

# Jolly Phonics Workbook 4

ai j oa ie ee or

Sue Lloyd and Sara Wernham Illustrated by Lib Stephen



# 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

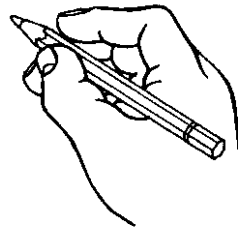
**Can sound out a digraph.**

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.**

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.

pages 3-10, 15

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

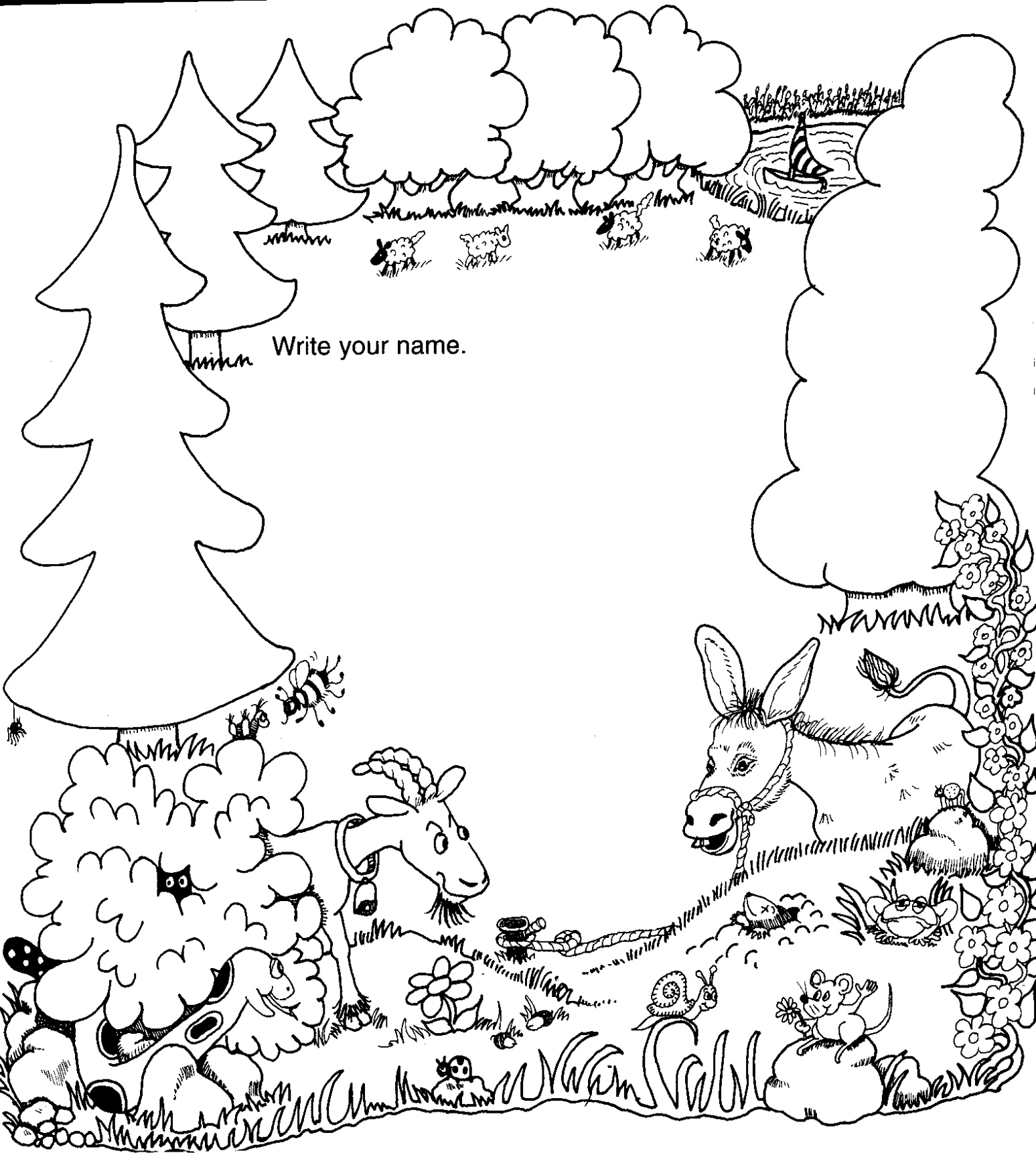
(Some schools do not use joined-up writing for young children. Check with your child's school to see what their handwriting policy is).

pages 3, 7, 9,  
15, 18, 22

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

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

pages 17, 19, 21, 22

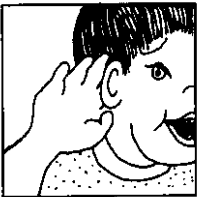
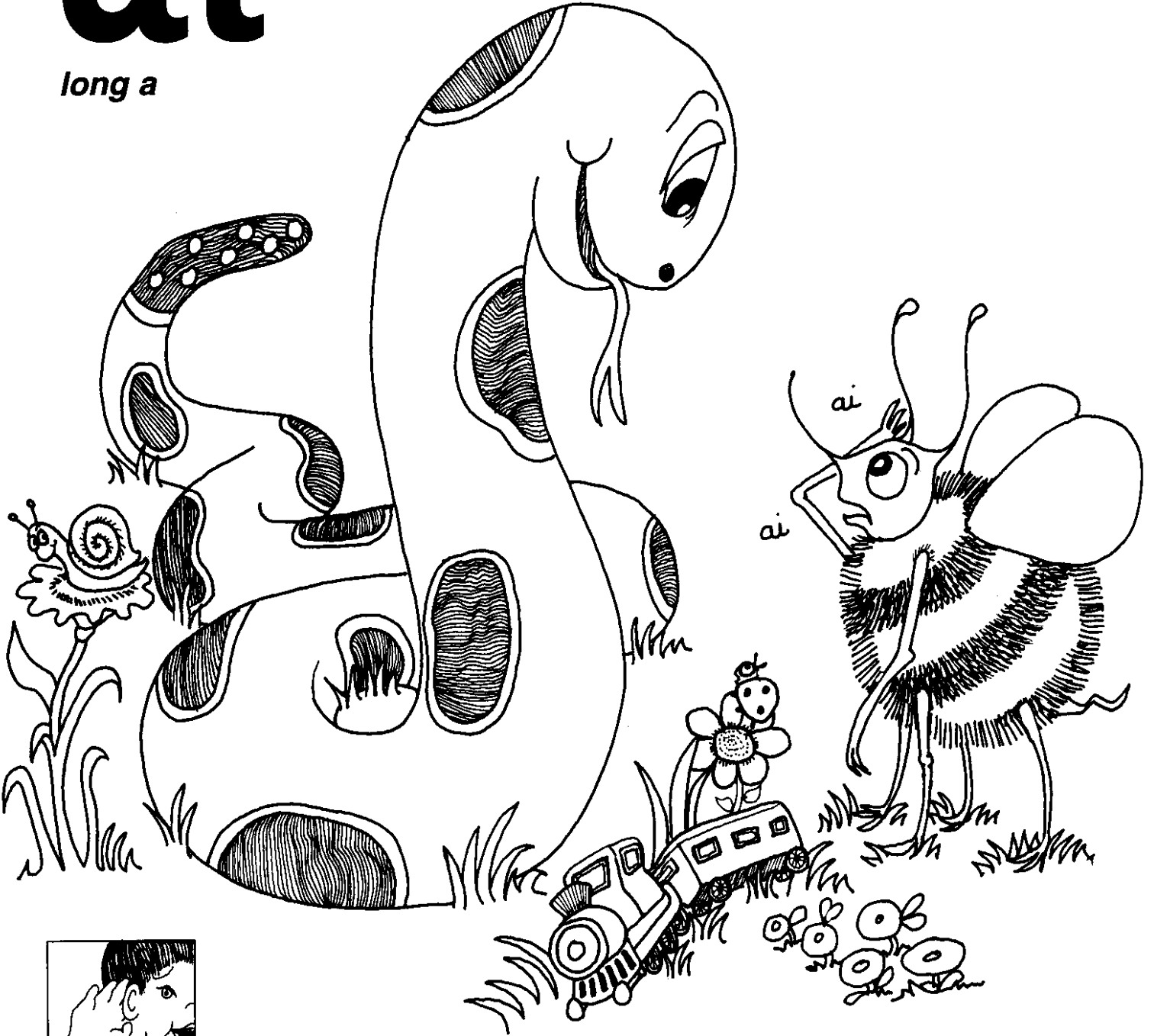


Write your name.

# ai

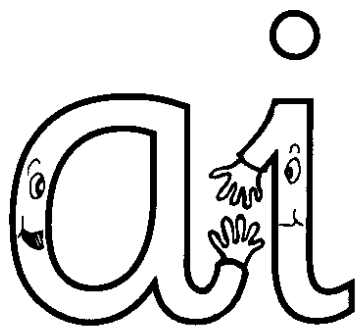
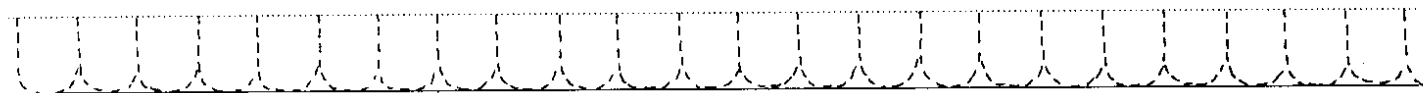
long a

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



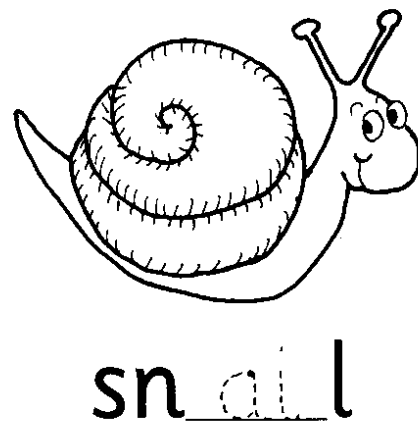
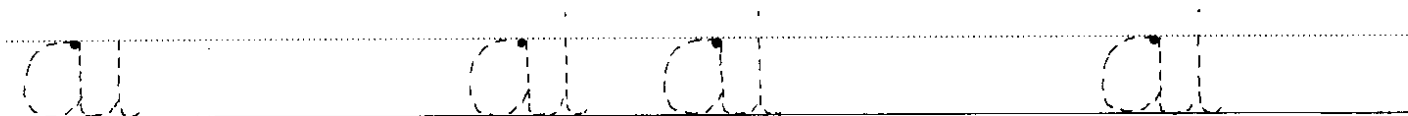
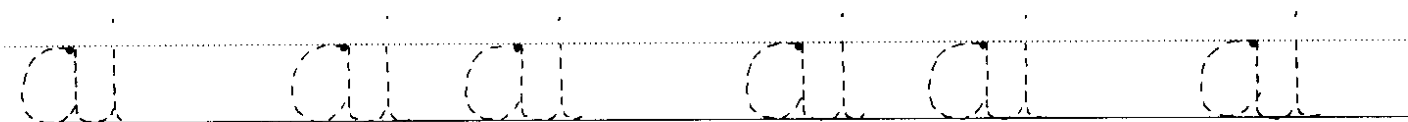
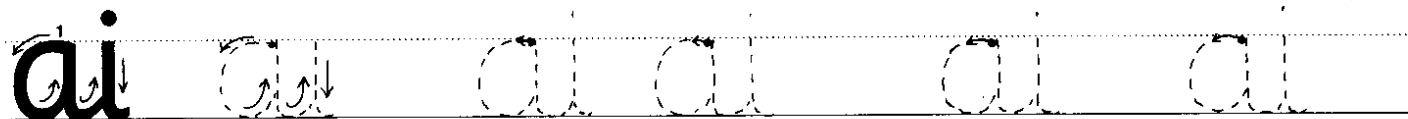
**Action:** Cup hand over ear and say *ai, ai, ai*.

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



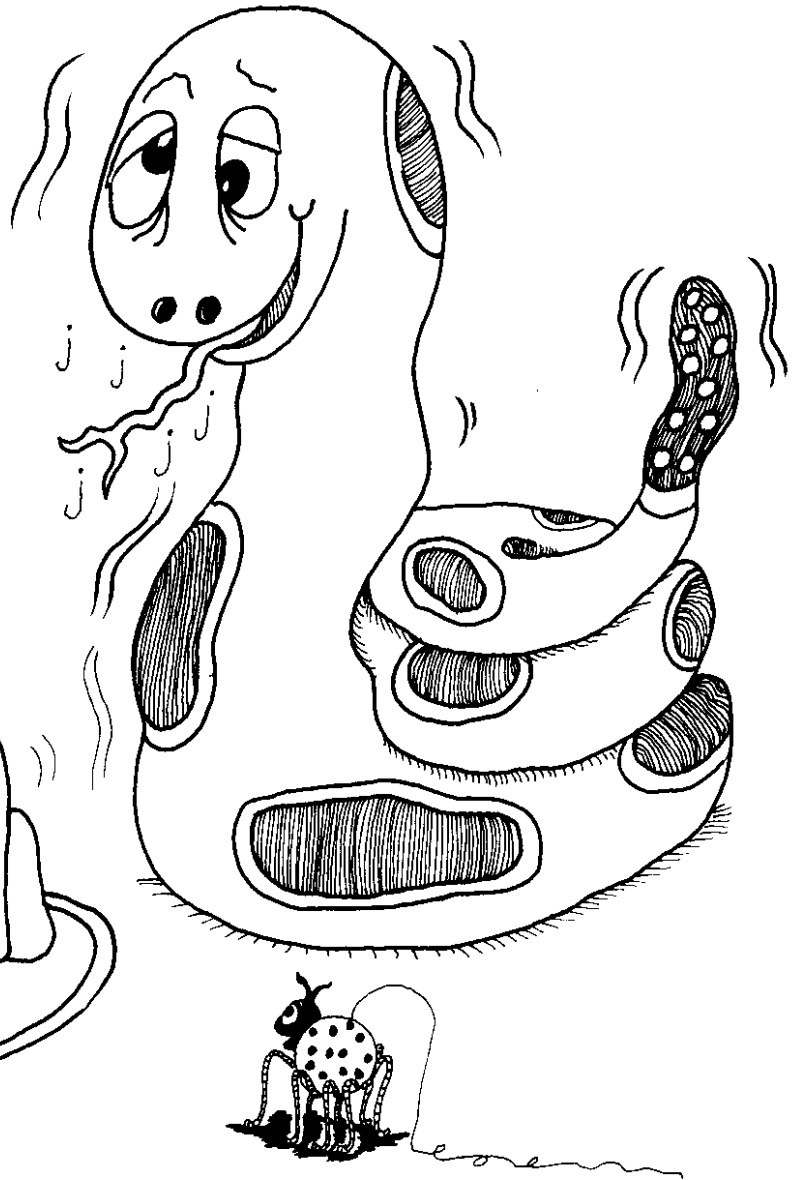
When two vowels go walking  
the **first** does the talking.

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



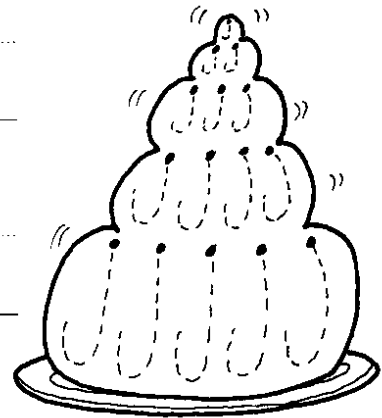
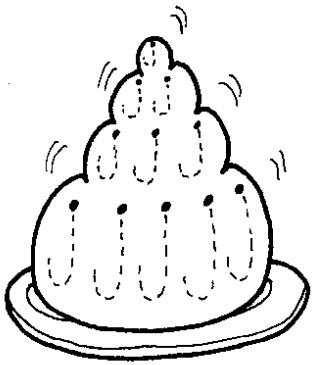
# J j

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

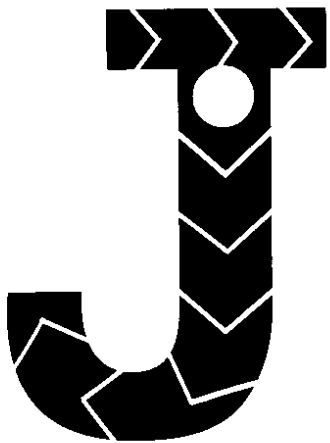


jiggle juggle

j j j j j j

j j j j j j

j j j j j j

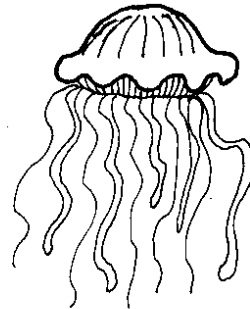


Capital



am

jellyfish



ump

J J J J J

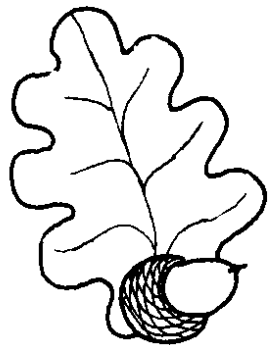
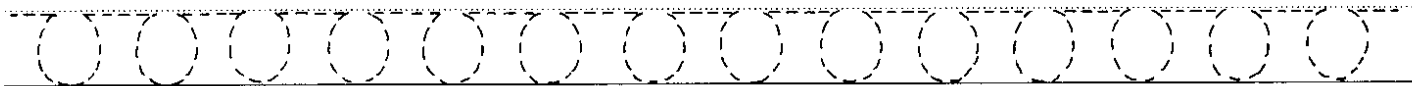
# oa

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

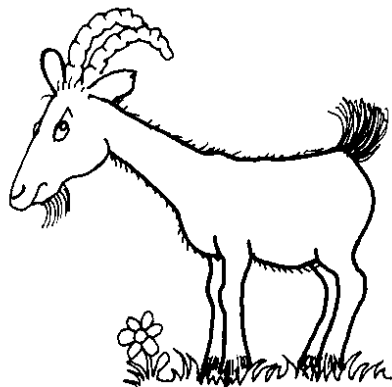
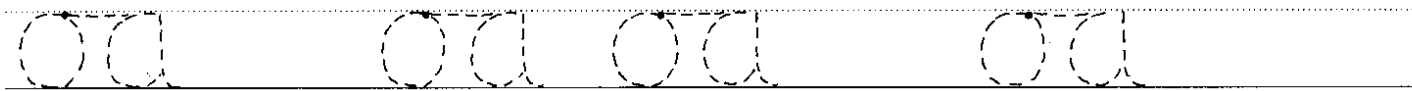
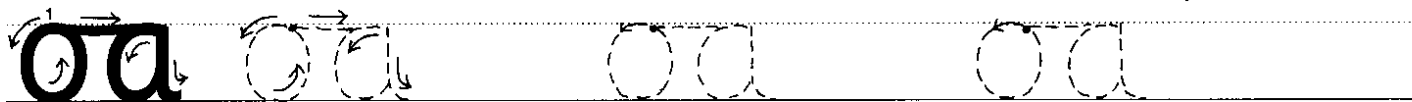
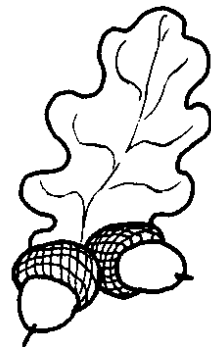


**Action:** Bring hand over mouth as if something terrible has happened and say *oh!*

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

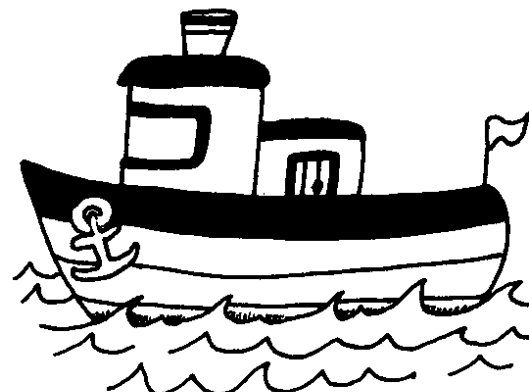
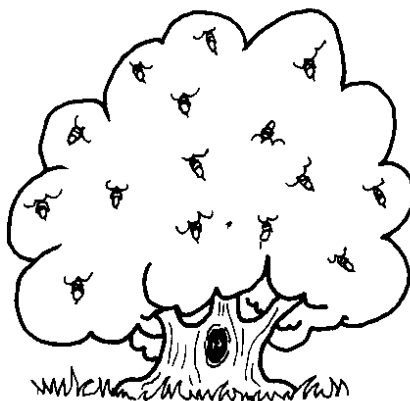


oak the goat



goat

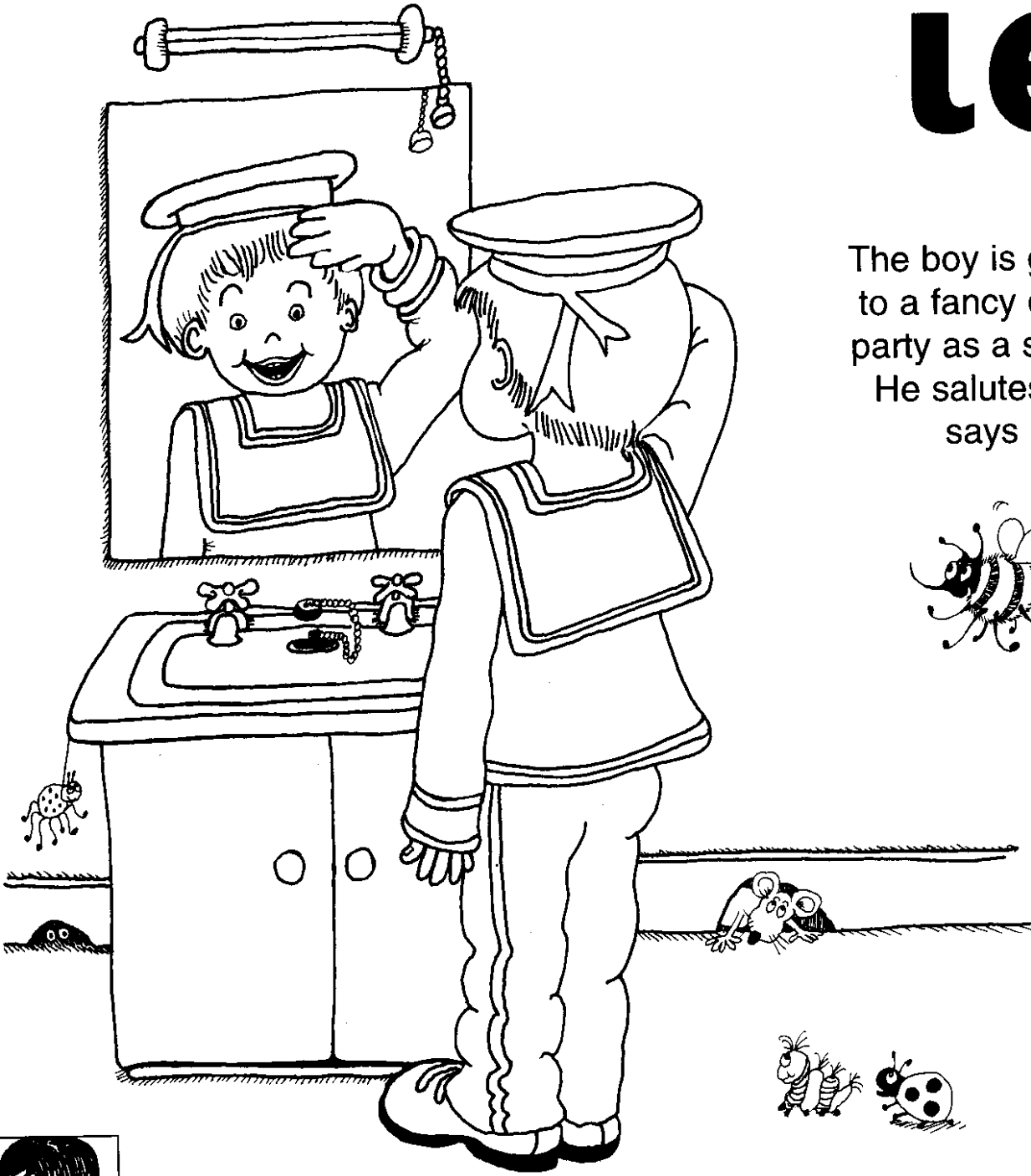
oak



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*.