

## A Series books 5-10

### Introduction

The AB Starter Pack introduces all the Phase 2 letters except 'k'. This letter is introduced together with 'j, v, w, y' in the A Series books 5-10.

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.
- To use meaningful sentences consistently.
- To ensure that the words are in the child's spoken vocabulary so that the text makes sense to them.
- To introduce 'common exception' words in sensible places.

### Introduction of letters

Book	Title	Small letters	Capitals	No. of words
5	<i>Jelly and Bean</i>	y	J B I	50
6	<i>I can see</i>	--	--	55
7	<i>Look at me</i>	k p	L	66
8	<i>Duck and Frog</i>	j (ck)	A T D F	73
9	<i>Wellington</i>	w	W O	65
10	<i>Kevin</i>	v	K M	59

### 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'.

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 like to be exposed at the end of a 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 A Series until the use of 'y' in 'my' is also introduced in Book 10A, *Kevin*.

lolk

lolly

### 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

1. This book introduces the phrase '*I am ...*' and the characters Jelly and Bean. Sentences are used on pages 1-6. However, there are no verbs on pages 7 or 8, so the text is strictly not in sentence form. However, capital letters and full stops have been used.

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

**see**

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

1. Many English verbs in the third-person singular present tense have 's' on the end, e.g. '*the dog runs, the cat hops, Jelly puts*'. This extra 's' on the end of the verbs sometimes confuses children when they have only come across meeting 's' at the end of a word to signify more than one. This was one reason for choosing 'see'. (Although, in retrospect, it turned out to be impossible to write Tom and Bella Series 1 without using the verbs '*hits, fills, drips*').

2. Also, in irregular common verbs containing the letter 's', the 's' is usually pronounced /z/, e.g. '*is, has, was*'. Hence, these verbs were avoided.

(Although, in retrospect again, it was impossible to write Tom and Bella Series 1 without using 'is' and 'has'.)

3. By drawing two eyes in the pair of letters 'ee', the word 'see' than truly represents its own meaning.

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 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.

Book 8A      *Duck and Frog*

Phase 2:      a on in is and fun has duck

Phase 4:      frog grass pond jumps swim

Tricky:        the

Other:         Jelly Bean

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

(This was the first book in which the capital forms of the words 'A', 'The' and the verb 'is' was used prior to the introduction of Tom and Bella Series 1.)

Book 9A      *Wellington*

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

Phase 3:      with

Phase 4:      grass pond jumps

Tricky: the oh no

Other: Wellington ball

Wellington, the dog, has one black leg. He looks as if he is wearing a single wellington boot. His name comes from this 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, i.e. '*the*' and '*with*'. It is left to the teacher's discretion whether to explain the consonant digraph '*th*' at this stage or to wait until book A18.

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 fun sit has

Phase 3: Kevin with kennel

Phase 4: grass jumps pond swim sleep

Tricky: the I me my

Other: Wellington Jelly puppy

Kevin is so called because the letter '*v*' needs to be introduced 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.