

Information for Teachers

Phase 3 A Series books 5 - 10

Introduction

The AB Starter Pack for phonic phase 2 of *Letters and Sounds* introduces all the phase 2 letters except 'k'. This letter is introduced together with 'j, v, w, y' in the A Series books for phonic phase 3.

Sentences are also introduced together with capital letters and full stops. The capital letters 'J, B, I, L, T, A, W, O, K, M, D, F' are used and the verbs 'am, see, look, play, jumps, is, has, runs, kicks, sleep'.

Aims

- to introduce the rest of the letters of the alphabet in simple words, although 'qu' and 'z' are not used.
- to use meaningful sentences consistently. This has been achieved by using 'I am ...' in book 5A, 'I can see ...' in book 6A and 'Look at ...' in book 7A.
- to ensure that stilted language is **not** used.
- to ensure that the words are in the child's spoken vocabulary so that the text makes sense to them.
- to introduce phonically irregular words in sensible places.

Introduction of letters

Book	Title	Small letters	Capitals
5	<i>Jelly and Bean</i>	y	J B I
6	<i>I can see</i>		
7	<i>Look at me</i>	k (p)	L
8	<i>Duck and Frog</i>	j (ck)	A T D F
9	<i>Wellington</i>	w	W O
10	<i>Kevin</i>	v	K M

Teaching notes for each book

Book 5A *Jelly and Bean*

Phase 2: a on in am cat mud mat bag log red and

Tricky: the I

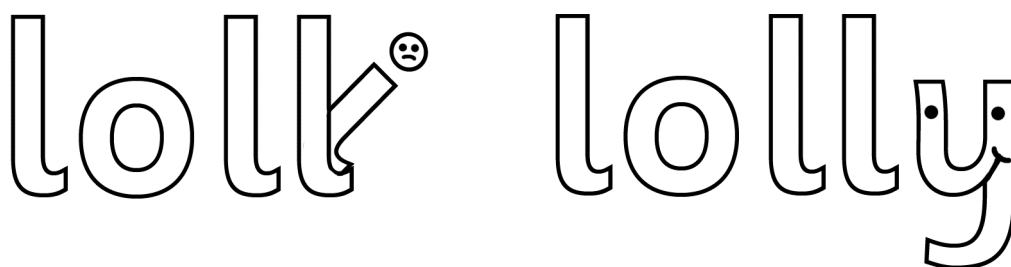
Other: Jelly Bean

Not all the text in book 5A is in the form of sentences, e.g. 'Jelly and Bean in the mud' does not contain a verb and, hence, it is not a sentence. Full stops have **not** been inserted at the end of each line of print. Teachers may use their own black pen if necessary.

The 'Shy i, Toughy y' Rule

This is the rule relating to this use of the letter 'y' at the end of words such as 'Jelly, mummy, daddy, sorry, happy, funny'.

Here in the north of England, the sound at the end of each word is /i/, and 'i' is a shy little letter who does not want to be exposed at the end of the word. So big, tough 'y' comes along to help him out and take his place.



This rule is known as '**Shy i, Toughy y**', and it is used consistently in the Jelly and Bean A Series until Book 10A, *Kevin*.

Book 6A *I can see*

Phase 2: a on in cat fat dog mat mud can

Phase 3: box see

Phase 4: frog grass

Tricky: the I

Other: Jelly Bean

There are two important reasons for the choice of the verb 'see' in book 6A.

1. English verbs in the third-person singular present tense tend to have 's' on the end, e.g. 'the dog runs, the cat hops, Jelly puts'. This extra 's' on the end

of the verb sometimes confuses children who have only just learnt that 's' at the end of a word signifies plural (more than one). This is a good reason to avoid verbs of this type at this stage.

2. Also, in irregular common verbs containing the letter 's', the 's' is usually pronounced 'z', e.g. 'is, has, was'. This is confusing for children at this stage and so it has also been avoided.

These two factors explain why the verb 'see' came to be used. The two 'e's in the word 'see' can be made into a pair of eyes, so that the word truly represents its own meaning. Once pupils learn this word, they can easily pick up the pronunciations of other words containing a double 'ee'. This particular letters/sound digraph (2 letters make one sound) is always easily learnt and remembered.

Book 7A *Look at me*

Phase 2: a on in am at cat big mat mud fat log hen hut

Phase 3: box look

Tricky: the I me

Other: Lotty happy puppy

Having decided on the strategy of drawing two eyes in the double 'e' of 'see', it is also sensible to also draw a pair of eyes in the two 'o's in 'look' and introduce this word at this stage also.

The phrase 'look at' is used on every page of the book together with easy words already known.

Children are used to being told to 'look at' something and the phrase is within their spoken vocabulary and understanding. They will learn later that the digraph 'oo' has two pronunciations. One as in the words 'look, good, foot' and the other as in the words 'moon, pool, cool'.

The irregular high-frequency pronoun 'me' is also introduced here.

Book 8A *Duck and Frog*

Phase 2: a on in is and duck

Phase 4: frog grass pond jumps

Tricky: the

Other: Jelly Bean play

This is the first book where the combination 'ck' is used at the end of a word. The particular word is 'duck'.

This is the first book in which the capital forms of the words 'A' and 'The' are also used.

The verb 'is' is used for the first time.

The verb 'play' is also used because children use this word often.

Book 9A *Wellington*

Phase 2: a on in is big dog red has runs kicks

Phase 3: with

Phase 4: grass pond jumps

Tricky: the oh no

Other: Wellington ball plays

Wellington, the dog, has one black leg. It looks as if he is wearing a single wellington boot. His name comes from this physical attribute.

The introduction of the word 'with' means that the consonant digraph 'th' has now been used at the beginning and end of different words.

The irregular high-frequency words 'oh, no' are first used in this book.

Book 10A *Kevin*

Phase 2: a on in is am dad run mud

Phase 3: Kevin with kennel

Phase 4: grass jumps pond sleep

Tricky: the I me my

Other: Wellington Jelly puppy

Kevin is so called because the letter 'v' needs to be introduced into the series, and also because a word beginning with the letter 'k' is needed.

The high-frequency word 'my' is introduced in this book and it is used in the phrase 'with my dad' throughout the book.

The vocabulary used in each story is printed on the inside back cover of each book.

M Greenwood November 2011