

The Philosophy Underlying the Early Books

The Jelly and Bean books are based on children using the senses of **sight** and **sound** when learning to read:

- sight – children see the letters on the page in front of them
- sound – children hear letters and words spoken in everyday communications.

It is also a prerequisite that children can distinguish between speech sounds **aurally** (i.e. hear the different sounds within words) and **orally** (i.e. say the separate sounds within words).

Children need to be good listeners and speakers before they are ready to deal with the spoken language of **speech** being **represented** as the written language of **reading** and **writing**.

Choice of vocabulary

It's important to stress that children do not need to know every letter/sound correspondence of the alphabet before beginning to read Jelly and Bean books. The words in each book have all been carefully chosen; they are already familiar to children as part of their **spoken vocabulary**. This makes it easy for young readers to make sense of these words **as objects** (e.g. cat, dog, box) **or concepts** (e.g. on, in, and).

The structure of the vocabulary has been kept very simple. CVC words are used in conjunction with the **words that occur most frequently** in the English language. These very high-frequency words are often irregular and have to be learnt by sight.

Learning the sounds

All children learn the sounds of the letters of the alphabet at school in the Foundation Stage. They are often taught an action to act as a mnemonic (memory aid) for each letter and its sound – e.g. they wiggle like a snake saying 'sss ... ss ... s' for the sound of the letter 's'. However, at Jelly and Bean we use a picture as a mnemonic for each letter and its sound, (or each grapheme and phoneme).

Additional resources – Sound Cards

To complement the reading books, we have developed a set of **sound cards** with a picture on one side and letter on the other.

The pictures and their sounds are:

'a' for 'apple'	'o' for 'orange'
'b' for 'box'	'p' for 'pig'
'c' for 'cat'	'qu' for 'quack'
'd' for 'dog'	'r' for 'rabbit'
'e' for 'egg'	's' for 'sun'
'f' for 'fish'	't' for 'tap'
'g' for 'green'	'u' for 'umbrella'
'h' for 'hat'	'v' for 'van'
'i' for 'igloo'	'w' for 'web'
'j' for 'jug'	'x' for 'x-ray' (although 'x' is really 'ks')
'k' for 'kettle' and 'kite'	'y' for 'yellow'
'l' for 'log'	'z' for 'zzzz' (a buzzing bee)
'm' for 'mat'	
'n' for 'net'	

It is very important not to say 'see' for 'c', 'bee' for 'b', 'ay' for 'a'. The sounds 'ay, bee, see, dee, ee, eff, gee, haich, l, jay, kay, ell, em, en, oh, pee, queue, are, ess, tee, you, vee, double-u, ex, why, zed' are the NAMES of the letters, NOT their sounds.

It is not necessary to know all the letter/sound correspondences before you begin, as the early books will help to teach these. The first letters needed are 'a, c, h, m, n, o, t'.

As the child says each word in the early books, it should be possible for both the teacher and the learner to segment each word into its letter sounds (phonemes) and also to blend these together to say each word, e.g. c-a-t, d-o-g, b-i-g, b-o-x, o-n, i-n.

Teaching tips

The first books – Phonic Phase 2

Book 1, *a cat*, contains seven letters 'c, a, t, o, n, m, h,' and five words. 'a, cat, mat, hat, on'.

Notice that there are no capital letters in the first books. This is so that children will not be confused with 'A' and 'a' at the beginning. Notice also the font, Sassoon Primary Infant, and in particular the shape of the letter 'a'.

It is **not** the same as some of the other fonts used in reading material, e.g. Arial = a, Times New Roman = a, Verdana = a. It is important that the shape of the letter 'a' is the same as the letter 'a' the pupil will write by hand.

The shape of the letters suggested for handwriting in the government's 'Letters and Sounds' is the Sassoon Primary Infant font as used in Jelly and Bean materials. However, it is not available freely on computers. The nearest fonts are Century Gothic (cat) or Comic Sans (cat) where the letters q and y vary slightly.

Sassoon Primary Infant	a b c d e f g h i j k k l m n o p q r s t u v w x y z
Comic Sans	a b c d e f g h i j k l m n o p q r s t u v w x y z
Century Gothic	a b c d e f g h i j k l m n o p q r s t u v w x y z
Arial	a b c d e f g h i j k l m n o p q r s t u v w x y z
Times New Roman	a b c d e f g h i j k l m n o p q r s t u v w x y z

Also care needs to be taken with the capital letter I. In Century Gothic this appears as I, and in Arial I; and these symbols are easily confused either with the small letter l or the number 1. However, *Comic Sans* = I is consistent with handwriting.

Each word 'cat, hat, mat' is represented on the page by a picture a child should recognise. The words 'cat, mat, hat' should be in the child's spoken vocabulary. Hence, by associating these pictures with the words 'cat, mat, hat' children should be able to say each word. They should also recognise the letter shape/letter sound correspondence of 'c', 't', 'a', 'm', 'h' and be able to say each sound separately; i.e. they should be able to segment each of the words into its constituent sounds, 'c-a-t, h-a-t, m-a-t'.

Children should also be able to say 'a' by itself, as a word not a letter, and realise that it means 'one of', e.g. a cat = one cat. (Sometimes the child regards the picture of the 'mat' as a picture of a 'carpet', which means trouble before we start!!! So we need the word 'mat' to be in the child's spoken vocabulary first.)

There is no picture for the word 'on', The word 'on' is a concept rather than an object. The child should be able to recognise the meaning of this word from its use in the text and the picture, e.g. 'a cat on a hat'. The word should be segmented into 'o' and 'n' and blended back together again so that 'o' and 'n' correspond to the sounds of 'o' and 'n' in the word 'on'.

The sentence 'A cat is on a hat.' is not used because of the complications that would arise from using the capital letter 'A' and the full stop, as well as introducing two more letters – 'i, s'.

Moving on

When the child has mastered Book 1, you should go on to Book 1B, *a man*. There are no new letters or sounds in this book. The new words are 'cot, hot, man.' The words 'cot, hot, man,' should be within the child's vocabulary.

Book 1B uses the vowel 'o' as a medial vowel in the CVC words, i.e. 'cot' and 'hot'. Children should be able to segment these words and blend the phonemes back together to say the words before moving on. This shows that they are beginning to learn the code for the letters (i.e. grapheme/phoneme correspondence) and that they are able to decode the words.

The next book is number 2 in the A Series. Its title is *a box*.

The new letters are 'b, i, g, x'. The new words are 'box, in, big'.

In my experience children do not have any difficulties with the letter 'x' even though it is a combination of two phonemes, i.e. 'ks'. There are picture clues that help to show the meaning of the words 'big' and 'in' (which are concepts). Again, children should be able to segment the words 'big, in, box' into their separate letter/sound (grapheme/phoneme) correspondences and blend them together again. The letter 'i' is used as a medial vowel in a CVC word in this book. This will be reinforced in Book 2B. The other words in this book, i.e. 'cat' and 'hat' should already be known.

Children often start having difficulties with Book 2B, *a bat*. There are no new sounds or letters in this book, but the letters are combined together to make the new words: 'bin, tin, hit, bat'. Children will need to know all the letter/sound correspondences taught up to this point to master the letter/sound combinations in these words.

Sound cards and word cards will help here. The phoneme/grapheme of 'o' is not used in this book so that 'i' may be emphasised. The words on pages 7 and 8 of the book do form sentences, but capital letters and full stops have been omitted for simplicity.

After Book 2B, children usually find Book 3 in the A Series easy. This is entitled *a dog on a log*. The pictures are closely aligned to the words, and 'dog, log, frog' do not usually cause any problems. As well as the letter sounds of 'd, l, f, r', the new teaching point in this book is the word 'and' (a concept).

It is possible to segment the word 'and' and blend the letters back together again, but it is easier at this stage to treat it as a high-frequency word to be learnt by sight. However, the government's phonic programme 'Letters and Sounds' does not deal with the blending of adjacent consonants ('n' and 'd' next to each other) until Phase 4. It will depend on the individual child as to whether he/she can blend the letters together or should learn the word as a 'sight' word. The only other connecting word in this book is 'on' and this should be known by now.

A similar problem occurs with the 'fr' at the beginning of the word 'frog', but children usually remember the word straight away.

Notice that the letters 'b' and 'd' have been introduced separately in books 2A and 3A, because children do often get them mixed up when they are together.

Book 3B, *a bad dog*, is where difficulties will occur if children do not know the difference between 'b' and 'd'. There are only two new words, 'bad' and 'mad', but all three connecting words 'on, in, and' are used. The words 'and, mad, bad, on, in, bin,' are similar graphically and very easy to get mixed up.

Handwriting hints: b and d

The child should be taught to write 'b' by starting at the top, coming down 'the stick' and then go up and round the curve.

To write 'd', the child should start with the anticlockwise movement round the curve, then go up 'the stick' and down again. These two distinct ways of writing the letters will help to avoid confusion between them.

The formation of each letter for handwriting can be found on the Fonts page (accessed via the Teachers Page) of this website. However, do expect children to get mixed up with 'b' and 'd'.

The next book is number 4 in the A Series. Its title is *a puppy*. I have thought about changing the title of this book to *a pup* many times, but in my experience children say the word 'puppy' not 'pup'. This is what they have in their spoken vocabulary and they know what it means, so this word has been retained. (The original story number 4 was entitled *a pig in the mud*, and it introduced the letters 'p' and 'u'. When the Pig Family characters were separated from the cats and dogs into their own series, replacement words had to be found containing the letters 'p' and 'u'. Hence, the word puppy was chosen.)

The teaching points for Book 4 in the A Series are the introduction of the letters 'u' and 'p' in the words 'mud' and 'puppy', and the use of the word '**the**', which needs to be taught as a **very high-frequency word to be learnt by sight**.

Handwriting hints: p

Even though the small letter 'p' has been introduced separately to 'b' and 'd', children still get mixed up with these three letters. To help overcome this difficulty write 'p' by going down 'the stick', then back up and round the curve.

The next book is number 4B entitled *a bug in a cup*. All the CVC words in this book obey the basic phonic code for the single letters of the alphabet. The segmenting and blending of the letters/sounds (graphemes/phonemes) in these CVC words must be done to ensure that children learn these letter/sound correspondences. They sometimes find this book very difficult, but they must master it. All the words are in **Word Cards Set 2** (available from the 'Additional resources' section of products listed on the website). The Sound Cards can be used to build them from the individual letters.

The CVC words are 'pan, hop, nut, bug, cup, bun'. They are combined with the words 'and, the, in, on'. The illustrations include a mug, a tin, an iced fairy-cake (bun), a spider, a beetle, a jumping cricket, (all of them bugs) and a pan

of pouring water. Attempts to guess the words from the pictures are of no help at all. Children have to master the phonic code.

Starting the Pig Family Series

After Book 4B, the first book in the Pig Family Series can be inserted. This is useful because it contains the words 'big' and 'pig'. It makes children differentiate between 'b' and 'p'. It also contains the word 'little', but the meaning is evident from the pictures, 'a big pig' and 'a little pig'. There are not usually any difficulties. This book also contains the words 'a, and, on, in, the', making it excellent for reinforcing these words, too. The only other words used are 'log' and 'mud', which have already been used in 3A and 4A. Children usually like this book and find it easy.

Introducing capital letters and sentences – Book 5A onwards

The next book is number 5 in the A Series, entitled *Jelly and Bean*. Capital letters and sentences are introduced for the first time, beginning with the phrase 'I am a'. 'I' is the first capital letter the children learn. It is also the first time they meet a 'long vowel phoneme', i.e. I. This is useful because the capital letter 'I' does not look like the small letter 'i', and it avoids confusion at this stage. (Later on, children will have to deal with 'It' when they meet a sentence like 'It is my bed.' ... or even worse 'It is my bed.' Is that 'It' or 'it' (small I in Arial font) ????????)

The characters Jelly and Bean are also introduced here. The names were chosen as being appropriate for two kitten characters, even though they are not easy to explain phonically. The intention is to introduce them as 'sight' words at this stage.

When 'j' is introduced later, it looks similar enough to 'J' and does not seem to cause any confusion. The 'y' on the end follows the same rule as in 'puppy', which I shall explain later (see 'Shy i, Toughy y' below). The lower-case letter 'b' has been used often enough now, so the capital letter 'B' can be introduced.

The main teaching objectives in this book (5A) are the use of the letters 'e' and 'r'. The vowel 'e' is used as its basic code sound in the words 'red', and 'Jelly'. The colour 'red' is used in the illustrations to give a learning association that is meaningful.

Book 5B, *a hen and a rat*, comes next. This book reinforces the use of 'e' in 'net, hen' and 'r' in 'rat, ran'. It also reinforces 'I am' and the name Jelly.

Not all the lines of words in books 5A and 5B are 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 in the latest print run of the A Series. You may use your own black pen if necessary. There are not usually any difficulties with either of these books.

Additional resources – Worksheets and CDs

The 50 worksheets in Volume 1 reinforce all the teaching points in the above books and also provide handwriting practice for the correct formation of each letter. We have also recently introduced a CD for Phonic Phase 2 consisting of writing activities in the Sassoon dotted font for the 19 letters taught in this phase.

See and look

Book 6A in the A Series, *I can see*, comes next. There are very good reasons for the choice of text and vocabulary in this book.

- The letter 's' needs to be introduced.
- The use of sentences needs to be consistent, so verbs must be used all the time.
- 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' sometimes confuses children who have only just been taught that 's' on the end of a word signifies plural, so these verbs have been avoided.

- High-frequency verbs containing the letter 's' usually have the 's' pronounced as 'z', e.g. is, has, was. This is also confusing and has been avoided.

These factors have led me to use the high-frequency verb 'see'.

see

The two 'e's in the word 'see' can be made into a pair of eyes, so that the word truly represents what it means. Once pupils learn this word, it can be used as a mnemonic to introduce the grapheme 'ee' later on. This particular grapheme/phoneme correspondence will be easily learnt and remembered.

There is also a difficulty with the word 'grass'. People from the north of England pronounce the 'a' in a different way to people from the south of England. (This is an example of a grapheme representing two different phonemes. There is not a one-to-one correspondence between the phoneme and the grapheme. Other letters like this are 'c' in 'cat' and 'city', 'g' in 'go' and 'ginger', 'o' in 'go' and 'got', 'e' in 'hen, he, the', 'u' in 'but, put, music', etc.) There is no easy way to learn all these.

Book 6B comes next. The name 'Sam' for the dog has been chosen to reinforce 's'. However, you will notice that I have used the verbs 'has' and 'hops'; this is because I could not find any alternatives. For the same reason, the tenses are mixed up in this book and the narrative switches from first to third person. Also the letter 'T' is used in the capital form in 'The' because I could no longer avoid it. Children often find this book difficult. Sometimes they have not come across the word 'cap' before. They think the picture is of a 'hat', (which it is) and they become confused with this. I have thought about changing the word 'cap' to 'hat', but then decided to leave it to the teacher to explain that a 'cap' is a different type of hat.

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

look

Hence Book 7A, *Look at me*, comes next. The phrase 'look at' is used on every page with easy words from previous books. There are not usually any difficulties here. Children are used to being told to 'look at' something and the phrase is within their spoken vocabulary and understanding. It can also be used later as a mnemonic for the two phonemes relating to it, i.e. [oo] in 'moon' and [oo] in 'wood'. The high-frequency word 'me' is introduced here, also.

The character Lotty is introduced in this book. The letter 'L' is used to reinforce 'L' in 'Look'. The 'y' at the end of her name follows the same pattern as in 'puppy' and 'Jelly' and 'happy'.

'Shy i, Toughy y'

There is a rule relating to this use of the letter 'y': the sound at the end of each word is 'i', but 'i' is a little shy letter and does not want to be exposed at the end of the word, so 'y' comes along as a big, tough letter to help him out and take his place at the end of the word.

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

In Book 10A, the letter 'y' has a different sound. It is used in its role as a 'long vowel sound' in the high-frequency word 'my'.

The little pigs are called Billy, Milly, Tilly to reinforce this use of 'y' on the end of a word. The fourth pig was originally Willy, but then his name was changed to Tom for obvious reasons.

Introducing more letters

Book 7B, *The big bell*, comes next. It introduces more words using the letter 'l', e.g. 'leg, bell, fell, pull'. There are very few CVC words that end in a single 'l' and are within a child's spoken vocabulary. Hence, words with the double letters ('ll') have been used to reinforce this phoneme. This also applies to 'ff' in the word 'off'.

Book 8A has been revised in the print run of January 2010 and it is now entitled *Duck and Frog*. The word 'quack' has been removed and hence any reference to the letter 'q'. The capital letter 'A' is introduced and the verb 'is' is used for the first time. The high-frequency word 'play' is also introduced. This word uses two adjacent consonants 'pl' and the vowel grapheme 'ay', but since all children have this word in their spoken vocabulary they usually pick it up quickly as a sight word.

This is the point where the books for **Phonic Phase 2** come to an end.

The letters to be taught in Phonic Phase 2 are 'a, b, c, d, e, g, f, h, l, k, l, m, n, o, p, r, s, t, u', the double letters 'ff, ll, ss' and the consonant combination 'ck'. You will notice that the Jelly and Bean books have used all these letters and they also contain the letter 'x', in 'box', and 'y' in its role as a grapheme for 'i'.

Phonic Phase 3

Phonic Phase 3 of Letters and Sounds covers the rest of the letters of the alphabet, i.e. 'j, q, v, w, x, y, z', the consonant digraphs 'sh, ch, th, ng, qu', followed by one spelling of each vowel phoneme in the English language, i.e. |ai|, |ee|, |ie|, |oe|, |ue|, |oo|, |ou|, |ar|, |er|, |or|, |ur|, |air|, |ear|, |ure|, |oi|, then the NAMES of the letters, i.e. 'A (ay), B (bee), C (see), D (dee), etc.

The **A Extra Series** and the **A Digraphs Series** introduce the phonemes corresponding to the graphemes 'ng, sh, ch, th'. The vowel phonemes corresponding to the graphemes 'ay, ee, oo, or, ow, ou' are also used in these books. The rest of the vowel phonemes are not used until later series.

Book 9A, *Wellington*, introduces the letter/sound correspondences of 'w' and 'j' together with the phrase 'Oh no!' The name 'Wellington' looks and sounds

complicated, but children do not have any difficulty remembering it. One of the dog's legs is black and it looks as if he is wearing a wellington boot. This is the reason for his name.

The word 'with' may cause problems and this may be the point to introduce the phonic code for 'th'. This is left to the teacher's discretion. Children do not usually have any problems remembering 'Oh no' as high-frequency words.

Book 9B, *The web on the jug*, reinforces the letter/sound correspondences of 'j' and 'w' in the words 'web, jug, will, jump'. The word 'jab' was replaced by 'tap' in a previous print run in 2007.

Book 2 from the Pig Family Series, *mum and dad*, can be inserted at this stage to introduce the words 'mum' and 'dad'. This is a good book for reinforcement as children find it very easy. Book 3, *In the mud*, from the Pig Family Series may be inserted here also. It reinforces the words 'in, on, and, is, the, with', and it introduces the capital letter 'D' in 'Dad'. It is an easy book at this stage.

The new puppy, Kevin, is so named to introduce the letter 'v' in book 10A. The name Kevin also introduces a word beginning with the grapheme 'k' and the capital letter 'K'. The word 'kennel' is also used for the same reason. The pronoun 'my' is introduced here as a high-frequency word in the phrase 'with my dad'. Book 10B, *The big cat*, introduces the letter 'z' in the word 'zigzag'.

At this stage all the small letters of the alphabet have been used as their single-letter sounds except 'q', and the capital letters I, J, B, T, S, L, A, D, F, P, W, O, M have all been introduced. The high-frequency words to be learnt by sight are 'and, the, I, see, look, me, play, oh, no, my'.

Additional resources – Worksheets Volume 2

The 40 worksheets in Volume 2 provide exercises to reinforce all the work in books 6–10 in both the A Series and the B Series.

A and B Extra Series

The A Extra Series and the B Extra Series reinforce all this knowledge whilst still using simple new CVC words. More high-frequency irregular words are introduced in these books.

Book 11A, *Hop, hop, hop*, introduces the high-frequency word 'to'. It also uses the past tense introducing the verb 'went'.

Book 11B, *Ten Pegs*, reinforces the phrase 'Oh no!' It also reinforces the sound 's' in the words 'pegs, socks, looks, see, jumps, sits, hops'.

Usually, children are quite happy with the letter 's' on the end of a word to show that there is more than object, i.e. the plural form, e.g. 'pegs' and 'socks'. However, they do not always understand why there is a letter 's' at the end of the verbs, e.g. 'looks, jumps, sits, hops'. This is another complication that makes the teaching of reading difficult.

Book 12A, *The Big Hat*, introduces the two forms of 'it', i.e. 'it' and 'It'. Children often find this concept difficult as they have only met the capital letter 'I' before in the word 'I' and not as a capital in the word 'It'. This book also uses all three words 'is, in, it'.

Book 12B, *Tom and the Socks*, reinforces the sight word 'to' and the sound 's' again in the words 'socks, pegs, puts, legs, seven, pigs, silly, see'.

Book 13A, *The Big Pink Box*, introduces the concepts 'top of' and 'bottom of'. There are some easy CVC words in this book, i.e. 'box, top, got, has, can, not, big', and a colour clue to the word 'pink'.

Book 13B, *The Tub*, uses some easy CVC words, i.e. 'tub, fun, has, big, pig, tip, hop, and introduces the high-frequency word 'out'.

Book 14A, *Up and Down*, uses the phrases 'go up to' and 'go down'. The words 'go, down, into' are introduced as high-frequency words to be learnt by sight at this stage.

Book 14B, *The Egg*, is an easy book to help children gain confidence. However, the word 'an' is used and this may cause a difficulty. The capital letter 'E' is used for the first time.

Book 4 of the Pig Family Series, *The Hill*, can be inserted here. It is easy at this stage. Book 5 of the Pig Family Series, *Help*, fits here also. It is easy, too.

Book 15A, *Go Away*, introduces the words 'You, are, said' as high-frequency words to be learnt by sight. It also uses speech marks. Children usually like this book and find it easy to read. Capital letter 'G' and capital letter 'Y' are used for the first time. The phrase 'Go away, go away' is repeated to show the difference between 'G' and 'g'. The sound of 'y' as a consonant at the beginning of a word is introduced here for the first time, i.e. in 'You'. Some children may notice that the word 'away' uses the same grapheme at its end as the word 'play'. However, I would wait until after Book 20A, *The Wet Cat*, or Book 7 in the Pig Family Series to explain the 'ay' grapheme.

Book 15B, *The Fox*, continues the reinforcement of the grapheme 'ck' in the words 'duck, back, stuck'.

Book 16A, *The Little Duck*, introduces the concept 'to look for', and treats the word 'for' as a high-frequency sight word. The book also introduces the word 'Yes' to reinforce the use of 'Y' at the beginning of a word. It also introduces 'we' as a high-frequency word.

Book 16B, *The Box*, uses all three high-frequency words 'no, go, to', as well as the word 'open'. At this point teachers may wish to talk about the phoneme corresponding to the letter 'o' in the words 'go, oh, no, open'.

A Digraphs Series

The books in the A Digraphs Series introduce the consonant digraphs 'sh, th, ch', and the high-frequency words 'he, she, they, come, was, all, day'. A few words containing the letters 'ee' are introduced also, i.e. 'bee, sleep, cheep, cheek, weeks'.

Book 17A, *The Big Fish*, introduces the digraph 'sh' at the end of the words 'fish, dish, wish, splash'. The word 'he' is introduced as a 'sight' word using both upper case and lower case: 'he' and 'He'.

Book 18A, *The Bee in the Box*, introduces 'sh', as a sound by itself, and at the beginning of the word 'she'. The digraph 'Th' is used in the words 'This, They, The', all the words having a capital T. The word 'comes' is also introduced here as a high-frequency sight word.

Book 6 of the Pig Family Series, *In the sun*, can be used next. It reinforces the high-frequency words 'are, to, go, little' and introduces the word 'have'.

Book 19A, *Chickens*, introduces 'ch' in the words 'chickens' and 'cheep' and uses the high-frequency word 'all'.

Book 20A, *The Wet Cat*, introduces the word 'was' and uses the past tense consistently. It also reinforces the high-frequency words 'you' and 'come'.

Additional resources – Worksheets Volume 3

Worksheets Volume 3 contains 40 photocopiable sheets to reinforce all the word work in the books of the A Extra Series and the A Digraphs Series.

Books 21A and 22A were rewritten in December 2007. The revised Book 21A, *Peck, peck*, reinforces the graphemes 'ch' and 'ck' as well as the pronoun 'we'. Book 22A, *The Bottom of the Pond*, reinforces the past tense and the specific words 'was, down, come'.

The remaining books of the Pig Family Series

The rest of the books in the Pig Family Series can be used at this point.

Book 7, *In the Hut*, reinforces the high-frequency words 'are, he, out, to, no, she, little'. It introduces the word 'says' and reinforces 'play'.

The words 'play, away, day, says' have now been used, and the digraph 'ay' could be explained at this point. It usually occurs at the end of a word, e.g. 'stay, tray, pray, play, say, may, way, hay, jay, lay, pay, ray, clay, day, today', except in the words 'prayer, player, crayon'.

Book 8, *On the rocks*, reinforces 'He, She, They, little, have, go, to, are' and introduces the word 'One'.

Book 9, *In the Pond*, uses the past tense and the phrase 'went to look for'. It also reinforces the words 'was, they, all'.

Book 10, *The Wobbly Log*, is a fun book; everyone likes it!

A firm foundation

Children should now have a secure base on which to build. They should know the sounds of the letters of the alphabet, the consonant digraphs 'sh, ch, th' and the most common irregular words in the English language, i.e. 'the, I, me, you, he, she, they, are, come, go, to, no, was, all, said', as well as some high-frequency words containing digraphs, i.e. 'see, look, play, day, away, for, down, out'.

The next steps

The next series of books, the Rhyming CVC series, revises rhyming CVC words used in conjunction with the high-frequency words and irregular words listed in the previous paragraph.

Some words using initial adjacent consonants and final adjacent consonants are used in the Rhyming CVC Series, but the books in the Pig Family Blends Series and the Consonant, Blends and Clusters Series concentrate on these.

Vowel digraphs and trigraphs are then formally introduced in the Long Vowel Series and the English Vowel Series. The new Follifoot Farm Series 1 has been written for children to practise reading these vowel graphemes.

Marlene Greenwood 20th April 2008

Revised 10th June 2009

Revised 15th January 2010