

## My First Animals Series Phase 3 Red Book Band

### Overall Aims

- to use the written names of well-known animals to show that the letters 'i, o, g' have more than one pronunciation. Until this stage of the reading scheme children have met the letter 'i' in CVC words pronounced as /i/ in 'tin', 'o' pronounced as /o/ in 'hot', and 'g' pronounced as /g/ in 'got'. In the names 'lion, hippo, giraffe' they meet a different pronunciation for each letter.
- to use the word 'baby' so that children realise the letter 'a' has more than one pronunciation and it is not only pronounced in the same way as /a/ in 'man'. In this way children come to realise that the pronunciation of a letter is dependent on the word in which it is written and it cannot be taken for granted that it will be the same pronunciation in every word.
- to use the animal name 'elephant' to introduce the 'ph' digraph.
- to reinforce the high frequency words 'me, my, are, have, we, go, to, out, little'.

New words are highlighted in bold type.

Book	Titles	Total words	New words
MFA01	<i>Lions and Tigers</i>	43	3
MFA02	<i>Elephants and Giraffes</i>	43	3
MFA03	<i>Hippos and Crocodiles</i>	41	4
MFA04	<i>Camels and Donkeys</i>	39	8
MFA05	<i>Monkeys and Zebras</i>	42	5
MFA06	<i>Kangaroos and Ostriches</i>	40	6

MFA01	Lions and Tigers
Phase 2	a am and <b>cubs</b> Mum Dad can
Phase 3	see with
Phase 4	—
Tricky	I the me my are
Other	<b>lion tiger</b> play

The written words 'lion' and 'tiger' both contain the letter 'i' pronounced as a 'long i'. Once children realise that letters have more than one pronunciation in written words they are in a better position to pronounce words like 'spider, dinosaur, find, kind'.

MFA02	Elephants and Giraffes
Phase 2	a am an can and fun is
Phase 3	see with
Phase 4	—
Tricky	I the me my have
Other	<b>elephant baby giraffe</b>

In this book children meet the written word 'baby', where the letter 'a' is pronounced as a 'long a'. This knowledge helps children to pronounce words like 'table, lady' and gives them clues for words like 'gave, came, make, take, made' before split digraphs are introduced.

In the word *'giraffe'* the letter *'g'* is not pronounced in the same way as in the words *'go, gap, get'* where it is called a *'hard g'*. Its pronunciation in *'giraffe'* is called a *'soft g'*. A *'soft g'* pronunciation usually occurs when the letters *'e, i'* follow the *'g'* as in *'ginger, gentle, giant, age, orange, gipsy'*, but this is not always the case as can be seen in the words *'get, geese, giggle, bigger'*. In the word *'elephant'*, the letters *'ph'* are pronounced in the same way as *'f'* in *'fun'*.

<b>MFA03</b>	<b><i>Hippos and Crocodiles</i></b>
Phase 2	a am in can get of hot
Phase 3	see with
Phase 4	swim
Tricky	I the my are we go to <b>out</b>
Other	<b>hippo</b> baby <b>river</b> <b>crocodile</b>

The full word *'hippopotamus'* is included on the first page of this book. However, on all other pages the shortened form *'hippo'* is used. In this word the letter *'o'* is pronounced in the same way as it is in the words *'oh, no, go'*. Children have met these words in earlier books, so they should be familiar with *'o'* being pronounced in this way. In the word *'crocodile'*, the letter *'i'* is pronounced as a *'long i'* in contrast to the pronunciation of *'i'* in *'hippo, swim, river'*. Children meet the /ou/ sound of the letters *'ou'* for the first time in the word *'out'*. Previously they have only met the letter combination *'ou'* in the word *'you'* where it is pronounced differently. They meet the /ou/ pronunciation again in the word *'pouch'* in book 6. They will not meet other pronunciations of *'ou'* until much later in the reading scheme when they meet words like *'could, thought, touch'*.

<b>MFA04</b>	<b><i>Camels and Donkeys</i></b>
Phase 2	a am on can and bag big legs back
Phase 3	<b>thin long</b>
Phase 4	<b>hump</b>
Tricky	I my have are little
Other	<b>camel donkey friends basket carry</b>

The two animal names in this book both have simple pronunciations relating to the letter/sound relationships that have been introduced in earlier books. The other new words *'basket, carry, hump, thin, long'* are also in line with pronunciations that have been introduced so far. *'Friends'* is the only other new word in this book.

<b>MFA05</b>	<b><i>Monkeys and Zebras</i></b>
Phase 2	a am <b>us</b> is on fun
Phase 3	with
Phase 4	<b>lands</b>
Tricky	I the me my have are we oh no
Other	<b>monkeys</b> baby <b>zebra</b> <b>falling</b>

Children will know how to say the word 'monkey' by looking at the pictures of these animals. However, in the written word 'monkey' the letter 'o' is not pronounced in the same way as it is in the word 'donkey'. There are other common words like 'mother, brother, another, money, cover' where children need to use this alternative pronunciation of the letter 'o'.

It is only by using clues from pictures or the context of a sentence that children can decide which pronunciation to use.

The word 'falling' introduces another pronunciation for the letter 'a'.

Children often come across this in words like 'ball, call, tall, wall, small'.

**MFA06 Kangaroos and Ostriches**

Phase 2 a am in is can an big but run

Phase 3 with **wings**

Phase 4 jump **fly** fast **catch**

Tricky I the my have very

Other **kangaroo** baby **pouch** **ostrich** cannot

This is the first time in the reading scheme where children meet the letters 'oo' in the word 'kangaroo' pronounced in the same way as in 'moon, pool, cool'.

Children may not be familiar with pictures of 'ostriches'. However, they will have met all the letter/sound relationships, including 'ch' in Tom and Bella Series 2. Both of the other new words 'catch' and 'pouch' also contain the letters 'ch'.

THE VOLUME OF WRITING ACTIVITIES DESIGNED TO COMPLEMENT THIS SERIES IS **WA20: MY FIRST ANIMALS WRITING ACTIVITIES**

**Key Vocabulary for My First Animals Series**

MFA01	play	with			are	my		
MFA02		with				my		have
MFA03		with		go to	are	my	we	
MFA04				little	are	my		have
MFA05		with	no	oh	are	my	we	
MFA06		with				my		have