

AB Starter Pack (2014)

Overall aims of the AB Starter Pack

1. To provide the simplest possible books for children to read successfully when they are beginning to learn to read.
2. Initially, to use the smallest number of letters, in the smallest number of nouns, joined by a single connecting word. These letters are 'a, c, h, m, n, o, t' and the connecting word is 'on'.
3. To use only the lower case letters of the alphabet, so that children do not get these confused with capital letters.
4. To introduce the connecting words 'a, on, in, and, the' to link nouns in phrases so that children quickly get used to these words in texts.

Introduction of letters

Book	Title	New letters	No. of words
1A	<i>a cat</i>	a c h m n o t	34
1B	<i>a man</i>	-----	39
2A	<i>a box</i>	b i g x	45
2B	<i>a bat</i>	d	31
3A	<i>a dog on a log</i>	l f r	40
3B	<i>a bad dog</i>	-----	45
4A	<i>cats in the mud</i>	s e u	35
4B	<i>a bug in a cup</i>	p	45

Introduction of new vocabulary

Book 1A	a cat on mat hat
Book 1B	cot hot man
Book 2A	big in box
Book 2B	bat bin tin and
Book 3A	dog log frog
Book 3B	bad mad
Book 4A	cats mud tub rug bed the
Book 4B	bug cup nut hop pan

Aims for each book

1A *a cat*

- To introduce the words '*cat, hat, mat, on, a*', in text and in pictures and as a means of introducing the letters '*c, a, t, m, h, o, n*'.
- To introduce the word '*on*' as a joining word. The pictures of one object on another object illustrate the concept '*on*'.

1B *a man*

- to introduce the words '*man, cot, hot*' which contain the same letters used in book 1A.
- **Not** to introduce any more letters, sounds or concepts.

2A *a box*

- To introduce the words '*big, box*' in text, and in pictures, as a means of introducing the letters '*b, i, g, x*'.
- To introduce the word '*in*' as a connecting word. The pictures are all of one object in another object to ensure children understand the concept '*in*'.

2B *a bat*

- To reinforce the letters and sounds already introduced.
- To introduce the word '*and*' to join the nouns in meaningful phrases.

3A *a dog on a log*

- To introduce the words '*dog, log, frog*' in text, and in pictures, as a means of introducing the letters '*d, f, l, r*'.
- To use the word '*and*' as a connecting word.
- The words '*log, frog*' are both introduced to maintain the same rhyming ending '*og*'

3B *a bad dog*

- **Not** to introduce any new letters, sounds or concepts.
- The letters 'b' and 'd' are both used in the text, '*bad, mad, dog, and, bat*'.
- To use all three connecting words '*on, in, and*'.

Writing activities are very helpful at this stage so that children can practise the correct formation of 'b' and 'd'.

'd' is formed in an anticlockwise manner like 'a, c, o'.

'b' is formed by going 'down the stick and up again with a clockwise turn as in 'm, n, h, r'.

Please see writing Activities for the AB Starter Pack.

4A *cats in the mud* (New October 2011)

- To use the words '*cats, bed, mud, tub, rug*' as a means of introducing the letters 's, e, u'.
- It has not been possible to find a simple word beginning with 's' that fits with the rest of the text. The small letter 's' is only used at the end of the word '*cats*'.
- To introduce the word '*the*'. There are certain phrases, such as '*in the mud*', where the indefinite article 'a' cannot be used. '*the*' (no capitals) needs to be taught as a 'common exception word'.
- 'b' and 'd' are used in this book in '*bed, mud, tub*'. ('p' is introduced separately in book 4B)
- The word '*rug*' is used to introduce the letter 'r' as an initial consonant.
- '*a, on, in, the*' are used in the book.

4B *a bug in a cup* (original book 4B ©2000)

- to use the words '*pan, cup,*' and '*hop*' as a means of introducing the letter 'p'
- to reinforce the letter 'u' in the words '*nut, bug, bun, cup*'.
- to reinforce the high-frequency words '*a, on, in, the*'.

- to use the two, often confused, letters 'b' and 'p'. Both letters are formed by first going '*down the stick*', but the '*stick*' of 'b' is above the rounded part of the letter, whilst the '*stick*' of 'p' is below the rounded part of the letter. Writing activities help children to remember this difference.