Jolly Songs

The Jolly Songs have been developed to support learners as they practice the 42 letter sounds of the English language. Learners enjoy rehearsing letter sounds by singing along to these familiar tunes with the accompanying actions. Regular practice of these songs will assist with memory retention and recall through a fun and engaging activity.

- Songs support a multisensory approach to learning
- Actions help students to recall the sound and the story it teaches
- All the songs contain an opportunity to practice the sound they are linked to
- Each song is based on tunes that are familiar to the teacher.
- The songs are simple and short to allow children to learn them quickly
- Beyond Ourselves have adjusted some lyrics to better fit a Zambian Context
- You can hear the Jolly Songs (with the original lyrics) on the Jolly Lessons App (available through Play Store)

<table>
<thead>
<tr>
<th>/s/</th>
<th>/a/</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tune: The Farmer in the Dell</strong></td>
<td><strong>Tune: Skip to my Lou</strong></td>
</tr>
<tr>
<td>The snake is in the grass.</td>
<td>/a/-/a/! Ants on my arm (x3)</td>
</tr>
<tr>
<td>The snake is in the grass. <strong>/s/! /s/!</strong></td>
<td>They're causing me alarm.</td>
</tr>
<tr>
<td><strong>Action:</strong> Move your hand in an s shape, like a snake. Say ssssss.</td>
<td><strong>Action:</strong> Use your hand to brush ants off your arm. Say a, a, a.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/t/</th>
<th>/i/</th>
</tr>
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<tbody>
<tr>
<td><strong>Tune: The Muffin Man</strong></td>
<td><strong>Tune: Hickory Dickory Dock</strong></td>
</tr>
<tr>
<td>When I watch the tennis game, <strong>/t/-/t/-/t/, /t/-/t/-/t/</strong>.</td>
<td>A mouse got into my house</td>
</tr>
<tr>
<td>When I watch the tennis game, my head goes back and forth.</td>
<td>A mouse got into my house.</td>
</tr>
<tr>
<td><strong>Action:</strong> Move your head from side to side as if you are watching a tennis game. Say t, t, t.</td>
<td><strong>Action:</strong> Pretend your fingers are whiskers. Wiggle them at the end of your nose. Say i, i, i.</td>
</tr>
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<table>
<thead>
<tr>
<th>/p/</th>
<th>/n/</th>
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<tr>
<td><strong>Tune: The Wheels on the Bus</strong></td>
<td><strong>Tune: Skip to my Lou</strong></td>
</tr>
<tr>
<td>Puff out the candle and go to bed, <strong>/p/-/p/-/p/, /p/-/p/-/p/,</strong></td>
<td>Hear the aeroplane, /nnn/!</td>
</tr>
<tr>
<td>Puff out the candle and go to bed. Puff! Puff! Puff!</td>
<td>Hear the aeroplane, /nnn/!</td>
</tr>
<tr>
<td><strong>Action:</strong> Pretend your finger is a candle. Hold it in front of your mouth then blow it out. Say p.</td>
<td><strong>Action:</strong> Pretend you are a plane and hold your arms out at your sides. Say nnnnn.</td>
</tr>
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</table>
### Group 2:

<table>
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<tr>
<th>Sound</th>
<th>Tune</th>
<th>Phrase</th>
<th>Action</th>
</tr>
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<tbody>
<tr>
<td>/c/</td>
<td>Tune: She’ll be coming round the Mountain</td>
<td>The crab pinched Kabwe’s toes, /c/-/c/-/c/ (x 2)</td>
<td>Imagine that you are a crab and click your claws above your head. Say ck, ck, ck.</td>
</tr>
<tr>
<td>/k/</td>
<td></td>
<td>The crab pinched Kabwe’s toes... The crab pinched Kabwe’s toes, /c/-/c/-/c/</td>
<td></td>
</tr>
</tbody>
</table>

### Group 3

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<tbody>
<tr>
<td>/g/</td>
<td>Tune: Jimmy Crack Corn</td>
<td>The water gurgles out the jug. The water gurgles out the jug. The water gurgles out the jug with a /g/</td>
<td>Pretend to pour a bottle of water and make a glugging noise. Say g, g, g.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>/g/ /g/ /g/ /g/ /g/ /g/</td>
<td></td>
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### Group 4

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>/u/</td>
<td>Tune: Skip to My Lou</td>
<td>/u/, /u/, /u/, /u/, /u/, /u/, /u/, up go umbrellas. /u/, /u/, /u/, /u/, /u/, /u/, /u/, up go umbrellas. When it starts to rain!</td>
<td>Keep one hand steady and raise the other, as if raising an umbrella. Say u, u, u, u.</td>
</tr>
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<tr>
<td>/f/</td>
<td>Tune: Old MacDonald</td>
<td>Playing football with my friends, the football hit a rock. It got a hole, the air came out. /fffffff/</td>
<td>Move your palms gently toghether as if you are holding a deflating ball. Say fffffff as the ‘air’ comes out of the ball.</td>
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### Group 5

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<tbody>
<tr>
<td>/b/</td>
<td>Tune: Camptown Races</td>
<td>Bounce your basketball like this. /b/ /b/ /b/ Bounce your basketball like this. /b/ /b/ /b/ /b/</td>
<td>Imagine that you are bouncing a ball up and down. Say b, b, b.</td>
</tr>
</tbody>
</table>
### Group 4

**/ai/**
Tune: *Camptown Races*

My ear hurt. I was in pain. /ai!/ /ai!/
My ear hurt. I was in pain.

**Action:** Cup your hand behind your ear as if you can’t hear well. Say /ai/, /ai/.

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**/j/**
Tune: *Jingle bells*

Jelly and jam. Jelly and jam, Jiggling on the plate. Oh, what will I eat with it?

**Action:** Pretend to be jelly wobbling on a plate. Say /j/, /j/.

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**/oa/**
Tune: *The Muffin Man*

Oh, did you see the billy goat? /oa/-/oa/-/oa/, /oa/-/oa/-/oa/
Oh did you see the billy goat, running down the road?

**Action:** Bring your hand over your mouth as if something bad has happened. Say /oa/.

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**/ee/ /or/**
Tune: *Twinkle, Twinkle, Little Star*

See the donkey walking around. /Ee/ /or!/ /Ee/ /or! Is its sound.

**Action:** Put your hands up by your head as if they are the ears of a donkey. Open and close your hands and say /ee/ /or/.

### Group 5

**/z/**
Tune: *Did you ever see a Lassie*

Did you ever hear a bee buzz, a bee buzz, a bee buzz?

**/ng/**
Tune: *If you’re happy and you know it*

If you’re strong and you know it, say /ng/!

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**/oo/ and /oo/**
Tune: *Go in and out the windows*

Who wants to be a cuckoo? /oo/-/oo/-/oo/, /oo/-/oo/-/oo/

**Action:** Move your head back and forth as if you are a cuckoo bird. Say oooo, oooo.
Group 6

/y/
Tune: Apples and Bananas
I like to eat, eat, eat, yogurt & bananas.
I like to eat, eat, eat, yogurt & bananas.
By /y/–/y/–/y/–/y/.

Action: Pretend to hold a spoon and eat a yoghurt. Say y, y, y.

/x/
Tune: Skip to My Lou
/x/, /x/, take an x-ray
/x/, /x/, take an x-ray
/x/, /x/, take an x-ray
An x-ray of my hand!
/x/

Action: Pretend to take an x-ray photo with an x-ray camera. Say x, x, x.

/ch/
Tune: Merrily we roll along
Trains are chugging on the track.
/ch/–/ch/–/ch/–/ch/–/ch/.
Trains are chugging on the track.
/ch/–/ch/–/ch/, choo, choo

Action: Move your arms in a circular motion like the pistons on a train. Say ch, ch, ch.

/th/ and /th/
Tune: Did you ever see a Lassie?
Did you ever hear a rude child, make this sound and that sound?
Did you ever hear a rude child say /th/–/th/–/th/–/th/?

Action: Pretend to be a naughty child and stick your tongue out a little. Say th.
Stick your tongue out even further. Say th.

Group 7

/qu/
Tune: The Wheels on the Bus
The duck in the water quacks /qu/–/qu/–/qu/–/qu/–/qu/–/qu/–/qu/.
The duck in the water quacks, /qu/–/qu/–/qu/.
All day long.
/qu/

Action: Make a duck's beak with your hands and say qu, qu.

/oi/
Tune: Old MacDonald
The friends call each other loud /oi/–/oi/–/oi/–/oi/–/oi/–/oi/.
Let's go to the shops right now.
/oi/–/oi/–/oi/–/oi/–/oi/–/oi/

Action: Cup your hands around your mouth and shout to a friend; oi, oi.

/er/
Tune: The Wheels on the Bus
The fan in the shop goes /er/–/er/–/er/.
/Er/–/er/–/er/, /er/–/er/–/er/.
The fan in the shop goes /er/–/er/–/er/.
Cooling all the people.
/er/

Action: Roll your hands over each other like the blades on a fan. Say errrrr.

/ue/
Tune: The Muffin Man
Stand still like a statue, but I see you and you!
/ue/–/ue/–/ue/! /ue/–/ue/–/ue/–/ue/!

Action: Point at your friend. Say ue, ue, ue.

/ar/
Tune: Campdown Races
‘Open wide,’ the doctor said. Ar! Ar!
‘Let me look at your sore throat.
Please say ‘Ar’

Action: Open your mouth wide as if a doctor wants to see inside your mouth. Say arrr.