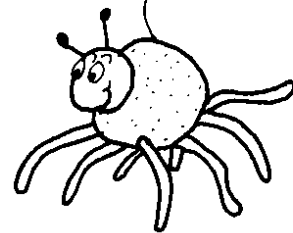
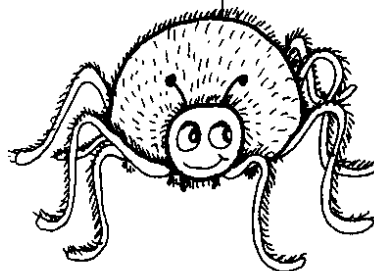
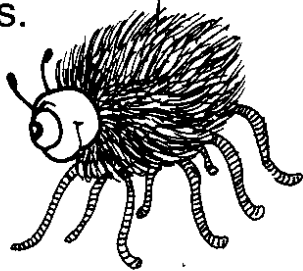
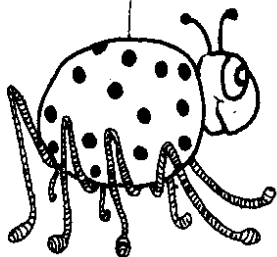


Numbers need correct formation too.

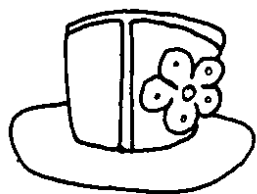
(Workbook 4 - Number 4)

1 2 3 4

Count the spiders.

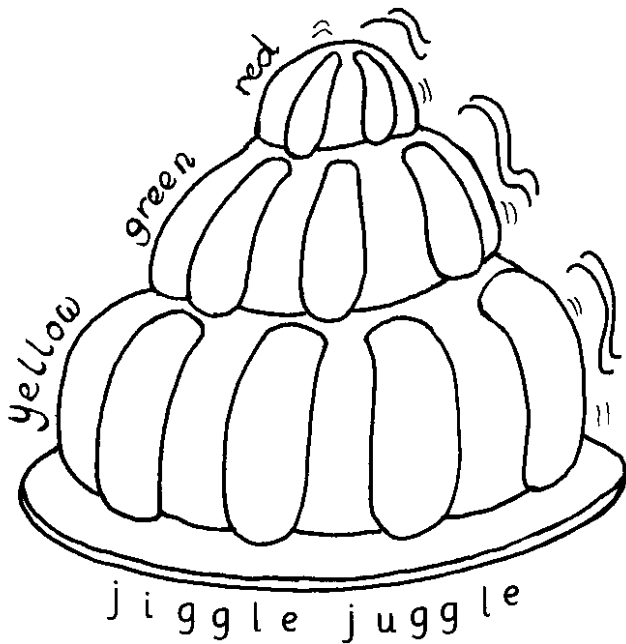


Find the 4 spiders.

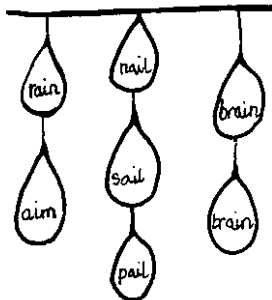


four four four

# Activity

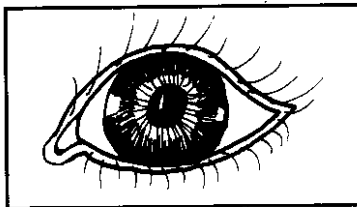


## Raindrops



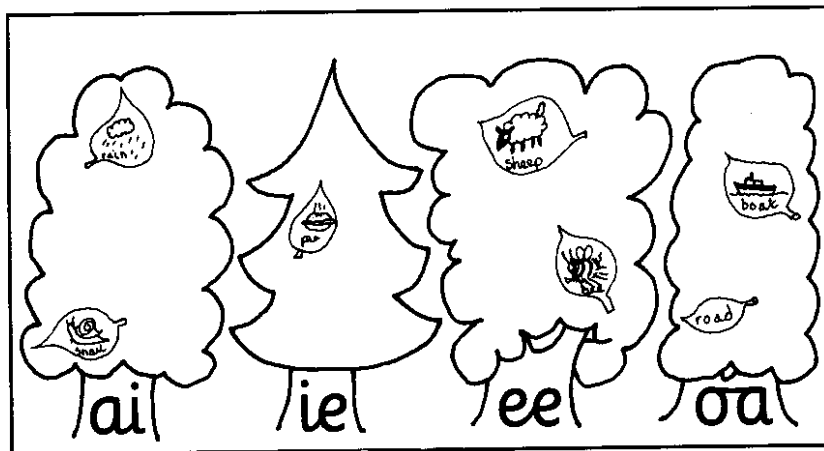
String together some paper raindrops. Write 'ai' words on them (rain, sail, train, brain).

## EYES



Look carefully at someone's eye. Draw a picture.

Make your own vowel forest.



Cut out large tree shapes and stick them on a big piece of paper. Find words or pictures with the different vowel sounds and stick them on the correct tree.



### **Pages 2-10. Sounds.**

Learning the sounds is the first step in reading. In this book the digraph sounds (*ai* as in aim, *oa* as in oak, etc) are introduced, which are quite different from the short vowel sounds (*a* as in at, *o* as in on, etc).

### **Pages 3, 7, 9, 15. Joined-up (cursive) writing.**

The digraphs have been joined as an introduction to joined-up (cursive) writing. Joining will help in remembering the order of the two letters in each digraph.

### **Pages 3, 9, 11-14. Vowels.**

Vowels are introduced as a group of sounds that need to be used with care, especially when there are two of them together.

### **Pages 3, 9. When two vowels go walking the first does the talking.**

The complexities of English spelling are made easier with a few simple rules of which "When two vowels go walking the first does the talking" is one. Examples of this rule are rain, green, leaf, tie, coat, toe and cue. Although this rule has exceptions it is useful at the early stages.

### **Pages 11-14. Vowel Sound Book.**

The child has first been introduced to one way of writing each of the vowels. Now, some alternative ways are shown on these pages, which can be pulled out and made into a Vowel Sound Book. (For example that the *ai* sound can also be written *a-e* or *ay*).

### **Page 16. Handwriting Practice.**

The join to the letters that begin with a 'c' shape (a, d, o, g, q) is one of the most difficult because the pencil must stop and then come back to form the letter.

### **Page 18. Word Families.**

Recognizing word families and rhymes helps with reading and writing.

### **Page 20. Tricky Words.**

Some words have irregular spelling that just has to be learned. The words on this page can be learned by the "LOOK, COVER, WRITE and CHECK" method. Notice that the child is encouraged to write the tricky word all in joined-up (cursive). Spellings are remembered better when words are written in joined-up writing. Only encourage this if your school has an early joined-up (cursive) policy.

# 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**

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