

## A5-10 and B5-10      Phase 3    Pink    Book Band

### Introduction

The books in the A Series 5-10 were first written in 1999. It soon became clear that the rate of introduction of new letters, sounds and words was too fast for most children to cope with. Consequently, the B Series books 5-10 were devised as reinforcement for each new concept in the A Series. Each book in the B Series reinforces the new letters, phonics and words in the corresponding A Series book.

The AB Starter Pack introduced all the Phase 2 letters except 'k'. The letter 'k' is introduced together with 'j, v, w, y, z' in these two series of books. Sentences in the present tense are introduced together with capital letters and full stops.

The capital letters 'J, B, I, S, L, P, T, A, D, F, W, O, K, M,' are used and the verbs 'am, see, look, jumps, is, has, ran, runs, put, hops, fell, pull, hugs, kicks, taps, sleep'.

The names *Jelly* and *Bean* are treated as 'tricky' words throughout this series. The initial consonant blends 'gr' (*grass*), 'sw' (*swim*), 'sl' (*sleep*), 'bl' (*black*) and 'tr' (*trick*) are introduced.

The final consonant blends 'mp' (*jumps*) and 'nd' (*pond*) are introduced.

The consonant combination 'ck' (*duck, black, trick*) is introduced.

The double letters 'ss' (*grass*), 'pp' (*puppy*), 'll' (*fell*), 'nn' (*kennel*) are used.

### Aims

- to introduce the sounds /j/, /k/, /v/, /w/, /z/ with the letters 'j, k, v, w, z' in simple words. The letter 'y' is used in '*Jelly, happy, puppy, Lotty*' where it is pronounced differently to the sound of 'y' in the word '*my*'.
- to use meaningful sentences consistently - although two lines in book A5 and 3 lines in book B5 have no verbs, and they are not proper sentences.
- to introduce the letter combinations 'ck' (*duck*), 'ee' (*see*) and 'oo' (*look*).
- to introduce the high-frequency words '*l, am, can, see, look, at, me, is, has, with, oh, no, my*'.
- new words are highlighted in bold type.

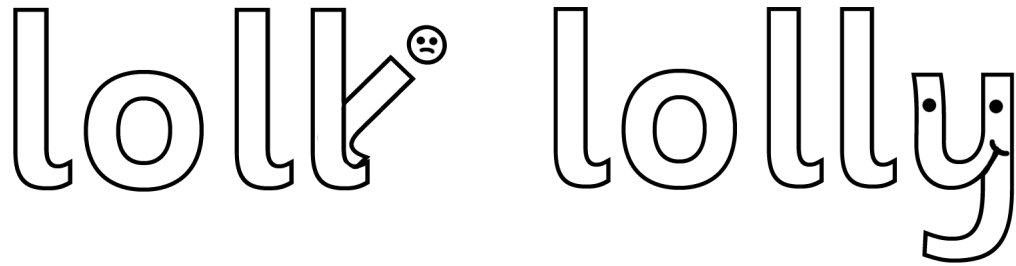
Book	Title	Letters	Capitals	No. words	New words
A5	<i>Jelly and Bean</i>	y	J B I	50	2
B5	<i>a hen and a rat</i>	---	---	46	2
A6	<i>I can see</i>	---	---	55	2
B6	<i>Sam</i>	---	S	60	3
A7	<i>Look at me</i>	k	L	66	6
B7	<i>The big bell</i>	---	P	65	5
A8	<i>Duck and Frog</i>	j ck	A T D F	73	5
B8	<i>The big black hat</i>	---	O	60	3
A9	<i>Wellington</i>	w	W	65	6
B9	<i>The web on the jug</i>	---	---	50	4
A10	<i>Kevin</i>	v	K M	59	5
B10	<i>The very big cat</i>	z	---	61	4

### The Shy i, Toughy y Rule

This is the rule relating to the 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/. The story tells of 'i' being 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. The pictures below help to illustrate this rule.

The rule is needed as soon as the character *Jelly* is introduced. Also, young children often need to write cards to their 'mummy' and their 'daddy'.



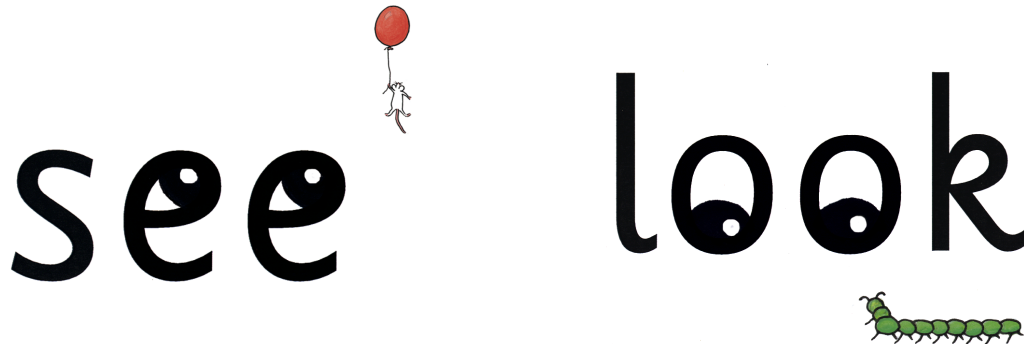
### The double vowel letters 'ee' and 'oo'.

The word 'see' has two letters the same, 'ee'. It is possible to make these letters look like a pair of eyes so that the word truly represents its own meaning.

Similarly, two eyes can be drawn in the two middle letters of the word 'look'.

This visualisation of the word then represents its own meaning too.

These two words have been chosen to link CVC nouns together in sentences in the A Series and B Series.



### Teaching notes for each book

**A5**

***Jelly and Bean***

Phase 2

a on in am cat mud mat bag log red and

Tricky

the l

Other

**Jelly Bean**

This book introduces the phrase 'I am ....' and the characters *Jelly* and *Bean*. Sentences are used except on pages 7 and 8. Capital letters and full stops have been used for consistency even though there are no verbs in the text on these pages.

**B5**            ***a hen and a rat***

Phase 2    a in am hen **net ran** rat hut and  
 Tricky     l the  
 Other      Jelly

This book reinforces the phrase '*I am ...*' introduced in book 5A. It also reinforces the letter 'u' in the word '*hut*', the letter 'r' in the words '*ran, rat*', and the letter 'e' in the words '*hen, net*'.

The lines on pages 5, 7 and 8 are not sentences because they do not contain verbs, e.g. '*The rat and the hen in the hut*' is not a sentence. However, capital letters and full stops have been inserted in this edition for consistency.

The capital letter form of '*The*' appears in this book for the first time.

The letter 'y' is used in this book in the name '*Jelly*'.

**A6**            ***I can see***

Phase 2    a on in cat fat dog mat mud can  
 Phase 3    box **see**  
 Phase 4    frog **grass**  
 Tricky     the l  
 Other      Jelly Bean

This book introduces the word 'see' in sentences beginning with '*I can see*'.

This is also the first time in the A Series that a word begins with the letter 's'.

This verb 'see' is used to hold many CVC words in sentences.

**B6**            ***Sam***

Phase 2    a on can am has cat dog red **cap** fat run **put** hops **Sam**  
 Phase 3    see  
 Phase 4    frog  
 Tricky     the l

The main aim of this book is to introduce the letter 's' at the beginning of a simple CVC word. This is why the dog is called *Sam*. However, 's' is also used in the verb '*has*' – where it pronounced /z/, and at the end of the verb '*hops*' – where it is pronounced /s/. There is no way round this and children simply have to get used to the fact that the letter 's' is pronounced in two different ways depending on the preceding letter.

Words where 's' is pronounced /s/ include '*looks, taps, cats*' i.e. after the consonants 'k, p, s'.

Words where 's' is pronounced /z/ include '*beds, sniffs, dogs, dolls, drums, pans, cars, jaws, plays*', i.e. after the consonants 'd, f, g, l, m, n, r, w, y'.

**A7**            ***Look at me***

Phase 2    a on in am **at** cat big mat mud fat log hen hut  
 Phase 3    box look  
 Tricky     the l **me**  
 Other      **Lotty happy puppy**

This book introduces the phrase *'look at me'*.

The phrase *'look at'* is used on every page of the book together with easy words already taught. Children are often told to *'look at'* something and the phrase is within their spoken vocabulary and understanding.

The word *'me'* is also introduced. Children may notice that *'e'* in *'me'* is pronounced in the same way as *'ee'* in *'see'* and yet not the same way as *'e'* in *'the'* or *'e'* in *'bed'*.

This shows that they have to learn some words as whole words made up of specific strings of letters with specific pronunciations. Single letters are not always pronounced in the same way.

<b>B7</b>	<b><i>The big bell</i></b> (mixed tenses)
Phase 2	a at big and on in has his off <b>cut leg bell fell pull hugs</b>
Phase 3	look
Tricky	the
Other	Jelly Bean

The main aim of this book are to introduce the letter *'l'* other than in the words *'Jelly, look'*. There are two words beginning with *'l'*, i.e. *'leg'* and *'look'*, and three words ending with *'l'* - in the form of *'ll'*, i.e. *'bell, fell, pull'*.

<b>A8</b>	<b><i>Duck and Frog</i></b>
Phase 2	a on in is and <b>fun</b> has <b>duck</b>
Phase 4	frog grass <b>pond jumps swim</b>
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 is the first book in the A Series where the capital forms of the words *'A'* and *'The'* are also used. The verbs *'is'* and *'has'* are used for the first time in the A Series.

<b>B8</b>	<b><i>The big black hat</i></b>
Phase 2	a at big is in am hen hat and duck kitten
Phase 3	look
Phase 4	<b>black trick</b>
Tricky	<b>Oh</b> I me

This book reinforces the phrase *'look at me'*, the *'ck'* letter combination, the capital letter *'A'* and the verb *'is'*.

<b>A9</b>	<b><i>Wellington</i></b>
Phase 2	a on in is big dog red has runs <b>kicks</b> fun
Phase 3	<b>with</b>
Phase 4	grass pond jumps
Tricky	the oh <b>no</b>
Other	<b>Wellington ball</b>

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.

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

**B9**            ***The web on the jug***

Phase 2        a on in is up can and not off **taps** bug hops runs

Phase 3        see **will web jug**

Phase 4        jumps pond

Tricky         the

Other          Jelly

This book reinforces the letters '*j*' and '*w*' introduced in books A8 and A9

**A10**           ***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

The name Kevin was chosen to introduce the letter '*v*' into the series, and also a word beginning with the letter '*k*'.

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

**B10**           ***The very big cat***

Phase 2        a cat can in big at and run **cannot**

Phase 3        Kevin box **zig-zag** see look

Phase 4        fast

Tricky         the **into very**

This book reinforces the letters '*k*' and '*v*' in the name '*Kevin*'. It also introduces the letter '*z*'. The high-frequency words '*into*' and '*very*' are used for the first time.

**Key Vocabulary for A Series 5-10 and B Series 5-10**

The following words are key to the texts for the books in the A Series 5-10 and B Series 5-10. They hold together the regular CVC, CVCC and CCVC words in sentences.

Book

A5    the    and    I    am

B5    the    and    I    am

A6    the            I            can    see

B6    the    and    I    am    can    see                            has

A7    the            I    am                            look   at   me

B7 the and look at me has  
A8 the and is has  
B8 and I am look at me is oh  
A9 the is has oh no with  
B9 the and see is  
A10 the I am me is has with my  
B10 the I am can see look at

Other key words from the list of 100 words in *Letters and Sounds* introduced are:

*'big, off, not, his, of, up, put, at, dad, to, into'.*