

**Overall Aims**

- to provide the simplest books for children to read by themselves when they are beginning to learn to read and write.
- initially, to use the smallest number of letters, in the smallest number of nouns, joined by 'a' and other single connecting words. In book A1 these letters are 'a, c, h, m, n, o, t' and the connecting word is 'on'. In book A2 the new letters are 'b, i, g, x' and the connecting word is 'in'.
- to use only the lower case letters of the alphabet, so that children do not get these confused with capital letters.
- 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. The letter 'k' is not used in this series. The initial consonant blend 'fr' is used in the word 'frog' in book 3A.

Book	Title	New letters	Total words	New
A1	a cat	a c h m n o t	34	5
B1	a man	-----	39	3
A2	a box	b i g x	45	3
B2	a bat	(d)	31	4
A3	a dog on a log	d l f r	40	3
B3	a bad dog	-----	45	2
A4	cats in the mud	s e u	35	5
B4	a bug in a cup	p	45	6

**Books**

<b>A1</b>	<b>a cat</b>
Phase 2	a cat hat mat on
HFw	a on

**Objectives**

- to introduce the words 'cat, hat, mat, on, a', in text and in pictures as a means of introducing the letters 'c, a, t, m, h, o, n' and their sounds /k/, /a/, /t/, /m/, /h/, /o/, /n/.
  - By realising that 3 letters represent 'cat', children learn that 'cat' can be split into 3 sounds, one for each letter. In this way they learn the letter/sound relationships for 'c', 'a', 't'. Similarly, they learn the letter/sound relationships for 'h' and 'm'.
  - to introduce the word 'on' as a joining word. When they understand what 'on' means, children can be taught to split this word into the sounds /o/ and /n/ and learn the letter/sound relationships for /o/ and /n/.
- Teachers may also split words into *ca-t, ha-t, ma-t*, so that children pick out the final sound /t/. (This is known as splitting the words into *body* and *coda*.) They may also split the words into *c-at, h-at, m-at* so that children pick out the rhyme and also the different initial sounds. (This is known as splitting the words into *onset* and *rime*.) (For information about syllable construction please see our website. Go to – Homepage – Phonics – Glossary.)
- Research has shown that the easiest way for children to split words initially is into *body* and *coda* (*ca-t, ha-t, ma-t*) because this is the nearest to natural spoken language where we speak in syllables. We do not speak by learning

phonemes and combining them together. (The Cluella Study – the link is on our website. Go to – Homepage - About us - Useful links –Theories of Reading Acquisition)

**B1** **a man**

Phase 2 a cat hat mat on hot cot man

HFW a on

**Objectives**

- to reinforce the letter/sound relationships of 'c, a, t, m, h, o, n' in more words, i.e. 'cot, hot, man'.

Children should notice that the middle letter in 'cot' is different to that in 'cat', and notice that by changing one letter the word changes. The illustration of a 'cot' shows children that a 'cot' is different to a 'cat'.

Similarly with the word 'man', only the last letter has changed from the word 'mat', but it is obvious from the picture that a 'man' is not the same as a 'mat'.

**A2** **a box**

Phase 2 a cat in box hat big

HFW a in big

**Objectives**

- to use the concept 'in' rather than 'on'. The pictures illustrate one object 'in' another object. In this way children can see the differences between 'in' and 'on' and learn that 'i' and 'o' represent different sounds in these words.

- to introduce the words 'box' and 'big box' and the sounds /b/, /i/, /g/ and /k/s/ - 'x'. The word 'box' can be split into 'bo-x', 'b-ox', 'b-o-x' and children learn the letter/sound relationships of 'b' and 'x'. In the word 'big' there is only the letter/sound relationship for /g/ - 'g' to learn.

**B2** **a bat**

Phase 2 a bat bin tin box in and

HFW a in and

**Objectives**

- to reinforce the letter/sound relationships of 'b, i, o, x'. ('g' is not used in this book)

- to show that the word 'bat' can be a cricket bat, a flying mammal, or a swing ball racket. In this way children come to realise that although the same letters are in a written word, the word may have more than one meaning.

- as above, teachers may split the words into *t-in*, *b-in* to reinforce the rhyme and pick out the initial consonant, and *ti-n*, *bi-n* to pick out the final consonant sound /n/ as well as splitting the words into their phonemes /b/, /i/, /n/, and /t/, /i/, /n/.

- to use the word 'and' when the object is neither 'in' nor 'on' another object but both objects are present in the picture. The sound/letter relationship /d/ - 'd' is introduced in book 3A.

Note: **HFW** means **high-frequency words** - words that are very common in written English. They may be phonically regular or phonically irregular. In this guide, the irregular words are listed as 'tricky' words. The National Curriculum refers to them as 'common exception words'.

<b>A3</b>	<b><i>a dog on a log</i></b>
Phase 2	a cat dog log on and
Phase 4	frog
HFW	a on and

### **Objectives**

- to introduce the words '*dog*' and '*log*' in text, and in pictures, as a means of introducing the sound/letter relationships '/d/ - 'd' and // - 'l' and reinforcing the sound and letter /g/ - 'g'.

- to use the words '*log, frog*' to maintain the same rhyming ending '*og*', in a similar manner to '*cat, hat, mat*' in book A1 and '*bin, tin*' in book B2.

The word '*frog*' contains two initial consonants. It is easier to say these together as '*fr*' than it is to say them separately as phonemes prior to blending them into a consonant cluster.

The two letters '*f*' and '*r*' are introduced separately in books A4 (*r*), A5 (*r*), B5 (*r, f*), A6 (*f*).

- to use the word '*and*' as a connecting word. Pictures are used to illustrate the difference between '*on*' and '*and*' as concepts.

<b>B3</b>	<b><i>a bad dog</i></b>
Phase 2	a bat mat bad mad cat dog tin bin on in and
HFW	a on in and

### **Objectives**

- to use the letters '*b*' and '*d*' in the same text, in '*bad, mad, dog, and, bat*'.

Children often get these letters mixed up. They are almost mirror images of each other and the way they are formed helps children to differentiate them.

The letter '*d*' is formed by an anticlockwise hand movement when drawing the oval before going up the stick and back down it.

The letter '*b*' is formed by first going down the stick, then returning halfway up it, before making a clockwise turn to draw the oval.

Please see our Writing Activities for practice sheets. All the letters of the alphabet in the Sassoon Primary Infant font are available free from our website. Click on the **Free Resources** icon on our homepage.

<b>A4</b>	<b><i>cats in the mud</i></b>
Phase 2	a cat cats bad box bed mud rug tub in on the
HFW	a on in
Tricky	the

### **Objectives**

- to use the words '*bed, mud, tub, rug*' as a means of introducing the sound/letter relationships for /e/ - 'e', /u/ - 'u'. (Books FW1, FW4 and FW5 introduce the words '*hens, eggs, red, bed*' to help reinforce the sound /e/. *Bella*, in the Tom and Bella Series, is also named so as to reinforce the /e/ - 'e' relationship.)

- to introduce the letter '*s*'. It has not been possible to find a simple word beginning with '*s*' that fits with the rest of the text. This means that the small letter '*s*' is only used at the end of the word '*cats*' as the sound /s/.

- to introduce the word '*the*' as a whole word made up of the letters '*t, h, e*' written in that order with a space either side. These letters are not pronounced in the same way as those in simple CVC words like '*tin, hat, bed*'. At this

stage, single letter/sound relationships do not help. Children have to learn 'the' pronounced as a whole word.

- to introduce the letter 'r' as an initial consonant. The word 'rug' is used to do this. Some children may not have met this word before and teachers may have to explain that a 'rug' is usually a thick, fluffy mat. A similar problem may occur with the word 'tub'. The picture should help with this problem.

- to use the joining words 'a, on, in, the' in this book.

#### **B4** *a bug in a cup*

Phase 2 a bug cup bun nut hop tin in on pan

HFW a in on

Tricky the

#### **Objectives**

- to use the words 'pan, cup, hop' as a means of introducing the sound /p/ of the letter 'p' at the beginning and at the end of a word, so that children learn its letter/sound relationship.

- to reinforce the sound /u/ and the letter 'u' in the words 'nut, bug, bun, cup'.

- to use the word 'bug' to refer to different insects, e.g. a spider, a ladybird, a beetle and a grasshopper, so that children have to work out how to read the word from its letters.

- to use the four joining words 'a, on, in, the'.

Children may need extra writing practice to differentiate the three letters 'b', 'd' and 'p'.

Practice sheets for the correct formation of the letters of the alphabet are available free from our website. (Go to our homepage and click on the Free Resources icon.)

THE VOLUME OF WRITING ACTIVITIES DESIGNED TO COMPLEMENT THIS SERIES IS **WA04: WRITING FOR THE AB STARTER PACK**