

Jelly and Bean

A systematic phonic reading scheme for
children in the Early Years Foundation Stage
and Key Stage 1

Handbook

In this handbook teachers will find:

- the phonic structure underpinning the Jelly and Bean reading scheme
- the aims and objectives for each series of books
- the vocabulary in each story organised by phonic phase and high-frequency words
- the statutory requirements for the teaching of word reading in key stage 1 in schools in England
- the relationships between letters and sounds:
 - a) grapheme/phoneme correspondences
 - b) phoneme/grapheme correspondences

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Introduction

The Jelly and Bean reading scheme has grown and evolved since it was first envisaged in 1998. The original phonic strategy was neither analytic phonic nor synthetic phonic. It was simply a combination of the author's own knowledge of phonics adapted to the sequence and progression of the **National Literacy Strategy** brought out by the UK government in 1998. At this time **phonics** (sounds and spellings) was one element of the **Searchlights Model** of teaching children to read. The other three elements were grammatical knowledge (the order of words in sentences - **syntax**), knowledge of the text (its meaning - **semantics**) and word recognition knowledge (orthography, graphemes, layout - **visual**). Children were taught to read by **multi-cueing** from these elements.

In 2005 a parliamentary review into the teaching of early reading was set up. This culminated in the Rose Review of 2006. **Systematic synthetic phonics** was brought to the fore and the **Simple View of Reading** became the new model. This model had only two components - **skilled word recognition** and **spoken language comprehension**. Skilled word recognition is equated to **decoding**. Decoding is taught as a **single-cueing** method of sounding out phonemes and blending them into words - pronouncing out loud - after which children can access the words in their memory in order to read them. The government's own phonic programme, **Letters and Sounds**, was published in 2007. The phonic progression in the Jelly and Bean books was not the same as the phonic progression in this programme. We started work revising the books to match the *Letters and Sounds* progression in 2008.

In 2010 the Department for Education archived the National Literacy Strategy and tightened up the synthetic phonic approach by making it the **statutory** teaching method in all state schools in England. **Daily discrete phonics lessons became mandatory** for children in the Reception Year and Year 1. In 2012 the **Phonics Screening Check** was introduced to check that children in Year 1 classes could sound out and blend the letters in simple real words and nonsense words.

In 2014, a new **National Curriculum** was published. It applies to children in **Year 1** and above in English schools. It specifies that they should be taught to read using **systematic phonics**. The **statutory legislation** for the teaching of phonics in key stage 1 can be found on page 90 of this handbook.

The **Early Years Foundation Stage** covers the education of children in the **Reception Year**. The **Early Learning Goals** for reading and writing at this stage can be found on page 90 of this handbook. The work we have done since 2008 means that our books provide decodable reading material for children in both these stages.

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Phonics and High-frequency Words in the Reception Year

The Jelly and Bean books for the Reception Year were first written in 1998 to complement the National Literacy Strategy. This strategy said that children should be taught the **letters of the alphabet**, the consonant digraphs **th, sh, ch** and **45 high-frequency words** in the Reception Year. These words included ‘a, cat, on, in, big, dog, and, the, I, am, can, see, look, at, me, is, with, no, my, dad, to, go, up, of, it, get, play, away, day, all, you, are, said, we, for, mum, he, she, this, they, was, come, went, yes.’

This strategy was government policy until the introduction of synthetic phonics in 2007.

At that time the government introduced its own phonics programme *Letters and Sounds*.

The guidance in *Letters and Sounds* said that children should be taught the **44 phonemes of English** and one spelling for each of them as well as the high-frequency words above.

The phonemes of English are:

Consonants: /b/, /d/, /f/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, /v/, /w/, /y/, /z/, /th/, /th/, /sh/, /ch/, /ng/, /zh/. The letters ‘q’ and ‘x’ are not single phonemes. They are /k/w/, /k/s/ and /g/z/.

Vowels: /a/, /e/, /i/, /o/, /u/, /ae/, /ee/, /ie/, /oe/, /ue/ (yoo), /oo/ (moon), /ar/ , /er/ (schwa), /ur/, /ow/, /oi/, /oo/ (good) /air/, /ear/, /ure/.

The chart below shows the high-frequency words segmented into phonemes.

Word	Phonemes	Word	Phonemes
a	/a/ (or schwa /er/	of	/o/ /v/
cat	/k/ /a/ /t/	it	/i/ /t/
on	/o/ /n/	get	/g/ /e/ /t/
in	/i/ /n/	play	/p/ /l/ /ae/
big	/b/ /i/ /g/	away	/a/ (or schwa /er/) /w/ /ae/
dog	/d/ /o/ /g/	day	/d/ /ae/
and	/a/ /n/ /d/	all	/or/ /l/
the	/th/ schwa /er/	you	/y//oo/
I	/ie/	are	/ar/
am	/a/ /m/	said	/s/ /e/ /d/
can	/k/ /a/ /n/	we	/w/ /ee/
see	/s/ /ee/	for	/f/ /or/
look	/l/ /oo/ /k/	mum	/m/ /u/ /m/
at	/a/ /t/	he	/h/ /ee/
me	/m/ /ee/	she	/sh/ /ee/
is	/i/ /z/	this	/th/ /i/ /s/
with	/w/ /i/ /th/	they	/th/ /ae/
no	/n/ /oe/	was	/w/ /o/ /z/
my	/m/ /ie/	come	/k/ /u/ /m/
dad	/d/ /a/ /d/	went	/w/ /e/ /n/ /t/
to	/t/ /oo/	yes	/y/ /e/ /s/
go	/g/ /oe/	down	/d/ /ow/ /n/
up	/u/ /p/	out	/ow/ /t/

Almost all the phonemes of English have more than one grapheme/phoneme correspondence - GPC. Examples of the different GPCs for the vowel phonemes /e/, /o/, /ae/, /ee/, /ie/, /or/, /ow/, /oo/ in the high-frequency words are evident in 'yes/said, dog/was, play/they, see/me, my/I, for/all, down/out, look/come' in the chart below, as well as the two GPCs for /k/, 'c' in *cat* and 'k' in *look*.

Grapheme/Phoneme Correspondences in High-frequency Words

Phoneme	High-frequency word	Phoneme	High-frequency word
/a/	cat, am, can, at, and, dad	/b/	big
/e/	get, went, said, yes	/d/	dog, dad, day, and, down, said
/i/	in, is, with, it, this	/f/	for
/o/	on, dog, of, was	/g/	big, dog, get, go
/u/	up, mum	/h/	he, her

/ae/	play, away, day, they	/j/	----
/ee/	see, me, she, he, we	/k/	can, cat, come, look
/ie/	my, I	/l/	play, look, all
/oe/	no, go	/m/	am, me, my, mum, come
/ue/ /yoo/	you	/n/	on, in, can, no, and, went, down
/ue/ /oo/	to	/p/	play, up
/ar/	are	(qu) /k//w/	----
/schwa/ /er/	the, (away, a)	/r/	----
/ur/	her	/s/	see, said, this, yes
/or/	for, all	/t/	cat, at, to, get, went, it, out
/ow/	down, out	/v/	of
/oo/	look, come	/w/	with, away, we, went, was
/oi/	----	(x) /k//s/	----
/ear/	----	/y/	you, yes
/air/	----	/z/	is, was
		/th/	the, this, with, they
		/sh/	she
		/ch/	----
		/ng/	----
		/zh/	----

If we also consider that there is no consensus about which GPCs should be taught first, and that all the commercial synthetic phonic programmes choose different GPCs in a different order, then it becomes clear why the government could not arrive at a statutory programme when it made the teaching of phonics **mandatory** for children in the **Reception Year** in 2010.

The Reception Year is part of the **Early Years Foundation Stage**. The learning objectives are defined in the framework for this stage. They are called **Early Learning Goals**.

The Early Learning Goals for literacy are EG09 and EG10.

EG09: Reading:

Children read and understand simple sentences.

They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words.

They demonstrate understanding when talking with others about what they have read.

EG10: Writing:

Children use their phonic knowledge to write words in ways which match their spoken sounds.

They also write some irregular common words.

They write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Whilst these goals do not specify that children should achieve them by following a synthetic phonic programme, the statutory requirements for the **National Curriculum** expect children to have been following a 'programme' during this stage - see pages 40 and 90 of this handbook.

Since 2008 we have revised the Jelly and Bean books to bring them into line with the phonic progression in the UK government's programme *Letters and Sounds*.

We have adopted the **Phonic Phases** described in its guidance.

For **Phonic Phase 2** we have introduced the grapheme/phoneme correspondences for the **19 most common letters of the alphabet**.

For **Phonic Phase 3** we have introduced:

- the GPCs for the **rest of the letters** of the alphabet, 'j, q, v, w, x, y, z',
- the consonant digraphs '**th, sh, ch, ng**',
- and the vowel graphemes '**ay, ai, ee, oo** (look), **er** (schwa), **or, ow** (down), **ou, y** (fly, mummy)'.

At the same time we have introduced words with adjacent consonants gradually throughout all the books to be in line with **Phonic Phase 4**

- and we have introduced all the **words** on the **high-frequency** list for phases 2, 3 and 4.

We have not managed to introduce all the GPCs for the vowels of English. The correspondences /oi/ - oi, /ear/ - ear, /air/ - air, and /ure/ - ure are missing in the vocabulary in our books for the Reception Year.

However, children will have gained a good basic grounding so that they are ready to embark on the programmes of study in the **National Curriculum** for Year 1.

Jelly and Bean's Phonic Structure for the Reception Year

AB Starter Pack A1-4, B1-4

no verbs

This pack introduces 19 letters of the alphabet with one sound correspondence for each.

These are: *a, b, c, d, e, f, g, h, i, l, m, n, o, p, r, s, t, u, x*. No verbs, sentences or capital letters are used. The high-frequency words '*a, on, in, and, the, big, cat, dog*' are introduced.

First Words Series

Present tense in books 6, 7, 8

This series reinforces the letters above (not 'x') and introduces 'k'.

Other high-frequency words introduced are '*l, am, can, not, off, of, up*'.

Tom and Bella Series 1

Present tense in books 5, 6

This series reinforces the letters above (not 'k') and introduces 'w'.

The high-frequency words '*is, has*' are introduced.

A Series 5-10 and B Series 5-10

Present tense (B7 mixed tenses)

These parallel series introduce the letters, '*j, k, v, w, y, z, ck*'. The high-frequency words used are '*l, am, can, see, look, at, me, is, has, with, oh, no, my, into, very, his, pull, put*', so that now some letters correspond to more than one sound. The double letters '*ff, ll, ss*' are used. The books should be used in the order A5, B5, A6, B6, etc.

A Extra Series 11-16 and B Extra Series 11-16

Present tense (except A11)

Both these series introduce the consonant digraph '*ng*' and reinforce '*ck*'. Children encounter more vowel correspondences in the high-frequency words '*to, go, you, are, said, we, for, little, have, play, down*'.

Tom and Bella Series 2

Present tense

This series reinforces the high-frequency words '*to, go, no*'. It introduces '*sh*' and '*ch*' in books 4, 5 and 6.

A Digraph Series and B Digraph Series

Present tense

These series introduce '*sh, ch, th*' and use words containing the vowel digraphs '*ay, ai, ee, oo, or, ow, er*' as well as '*y*' in '*fly, sky, my, by*'. The stories introduce the pronouns '*he, she, they*' and the high-frequency words '*who, does, goes, come, all, do, move, water*'.

Tom and Bella Series 3

Present tense

This series reinforces the letters, digraphs and some of the irregular words mentioned above. The digraph '*oo*', in '*pool*' is introduced. New high-frequency words are '*her, be*'.

Rhyming CVC Series

Mixed tenses

This series reinforces the above work using rhyming CVC and CCVC words.

It introduces the digraph '*ea*' (*eat*) and the high-frequency words '*was, gone, done, so*'.

Overall Aims

- to provide the simplest books for children to read by themselves when they are beginning to learn to read and write.
- to use the smallest number of letters, in the smallest number of nouns, joined by ‘a’ and another single connecting word. In book A1 these letters are ‘a, c, h, m, n, o, t’ and the connecting word is ‘on’.
- 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	No. of words
A1	<i>a cat</i>	a c h m n o t	34
B1	<i>a man</i>	-----	39
A2	<i>a box</i>	b i g x	45
B2	<i>a bat</i>	(d)	31
A3	<i>a dog on a log</i>	d l f r	40
B3	<i>a bad dog</i>	-----	45
A4	<i>cats in the mud</i>	s e u	35
B4	<i>a bug in a cup</i>	p	45

A1	<i>a cat</i>
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 up into 3 sounds, one for each letter. In this way they learn the letter/sound correspondences for ‘c’, ‘a’, ‘t’. Similarly they learn the letter/sound correspondences 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 correspondence 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/. 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.
- Research has shown that the easiest way for children to split words initially is *ca-t, ha-t, ma-t* because this is the nearest to natural spoken language. (The Cluella Study - link on website)

B1 **a man**

Phase 2 a cat hat mat on hot cot man

HFW a on

Objectives

- to reinforce the letter sound correspondences 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 correspondences of 'b' and 'x'. In the word 'big' there is only the letter/sound correspondence 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 correspondences 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 before 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' or 'on' another object but both objects are present in the picture. The sound/letter correspondence /d/ - 'd' is introduced in book 3A.

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

A3 ***a dog on a log***

Phase 2 a cat dog log on and

Phase 4 frog

HFW a in and

Objectives

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

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.

B3 ***a bad dog***

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 movement to draw the oval before going up the stick and back down it.

The letter '**b**' is formed by first going down the stick, then back up halfway, 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 Free Resources on the homepage.

A4 ***cats in the mud***

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 correspondences 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' correspondence.)

- 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, simple letter/sound correspondences 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 correspondence.
- 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 do not try to guess the words from the pictures.
- 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'*.

For the correct formation of the letters of the alphabet, please see page 84.

Practice sheets are available free from our website.

THE VOLUME OF WRITING ACTIVITIES DESIGNED TO COMPLEMENT THIS SERIES IS

WA04: WRITING FOR THE AB STARTER PACK

Overall Aims

- to devise a series of eight books, using only very simple words made up of the 19 letters introduced in Phase 2 of *Letters and Sounds*, so that they reinforce the work of the AB Starter Pack.
 - to provide suitable age-related reading material for children to successfully read books by themselves in the Early Years Foundation Stage.
 - to provide material that does not contain capital letters, i.e. books 1-5.
 - to ensure that ‘I’ (I in the Sasson font) is the only capital letter used. It is used in the word ‘I’, and it is not used as a capital letter of any other word, e.g. ‘It’.
 - to begin sentences only with the phrases ‘I am’ or ‘I can’ and to use sentence structure consistently after verbs have been introduced in book 6.
 - the letter ‘k’ is introduced as the other main correspondence to the sound /k/.
- There are no new words with consonants to blend in this series.

Book	Title	Small letters	No. of words	Vowels used
1	<i>a hat</i>	a c e h n o r s t	35	a, e, o
2	<i>a bag</i>	b i g d	36	a, i, o
3	<i>bats</i>	l f	30	a, o
4	<i>mad hens</i>	mu	42	a, e, i, o, u
5	<i>kitten</i>	k p	33	a, e, i, o
6	<i>I am a rat</i>		41	a, i, o
7	<i>I am mad</i>		40	a, i, o, u
8	<i>I can dig</i>		39	a, e, i, o, u

Vocabulary in each book

FW1: *a hat*

Phase 2 a on hat cat rat hen cats

HFW a on

The letter ‘s’ is only used at the end of the word ‘cats’ where it is pronounced /s/.

FW2: *a bag*

Phase 2 a on in cat rat dog hot bag big cats

HFW a on in big

The letter ‘s’ is only used at the end of the word ‘cats’ where it is pronounced /s/.

FW3: *bats*

Phase 2 a on off bat dog log and bats

Phase 4 frog frogs

HFW a on and

The letter ‘s’ is used at the end of the words ‘bats, frogs’. It is pronounced /z/ in ‘frogs’.

FW4: *mad hens*

Phase 2 a on in rat not mad big hut and eggs hens

HFW a on in and not

Tricky the

The letter 's' is used at the end of the words 'eggs, hens'. ('s' is pronounced /z/)

FW5: *kitten*

Phase 2 a on cat pan pen his cup hot red bed and kitten

HFW a on and his

Tricky the

The letter 's' is only used in the word 'his' and it is pronounced /z/.

FW6: *I am a rat*

Phase 2 a on in am bag rat run dig hop rip can cat sit and

HFW a on in am and can

Tricky the I to

The letter 's' is only used at the beginning of the word 'sit'.

The word 'to' has been added in the reprinted books of 2016 to make the language more natural. Children have to learn the whole word 'to' as a specific letter sequence with spaces either side.

FW7: *I am mad*

Phase 2 a on in am bat log mud hop can sad mad frog

HFW a on in am

Tricky the I

The letter 's' is only used at the beginning of the word 'sad'.

FW8: *I can dig*

Phase 2 a in am of up dog dig doll tub can mud and pull full wet

HFW a in am of up and can

Tricky the I

The letter 's' is not used.

The illustrations have changed in the 2016 reprint, so that what was previously a 'rag' is now a 'doll'.

THE VOLUME OF WRITING ACTIVITIES DESIGNED TO COMPLEMENT THIS SERIES IS

WA02: FIRST WORDS WRITING

Tom and Bella Series 1 Phase 2 Pink

Overall Aims

- to provide suitable age-related reading material for children in the Foundation Stage so that they can successfully read a whole book by themselves.
- to use very simple vocabulary containing only the letters of Phase 2 of *Letters and Sounds*.
- to introduce the high-frequency words 'on, in, and, a, the' to reinforce the AB Starter Pack.
- to take the opportunity to introduce the words 'is, has, up' in sentences in books 5 and 6 so that the sentences do not begin with 'I am ...' or 'I can ...'.
- to avoid unnecessary capital letters. Only T, M and B are used within the text although capital letters are used in the book titles.
- to begin sentence structure in book TB105, The Big Red Bus.

The initial consonant blend 'dr' is used in book TB106 in the word 'drips'.

The final consonant blend 'st' is used in book TB105 in the word 'fast'.

The letter 'k' is not used in this series.

The double letters 'ss' (*mess*) and 'll' (*Bella, fills*) are introduced.

Book Title	Small letters	No. of words	Vowels used
1 <i>Tom</i>	a c d g m n o t s	26	a, o
2 <i>A Big Dog</i>	b i g f	35	a, i, o
3 <i>Bella</i>	l e r	35	a, e, i, o
4 <i>A Bad Cat</i>	u p h	38	a, e, i, o, u
5 <i>The Big Red Bus</i>	---	47	a, e, i, o, u
6 <i>Cups and Mugs</i>	w	51	a, e, i, o, u

Vocabulary in each book

TB101 *Tom*

Phase 2 a on cat dog and Tom cats dogs

HFW a on and

The letter 's' is used in the words 'cats' (pronounced /s/) and 'dogs' (pronounced /z/).

TB102 *A Big Dog*

Phase 2 a on cat dog and Tom cats mat fat big tin

HFW a on and big

The letter 's' is only used in the word 'cats'.

TB103 *Bella*

Phase 2 a on in and bag bed doll rabbit Bella

a on in and

The letter 's' is not used.

TB104 *A Bad Cat*

Phase 2 a on in and cat cup pan bin bad cups pans Bella

HFW a on in and

Tricky the

The letter 's' is used in the words 'cups' (pronounced /s/) and 'pans' (pronounced /z/).

TB105 *The Big Red Bus*

Phase 2 a on in is has big red bus mad button bin hits cat mess Tom

Phase 4 fast

HFW a on in is has big

Tricky the

The letter 's' is used in the words 'bus, mess, hits, fast' (pronounced /s/) and 'is, has' (pronounced /z/).

The word 'hits' is the third person, present tense singular of the verb 'to hit'.

TB106 *Cups and Mugs*

Phase 2 a on is has up and cups mugs mat pot tips Bella fills mess

Phase 3 wet

Phase 4 drips

HFW a on is has up and

Tricky the

The letter 's' is used in the words 'cups, tips, mess, drips' (pronounced /s/) and 'mugs, is, has, fills' (pronounced /z/).

In the words 'tips, fills, drips' the 's' denotes the third person, present tense singular of the verbs 'to tip, to fill, to drip'.

The letter 'w' and sound /w/ is introduced.

THE VOLUME OF WRITING ACTIVITIES DESIGNED TO COMPLEMENT THIS SERIES IS

WA03: TOM AND BELLA WRITING ACTIVITIES 1

Introduction

The AB Starter Pack introduced all the Phase 2 letters except 'k'. This letter is introduced together with 'j, v, w, y' in this series of books.

Sentences in the present tense 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, jumps, is, has, runs, kicks, sleep'.

The names Jelly and Bean are teated as 'tricky' words throughout this series.

The initial consonant blends 'gr' (grass), 'sw' (swim), 'sl' (sleep) are introduced.

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

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

Aims

- to introduce the sounds /j/, /k/, /v/, /w/ with the letters 'j, k, v, w' in simple words. The letter 'y' is used as the sound /i/ in *Jelly* and the sound /ie/ in *my*.
- ('q' and 'z' are not used in this series)
- to use meaningful sentences consistently, although two lines in book A5 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 'I, am, can, see, look, at, me, is, has, with, oh, no, my'.

Book	Title	Small letters	Capitals	No. of words	Digraphs
A5	<i>Jelly and Bean</i>	y	J B I	50	---
A6	<i>I can see</i>	(s)	---	55	ee
A7	<i>Look at me</i>	k p	L	66	--- oo
A8	<i>Duck and Frog</i>	j (ck)	A T D F	73	--- --- ck
A9	<i>Wellington</i>	w	W O	65	--- --- ck
A10	<i>Kevin</i>	v	K M	59	ee

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.

see

look

Teaching notes for each book

A5 *Jelly and Bean*

Phase 2 a on in am cat mud mat bag log red and

Tricky the I

Other Jelly Bean

This book introduces the phrase '*I am*' and the characters Jelly and Bean.

Sentences are used for the first time 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.

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 I

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

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 I 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 the 'e' in '*me*' is pronounced in the same way as the '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. Regular phonic rules do not always apply.

A8 *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 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.

A9 *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.

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

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.

THE VOLUME OF WRITING ACTIVITIES DESIGNED TO COMPLEMENT THIS SERIES IS

WA05: WRITING FOR A5-10 AND B5-10

Introduction

The letters ‘j, k, v, w, y, z’ are introduced in books 5-10.

Sentences are also introduced including capital letters and full stops (other than on pages 5, 7, 8 in book B5 where full stops are used for consistency, but there are no verbs in the text).

The capital letters ‘l, J, T, S, B, P, O, A, K’ are used. The verbs ‘am, see, look, is, has, put, hops, run, fell, pull, hugs, ran, taps, jumps’ are used.

The names Jelly and Bean are treated as ‘tricky’ words throughout.

New consonant blends introduced are ‘bl’ in ‘black’ and ‘tr’ in ‘trick’.

Aims

- to reinforce the introduction of the letters of the alphabet used in the A Series books 5-10 in simple words. The letter ‘z’ is also introduced in book 10.

- to use the verbs ‘am’, ‘see’ and ‘look’ in sentences consistently to reinforce the A Series.

- to use as many CVC words as possible so that children can practise reading this type of word.

- to use verbs in the present tense, although the verb ‘fell’ in B7 is a past tense verb.

Introduction of Letters

Book	Title	New Letters	Capitals	No. of words	Digraphs
B5	<i>a hen and a rat</i>	y r l	l J	46	--
B6	<i>Sam</i>	(s)	S	60	ee
B7	<i>The big bell</i>	k	B P L	65	-- oo
B8	<i>The big black hat</i>	ck	A O	60	-- oo ck
B9	<i>The web on the jug</i>	j w	--	50	ee
B10	<i>The very big cat</i>	v z	K	61	ee oo

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 form of ‘The’ appears in this book for the first time. The letter ‘y’ is used in this book in the name ‘Jelly’.

Please see the notes for the A Series 5-10 for the Shy ‘i’, Toughy ‘y’ Rule

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 I

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' also appears in the verb 'has' (pronounced /z/), and at the end of the verb 'hops' (pronounced /s/).

B7 **The big bell** (mixed tenses)

Phase 2 a at big and on in has his off cut leg bell fell pull hugs

Phase 3 look

Tricky the

Other Jelly Bean

The main aims of this book are to introduce the letters 'l' and 'k'. 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').

The letter 'k' is used as the last letter in 'look'.

B8 **The big black hat**

Phase 2 a at big is in am hen hat and duck kitten

Phase 3 look

Phase 4 black trick

Tricky Oh I me

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

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

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.

A Series 11-16

Introduction

This series of books follows on from the A Series books 5-10. The letters of the alphabet are reinforced in simple words and the 'ee' and 'oo' letter combinations are used in 'see' and 'look'. The 'ay' digraph is used in the word 'play' in books 11, 12, and 14, and also in the word 'away' in book A15. Book A14 introduces the vowel digraph 'ow' in the word 'down' and book A16 introduces 'or' in the word 'for'.

Aims

- to revise and reinforce the letters of the alphabet in simple words.
- to introduce the rest of the high-frequency words for Phonic Phase 2, i.e. 'go, to'.
- to introduce some of the high-frequency words for Phonic Phase 3. These are 'into, you, are, said,
- to introduce the letter 'q' in the word 'quack'.

New consonant blends introduced in this series are 'pl' in 'play', 'fl' in 'flat', 'cr' in 'cross', 'lp' in 'help' and 'nk' in 'pink'.

Introduction of letters

Book	Title	New Capitals	No. of words	Digraphs
A11	<i>Hop ... hop ... hop</i>	H	79	-- ay
A12	<i>The Big Hat</i>	--	85	-- ay ee oo
A13	<i>The Big Pink Box</i>	P	90	ng -- ee --
A14	<i>Up and Down</i>	U	77	-- ay -- -- ow
A15	<i>Go Away</i>	Y G N	88	-- ay -- --
A16	<i>The Little Duck</i>	Q	99	-- -- ee oo or qu ck

A11 ***Hop ... hop ... hop*** (past tense)

Phase 2 a on in cat big log sat hop mud off fell

Phase 4 frog went

Tricky the to no oh

Other Jelly Lotty play

This book introduces the word 'to' in the phrase 'went to play' and it reinforces the exclamation 'oh no'. The word 'play' is used for the first time.

A12 ***The Big Hat***

Phase 2 a on in it at can big has hat mat fun sad and gets

Phase 3 with see looks

Phase 4 jumps

Tricky the no oh

Other Jelly Bean play

This book introduces the word 'it' part way through a sentence and at the beginning of a sentence (as 'It'). This is the first time that children meet the capital letter 'I' other than as the word 'I'. This is also the first book to use all three words 'is, in, it'.

A13 *The Big Pink Box*

Phase 2 a it is at up of can big get has not got top bottom
Phase 3 box bang see
Phase 4 flat pink jumps
Tricky the to no oh
Other Jelly Bean Wellington

This book introduces the concepts of *'top of'* and *'bottom of'*.
It uses the *'ng'* combination for the first time in the word *'bang'*.

A14 *Up and Down*

Phase 2 at up of get top and cats dogs hill
Phase 3 Kevin wet down kennel
Phase 4 drip drop bump
Tricky to go oh no
Other Jelly Bean Lotty play

This book introduces the phrases *'go up'* and *'go down'*. All the *'common exception'* words to be taught in Phase 2 of *Letters and Sounds* have now been used.

A15 *Go Away* (mixed tenses)

Phase 2 a in is it big cat not his hut bin and hen's
Phase 3 box Kevin's
Phase 4 cross
Tricky the go you are my said
Other Bean's happy away kennel

This book introduces some of the more difficult high-frequency words, i.e. *'you, are, said, away'*. They are used repeatedly in the same phrases throughout the book.
The consonant sound of /y/ - 'y' is used for the first time at the beginning of the word *'You'*, i.e. with a capital letter. The letter 'g' is also used as a small letter 'g' and as a capital letter 'G'.

A16 *The Little Duck* (mixed tenses)

Phase 2 a on in is it am mum big his and duck
Phase 3 yes will quack see look for
Phase 4 grass pond lost help jumps
Tricky the I to me my we you said little
Other Jelly Bean happy

This book introduces the letter combination *'qu'* at the beginning of the word *'quack'*. (also *'Quack'*). The consonant sound /y/ is reinforced in the word *'yes'*.
It also uses the word *'for'* consistently in the phrase *'look for'*.
The pronoun *'we'* is also used.

THE VOLUME OF WRITING ACTIVITIES DESIGNED TO COMPLEMENT THIS SERIES IS
WA06: WRITING FOR A11-16 AND B11-16

B Series 11-16

Introduction

This series was revised in the spring of 2012. A new book *My Clock* and a revised version of *Ring-a-ding* were added for children to practise reading words with the 'ck' and the 'ng' combinations.

New consonant blends are 'st' in 'stuck', 'xt' in 'next', 'cl' in 'clang' and 'str' in 'string'.

Aims

- to use as many simple CVC words as possible in each story to reinforce this type of word.
- not to introduce any more vowel digraphs, and only to use 'ee' and 'oo' in 'see' and 'look'.
- to use the Phase 2 'common exception' words 'l, the, no, go, to'.
- to reinforce other high-frequency words. These are 'little, my, oh, are, have, no, back'.
- to practise and reinforce the letter combinations 'ck' and 'ng'.

Book	Title	New capitals	No. of words	Digraphs
B11	<i>Ten Pegs</i>	--	69	ck -- ee oo
B12	<i>The Egg</i>	E	66	ck -- -- --
B13	<i>The Fox</i>	--	67	ck -- ee
B14	<i>The Box</i>	--	73	ck -- ee oo
B15	<i>My Clock</i>	C	69	ck ng ee
B16	<i>Ring-a-ding</i>	R	71	-- ng --

B11

Ten Pegs

Phase 2	can on of in a is at and cat ten bag fat mud fell hops sits pegs socks
Phase 3	see looks
Phase 4	jumps frog
Tricky	l the no oh

B12

The Egg

Phase 2	a in on gets and has off an hen hut sits egg duck
Phase 3	box
Phase 4	nest
Tricky	the no oh little

B13

The Fox

Phase 2	hen a can and get in his hut den leg back duck pulls runs cannot
Phase 3	see fox
Phase 4	stuck
Tricky	the to into little
Other	Jelly Bean

B14 *The Box*

Phase 2 a of in is and get on man off hut lid hen red duck puts
 Phase 3 van box fox see looks will with
 Phase 4 jump next
 Tricky the no oh go to
 Other Jelly Bean opens

B15 *My Clock*

Phase 2 is get up am on not sit bed tick tock
 Phase 3 this ring will bang
 Phase 4 clock next sleep stop
 Tricky no go to my I have
 Other listen

B16 *Ring-a-ding*

Phase 2 in pulls bells dogs pans
 Phase 3 with bees ting-a-ling ring ring-a-ding ding dong bing bong gong zing
 buzzing ping pong bang
 Phase 4 wind string clang
 Tricky the

THE VOLUME OF WRITING ACTIVITIES DESIGNED TO COMPLEMENT THIS SERIES IS
WA06: WRITING AND COMPREHENSION FOR A11-16 AND B11-16

Key Vocabulary for A11-16 and B11-16

Book	play	with	no	oh	go	to	little	you	are	said	away	my	we	have	for
A11	play		no	oh		to									
B11			no	oh											
A12	play	with	no	oh											
B12			no	oh			little								
A13			no	oh		to									
B13						to	little								
A14	play		no	oh	go										
B14		with	no	oh	go	to									
A15					go			you	are	said	away	my			
B15			no	oh	go							my		have	
A16						to	little	you		said		my	we		for
B16															

Tom and Bella Series 2

Introduction

This series spans the phonic work of the A and B Series 5-10 and 11-16 and leads into the A Digraphs Series 17-24 by introducing /sh/ and /ch/ in TB204, TB205 and TB206.

There is only one new consonant blend. It is 'pr' in 'press'.

Aims

- to reinforce the phonic work taught to date.
- to reinforce the high-frequency words 'I, go, no, to, into'.

Introduction of letters

Book	Title	New Graphemes	No. of words
TB201	<i>The Cat Flap</i>	--	53
TB202	<i>The Jam Bun</i>	--	55
TB203	<i>Bump! Bang!</i>	--	64
TB204	<i>Dot and Dash</i>	sh	67
TB205	<i>Tom's Ship</i>	ai	67
TB206	<i>Feeding the Hens</i>	ch	60

Consonant and Vowel Digraphs used

TB201	<i>The Cat Flap</i>	ck
TB202	<i>The Jam Bun</i>	ck
TB203	<i>Bump! Bang!</i>	ck ng
TB204	<i>Dot and Dash</i>	ck --- sh
TB205	<i>Tom's Ship</i>	--- ng sh ai
TB206	<i>Feeding the Hens</i>	ck --- --- --- ch ee oo

TB201 ***The Cat Flap***

Phase 2 am a cat is on Tom bed tells get off run but and

Phase 3 -----

Phase 4 flap Fluff stuck

Tricky the I to

Other Bella Tigga

This book uses 'I am ...' and introduces the word 'to'.

TB202 ***The Jam Bun***

Phase 2 has a big bun licks on is mess in top rubs puts it sun Tom his

Phase 3 jam yum

Phase 4 drips sink pink

Tricky the oh no

Other lollipop

This book introduces the phrase 'oh no'.

TB203 *Bump! Bang!*

Phase 2 Tom gets his red bus puts on set off doll is mad
Phase 3 box path with bang
Phase 4 from truck press fast bump
Tricky the go
Other Bella's

This book introduces the word 'go'.

TB204, TB205 and **TB206** introduce the consonant digraphs 'sh' and 'ch'. They may be left until after A17 (*sh*) and A19 (*ch*) if necessary.

TB204 *Dot and Dash*

Phase 2 am Dot a big dog can on up runs off get sit
Phase 3 Dash see bee buzz
Phase 4 grass jump
Tricky the go I little
Other cannot

This book introduces 'sh' in the name *Dash*. It also uses the word 'see'.

TB205 *Tom's Ship*

Phase 2 Tom has a on fun is in tells get off tips up
Phase 3 ship sail with bang
Phase 4 grass mast plank stand jumps crash flag steps bump
Tricky the to oh no
Other Bella

This book uses the sound /sh/ in 'ship' and 'crash', and /ai/ in 'sail'.

TB206 *Feeding the Hens*

Phase 2 Tom and hens peck hut eggs pick not get off has lots of
Phase 3 chin cheek chicks feed seed will look
Phase 4 nest grass
Tricky the go to into oh
Other Bella

This book introduces the sound /ch/ in 'chin, cheek, chicks'.

THE VOLUME OF WRITING ACTIVITIES DESIGNED TO COMPLEMENT THIS SERIES IS

WA15: TOM AND BELLA WRITING ACTIVITIES 2

A Digraphs Series 17-24

Introduction

The first six books in this series were written in 1999 to introduce the consonant digraphs 'sh, ch, th' and the remaining high-frequency words for the Reception Year, 'he, she, they, come, was, all, day'.

The series was expanded to eight books in 2013, and some stories were rewritten in the present tense to make the series consistent with the B Digraphs Series.

A few more irregular words were added - 'goes, does, who, her, something'.

The same vowel digraphs are used as in the 1999 series, 'ay, ee, oo, ow, ou, or, er, ai' and 'y' in 'fly' was added. New consonant blends are 'spl' in 'splash', 'mpt' in 'empty', 'ft' in 'soft' and 'nt' in 'sent'.

Aims

- to introduce the vowel digraphs 'ay, ee, oo, er, ow, or' in the words 'play, day, away, bee, see, cheep, cheek, week, look, under, over, other, down, for'.
- to introduce the consonant digraphs 'sh, ch, th'.
- to introduce the rest of the pronouns 'he, she, they'.
- to introduce the high-frequency words 'day, all, her, come, goes, does, onto, him, by, who'.

No.	Titles	Digraphs	No. Words
A17	<i>The Big Fish</i>	sh --- ee ay oo --- --- --- or	79
A18	<i>The Bee in the Box</i>	sh --- ee ay oo --- --- --- ---	85
A19	<i>Chickens</i>	sh ch ee ay --- --- --- --- ---	80
A20	<i>The Wet Cat</i>	sh ch ee ay --- --- --- --- ---	97
A21	<i>Peck, peck</i>	sh ch ee ay oo ai --- --- or	88
A22	<i>The Bottom of the Pond</i>	sh --- --- ay oo --- --- ow or	110
A23	<i>Flap Flap Flop</i>	sh ch ee ay --- --- er --- ---	96
A24	<i>Rubbish Dump</i>	sh --- ee ay oo --- er ow or	102

Vocabulary in each book

A17 *The Big Fish*

Vowels: ay: away says
 ee: see
 oo: look looking
 or: for

Phase 2: a in is big get but his had it and but

Phase 3: dish wish fish yum

Phase 4: grabs splash pond jumps empty still

Tricky: the I no go to he

Other: Jelly Bean

This book introduces the consonant digraph 'sh' at the end of the words 'fish, dish, wish, splash'. It also introduces the pronoun 'he' as both 'he' and 'He'.

A18 *The Bee in the Box*

Vowels: ay: away
 ee: see bee
 oo: look

Phase 2: a on in is it up big can has sit sat mat mad and runs as

Phase 3: box buzz this with them

Phase 4: jump fast

Tricky: the oh no are she they comes

Other: Jelly Bean cannot

This book introduces the letter 'z' as a small letter and a capital letter.

It also reinforces the digraph 'sh' as the sound 'shhh', meaning stay quiet, and in the pronoun 'she'.

The pronoun 'they' is introduced as well as the high-frequency word 'comes'.

A19 *Chickens*

Vowels; ay: away say
 ee: cheep
 oo: look
 or: for

Phase 2: a on in has run hen hut

Phase 3: six Kevin shed chickens

Phase 4: grass lost

Tricky: the no oh to she goes all are

Other : Wellington little kennel

This book introduces the consonant digraph 'ch' in the words 'chickens' and 'cheep'.

It reinforces the phrase 'goes to look for' on three pages.

It reinforces the pronoun 'she' and introduces the word 'all' on the last page.

A20 *The Wet Cat*

Vowels: ay: day says
 ee: see

Phase 2: a in is it up am big cat can get sad hen hut full his bin

Phase 3: wet shed with Colin

Tricky: the I no to he you are goes come

Other: Wellington Jelly happy kennel cannot

This book was rewritten in the present tense in 2013 for consistency throughout the series.

The name of the cat was also changed from 'Chuff' to 'Colin'.

A21 *Peck, Peck*

Vowels: ay: away says
 ee: cheek week
 oo: look
 or: for
 ai: laid

Phase 2: a on in is it an dog has hen run sit off egg get back peck

Phase 3: will with chin chicks shed

Phase 4: cross soft nest

Tricky: the no go to he me we she are oh all

Other: Wellington cuddly kennel

This book reinforces the pronouns '*we, me, he, she*', the consonant digraphs '*ch*' and '*sh*', as well as other high-frequency words.

It also introduces the vowel grapheme '*ai*' in the phrase '*laid an egg*'.

A22 *The Bottom of the Pond*

Vowels: ay: day play says
 ow: down
 oo: look
 or: for

Phase 2: a on in it at up of hot but is not get him top put and pull back duck

Phase 3: Kevin then with push

Phase 4: frog grass send pond splash sent thank

Tricky: the to he she they you go all onto come goes does

Other: Lotty Wellington

This book was re-written in the present tense in 2013 for consistency throughout the series. Consequently, all instances of the word '*went*' were changed to '*goes*'. Similarly, '*did*' was changed to '*does*'.

A23 *Flap Flap Flop*

Vowels: ay: away play says
 ee: see
 er: other
 y: fly sky

Phase 2: a in run his can red but and robin tell

Phase 3: with chicken bush wing

Phase 4: flap flop grass

Tricky: the he to I oh all who her she onto

Other: bye can't little

This story is a revision of '*I Can't Fly*', which was book 11 in the original Long Vowel Series. The high-frequency words '*her*' and '*who*' are introduced.

A24 ***Rubbish Dump***

Vowels: ee: see feel
 oo: look
 or: for
 ow: down
 er: over under

Phase 2: is on in it and a cat up as at pat rat red but can bag back pan run

Phase 3: then

Phase 4: from jump help plank cloth cross lamp think fast dump

Tricky: the by all she something have very goes move

Other: wall Jelly rubbish among basket bottles nothing

This story is a revision of 'The Rubbish Dump', book 14 in the original Consonants, Blends and Clusters Series, now out of print. There are eleven words with consonants to blend in this book.

THE VOLUME OF WRITING ACTIVITIES DESIGNED TO COMPLEMENT THIS SERIES IS
WA07A: WRITING AND COMPREHENSION FOR A17-24

Key Vocabulary for A17-24 and B17-24

Word	he	she	they	are	come	you	goes	all	her	out	said
A17	he										
B17				are							
A18		she	they	are	come	you					
B18	he		they	are	come						
A19		she		are			goes	all			
B19				are						out	
A20	he			are	come	you	goes				
B20						you					said
A21	he	she		are				all			
B21			they	are							
A22	he	she	they		come	you	goes	all			
B22		she			come				her	out	
A23	he	she						all	her		
B23				are							
A24		she					goes	all			
B24	he			are		you		all			said

B Digraphs Series 17-24

Introduction

This series of books follows on from the B Extra Series 11-16. It was designed to replace the last six books of the original Pig Family Series which reinforced the A Digraphs Series. The introduction of *Letters and Sounds* in 2007 meant that vowel digraphs had to be introduced earlier than the timescale allowed in the National Literacy Strategy. Some of the early books from the original Long Vowel Series and the later books from the original Consonants, Blends and Clusters Series were revised to fill this gap. None of the books in this series are completely new. They all use illustrations taken from the series mentioned above. New consonants to blend are 'sm' in 'smell', 'sk' in 'skin', 'tch' in 'catch' and 'nch' in 'lunch'.

Aims

- to reinforce the consonant digraphs 'sh' and 'ch' and the irregular high-frequency words 'he, she, they, you, are, have, comes, two, my, her, very, all'.
- to introduce other high-frequency words, 'do, two, going, water, out, every'.
- to reinforce the vowel digraphs 'ee, ay, ai, er, ow, ou, oo'.

This series could be used first and reinforced by the A Digraphs Series or vice-versa.

No.	Title	Phonic Content	No. of Words
B17	<i>The Ship in the Tub</i>	sh --- ee ay -- -- -- -- --	70
B18	<i>The Sheep on the Hill</i>	sh --- ee --- -- er ow -- --	83
B19	<i>Flash! Crash! Bang!</i>	sh --- ee --- ai er -- ou oo	74
B20	<i>The Sitting Hen</i>	sh ch ee ay -- -- ow -- --	88
B21	<i>Rubbish</i>	sh nch ee --- -- -- ow -- -- or	84
B22	<i>In the Mist</i>	sh --- ee ay -- er -- ou --	84
B23	<i>Going Fishing</i>	sh tch ee ay ai er -- -- --	79
B24	<i>Choc-chips</i>	sh ch ee --- -- er -- -- oo	73

B17 *The Ship in the Tub*

Vowels	ay: play ee: see
Phase 2	a in can tub has fun is on top of and
Phase 3	ship Kevin with
Phase 4	jumps crack splits splash bump flat
Tricky	the to oh no are
Other	Lotty

This was originally book 2 in the Consonants, Blends and Clusters Series. The objective is to use 'sh' at the beginning and the end of words.

B18 ***The Sheep on the Hill***

Vowels	ee: see sheep feet three tree er: under ow: down
Phase 2	and up hill get hot a at top of hits his not as
Phase 3	Kevin then with
Phase 4	rest fast bump land cross crash
Tricky	are going the they have comes very he all do
Other	Lotty coming

This was the original book 2 in the Long Vowel Series. The objective is to use the vowel digraph 'ee' in as many words as possible and to reinforce 'sh'.

B19 ***Flash! Crash! Bang!***

Vowels	ee: see deeper oo: looking ai: rain rainbow afraid er: bigger water deeper ou: out
Phase 2	and at is gets of
Phase 3	Kevin bang then
Phase 4	splish splash splosh flash crash swim stops bank stops
Tricky	are the water have to out
Other	Wellington puddle kennel

This was the original book 5 in the Long Vowel Series. The objective is to use the vowel digraph 'ai' in as many words as possible.

B20 ***The Sitting Hen***

Vowels	ay: play day hay ee: see ow: down
Phase 2	a hen is on in gets up has egg cannot and am cats dogs
Phase 3	sitting shed Kevin then chicks
Phase 4	next crack
Tricky	the go to you said I my two every little
Other	Jelly Bean Lotty

This was the original book 1 in the Long Vowel Series. The objective is to use the digraph 'ay' in as many words as possible given the constraints of the surrounding vocabulary.

B21 ***Rubbish***

Vowels ee: sees been teeth
 or: for
 ow: down

Phase 2 a bag of has bin it is rat can rips it an and pulls cannot get its

Phase 3 rubbish egg-shell then fish chips

Phase 4 left next smell smelly skin crust from soft lunch

Tricky to the into they are

Other banana pizza

This is the original book 10 from the Consonants, Blends and Clusters Series. The objective is to reinforce 'sh' and 'ch' at the beginning and end of words and to use more adjacent consonants.

B22 ***In the Mist***

Vowels ay: away
 ee: sees peeps creeps
 ou: out
 er: after

Phase 2 a is on in it runs log cannot but lots of big rabbit

Phase 3 things rush seven long with

Phase 4 grass mist after soft past from cross fluffy

Tricky the into she her comes out little very

Other Jelly

This is the original book 12 from the Consonants, Blends and Clusters Series. It reinforces some of the vowel digraphs, and uses words with adjacent consonants to blend.

B23 ***Going Fishing***

Vowels ay: today
 ee: feels
 er: water

Phase 2 and picks up a on net dogs sit in tug has let

Phase 3 Kevin with fish

Phase 4 pond stick string end catch frog

Tricky are going to the water no

Other Wellington

This is the original book 13 from the Consonants, Blends and Clusters Series. It reinforces some of the vowel digraphs, and uses words with adjacent consonants to blend.

B24 ***Choc-chips***

Vowels ee: sees feels sleep
 oo: looks
 er: better

Phase 2 is a big cat has full of sits on bed ill in his can

Phase 3 Colin dish Kevin's choc-chips

Phase 4 -----

Tricȳ he all no you are said having my

Other silly until

This is the original book 3 from the Consonant, Blends and Clusters Series. The big cat's name has been changed to Colin to rhyme with Kevin. In this revised version most of the words beginning with 'ch' have been lost. The vocabulary has been simplified a great deal to make the book easier to read

THE VOLUME OF WRITING ACTIVITIES DESIGNED TO COMPLEMENT THIS SERIES IS

WA07B: WRITING AND COMPREHENSION FOR B17-24 .

Tom and Bella Series 3

Aims

-to reinforce high-frequency words used in interesting incidents between Tom and Bella *'he, me, she, we, be, my, her, they, you, are, come.*

- to reinforce the vowel digraphs taught to date and add 'oo' in 'pool' and 'ea' in 'please'.

New consonant blends are 'br' in 'brick, bring', 'sp' in 'spot' and 'sp' in 'crisp'.

No.	Title	High Frequency Words	No of words
TB301	<i>Green Bricks</i>	he, you, she	78
TB302	<i>Tom's Jungle Animals</i>	all, her, my	78
TB303	<i>We Have Spots</i>	me, we, have	76
TB304	<i>Bella's Shop</i>	be	81
TB305	<i>Dogs come to play</i>	come, are	74
TB306	<i>Bella's Bucket</i>	they	82

Use of Vowel Digraphs

No.	Title	Vowel Digraphs
TB301	<i>Green Bricks</i>	ay --- --- ow er
TB302	<i>Tom's Jungle Animals</i>	ay ee oo --- ---
TB303	<i>We Have Spots</i>	ay ee oo --- ---
TB304	<i>Bella's Shop</i>	ay --- --- --- --- or ea
TB305	<i>Dogs come to play</i>	ay ee oo --- --- --- ---
TB306	<i>Bella's Bucket</i>	--- --- --- --- er --- --- ou oo look pool

TB301 *Green Bricks*

Vowels
 ay: play says
 ow: down tower
 er: tower

Phase 2 Tom a in is of up on has big bag tip mat can put full pick get

Phase 3 with them

Phase 4 land last bend brick cross

Tricky the I to no oh he she you

Other Bella castle sorry

This story reinforces the vowels 'ay, ow, er' and the use of speech marks for dialogue.

It also uses the pronouns 'he, she, you'.

It introduces some complex two-syllable words e.g. 'castle, tower'.

TB302 *Tom's Jungle Animals*

Vowels ay: says
 ee: see
 oo: look

Phase 2 a in is it of up on his and hit put Tom full back doll

Phase 3 them

Phase 4 tent brings grass

Tricky the oh no to he my her all she

Other Bella rabbit jungle animals silly

This story also introduces words with more than one syllable, e.g. '*rabbit, jungle, animals*' and uses speech marks for the spoken language.

It also uses the pronouns '*he, she, my, her*'.

TB303 *We Have Spots*

Vowels ay: says
 ee: see cheek
 oo: look

Phase 2 a in is and of on has red pen tip big lot put Tom tell Mum

Phase 3 bath will chin then

Phase 4 felt spot jump

Tricky the to me we she you her have

Other Bella happy

This story uses the pronouns '*me, we, she, you, her*' and speech marks for the spoken language.

TB304 *Bella's Shop*

Vowels ay: may pay says
 or: for
 ea: please

Phase 2 a in is of up has set bag but get Tom till

Phase 3 will that shop shed

Phase 4 from lend crisps

Tricky I the to no be he she you into goes

Other Bella pasta bananas happy hello money

This story reinforces the vowel spelling '*ay*' in '*may, pay*'.

It has several complex words, e.g. '*bananas, pasta, hello, money, please*' in its vocabulary.

TB305 ***Dogs Come to Play***

Vowels ay: play away playing
 ee: teeth

Phase 2 in is on his hit bat run pop get tell miss Tom Dot

Phase 3 with Dash

Phase 4 grass grab cross stuck

Tricky the to no go oh he she are come

Other ball football swingball wham

This is the first Tom and Bella story that uses the word ‘*come*’.

The ‘*all*’ spelling is used for the first time in the words ‘*football*’ and ‘*swingball*’.

TB306 ***Bella’s Bucket***

Vowels er: water
 ou: out
 oo: pool

Phase 2 a in is it has let his gun fun sun get pick Tom fill and on up

Phase 3 wet with then

Phase 4 from drip grass plant

Tricky the she they have onto very

Other Bella bucket sitting paddling hold

This is the first Tom and Bella story to use the word ‘*they*’.

It is also the first Tom and Bella book to use the digraph ‘*oo*’ as in ‘*pool*’.

The ‘*ing*’ word ending is also introduced.

**THE VOLUME OF WRITING ACTIVITIES DESIGNED TO COMPLEMENT THIS SERIES IS
WA16: TOM AND BELLA WRITING ACTIVITIES 3**

Pronouns and other HFWs used in Tom and Bella Series 3

Book	he	she	you	my	her	me	we	they	all	are	have	be	come
TB301	he	she	you										
TB302	he	she		my	her				all				
TB303		she	you		her	me	we				have		
TB304	he	she	you									be	
TB305	he	she								are			come
TB306		she						they			have		

Rhyming CVC Series

Introduction

This series was written in the year 2000 to provide children with easy stories to read using rhyming CVC words. At that time the National Literacy Strategy advised teachers to revise the work of the Reception Year during the first term of Year 1. This is still advised in the National Curriculum of 2014. In 2009 the opportunity was taken to revise book 5. (In the first version the ‘ham’ was on a ‘pad’.) This book is now called *Sad Dad*.

When it was time to reprint in 2013, it was decided to discontinue books 9 and 10.

There are no new consonant blends.

Aims

- to reinforce the high-frequency words, ‘a, in, on, is, it, at, up, can, on, get, the, I, to, no, see, look, they, are, you, was, have, all, and, his, this, he, she, am, big, has, come, said, her’, taught in the Reception Year/Foundation Stage.

- to reinforce the vowel digraphs, ‘ay, ee, oo, or, ou’, and to introduce ‘ea’ and ‘oor’.

No.	Title	Rhyme	No. of words
CVC1	<i>A Bat on a Cat</i>	at	97
CVC2	<i>The Bun in the Sun</i>	un, um	98
CVC3	<i>The Bug in the Jug</i>	ug, up	108
CVC4	<i>A Jog in the Fog</i>	og	103
CVC5	<i>Sad Dad</i>	ad, am, ay, up	99
CVC6	<i>A Tin and a Pin</i>	in, im	103
CVC7	<i>Jet, the Pet</i>	et, ut	107
CVC8	<i>Kevin’s Chop</i>	op	101

No.	Title	Vowel Digraphs
CVC1	<i>A Bat on a Cat</i>	-- ee oo --
CVC2	<i>The Bun in the Sun</i>	-- ee oo ea
CVC3	<i>The Bug in the Jug</i>	-- ee oo ea
CVC4	<i>A Jog in the Fog</i>	-- --- --- ea or
CVC5	<i>Sad Dad</i>	ay ee oo ea
CVC6	<i>A Tin and a Pin</i>	-- ee oo ea or
CVC7	<i>Jet, the Pet</i>	ay ee oo ea -- ou oor
CVC8	<i>Kevin’s Chop</i>	ay -- oo --

CVC1 *A Bat on a Cat*

Vowels

ee: see

oo: look

Phase 2 a on is it at up can cat bat on rat hat mat gets off

Phase 3 ----

Phase 4 jumps lands

Tricky the I to no they are all oh coming

This book revises the rhyming word ending ‘-at’.

CVC 2 *The Bun in the Sun*

Vowels ee: see
 oo: look
 ea: eats Bean

Phase 2 a is it in at of and jam big his bun sun run tum full sits fills licks cannot

Phase 3 this with yum

Phase 4 plum

Tricky the he she

Others Jelly

This book revised the rhyming endings ‘-un’ and ‘-um’.

CVC3 *The Bug in the Jug*

Vowels ee: sees green
 oo: look
 ea: eat Bean

Phase 2 a is in it on up big has bug jug rug mug tug cup its pulls puts back

Phase 3 Kevin

Phase 4 jumps from lands drinks swimming

Tricky the to he going little oh no

Others yellow

This book revises the rhyming endings ‘-ug’ and ‘-up’.

CVC4 *A Jog in the Fog*

Vowels or: for
 ea: Bean

Phase 2 a in is on up big cat get got ran put set sit jog log fog dog and fell

Phase 3 then will

Phase 4 went from frog stuck left

Tricky the I to no he she they come said oh can't

Others Jelly

This book revises the rhyming ending ‘-og’.

CVC5 *Sad Dad*

Vowels ay: away tray
 ee: been
 oo: look took
 ea: eat really

Phase 2 a is it on of am up dad bad sad leg ham hid red get had his has pup
 mad and

Phase 3 Kevin yes then this

Phase 4 cross from went

Tricky the I to he you was have so said something very

Others Lotty sorry silly gone done

This book revises the rhyming endings ‘-am, -ad, -ay’.

CVC6 *A Tin and a Pin*

Vowels	ee: see oo: look ea: Bean or: for
Phase 2	a in is it on up an at can big has his him but not tin bin pin rim and cuts sits puts
Phase 3	with that chin
Phase 4	skin spin grin lump jumps helps lands
Tricky	the to go no he she they you have comes said oh her
Others	Jelly silly empty

This book revises the rhyming endings '*-im*' and '*-in*'.

CVC7 *Jet, the Pet*

Vowels	ay: play away ee: see oo: look ea: eats Bean ou: out oor: door
Phase 2	a is at of get him has but pet Jet net vet let Bet hut and sad runs cats rabbit until
Phase 3	with push shut
Phase 4	fret stuck lost
Tricky	the to go no into he she they are out have oh goes
Others	Jelly silly happy call

This book revises the rhyming endings '*-et*' and '*-ut*'.

CVC8 *Kevin's Chop*

Vowels	ay: away oo: look
Phase 2	a in it on up an at of get got ran his had put top mop hop sad hot off hill
Phase 3	Kevin with then chop shop
Phase 4	flop plop stop from went lost ants
Tricky	the to he they you was so
Others	Lotty dropped anthill

This book revises the rhyming ending '*-op*'.

THE VOLUME OF WRITING ACTIVITIES DESIGNED TO COMPLEMENT THIS SERIES IS

WA08: BLENDING CONSONANTS

Phonics for Year 1 of Key Stage 1

The first task for teachers of pupils in Year 1 is to revise the phonics taught in the Early Years Foundation Stage and fill in any gaps. The **statutory requirements** relating to **revision** of the **Early Years Foundation Stage** in the **National Curriculum** state:

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught.

Children are then able to go on to the programmes of study in the National Curriculum for Year 1. The statutory requirements for **Reading - word work** are on page 90 of this handbook. The National Curriculum also has an appendix of the **statutory spellings** children should be taught in Year 1. (NC pages 40 - 44) These spellings, shown below, may also be included in the **Phonic Screening Check** to be taken by all children at the end of the Year 1.

Statutory vowel spellings and (non-statutory) example words

Spellings	Example words	Example words
ff, ll, ss, zz, ck	off, well, miss, buzz, back	
nk	bank, think, sunk	
tch	catch, fetch, kitchen	
ve	live, have, give	
ai, ay	rain, wait, train, paid, afraid	day, play, say, way, stay
oi, oy	oil, join, coin, soil, boil	boy, toy, enjoy, annoy
a-e	made, came, same, take,	
e-e	these, theme, complete	
i-e	five, ride, like, time, side	
o-e	home, those, woke, hope,	
u-e, u-e	June, rule, rude	use, tube, tune
ar	car, start, park, arm, garden	
ee	see, tree, green, meet, week	
ea, ea	sea, dream, meal, each	head, bread, meant
er	her, term, verb,	under, over, winter
ir	girl, bird, shirt, first, third	
ur	turn, hurt, church, burst	

oo, oo	food, pool, moon, zoo	book, foot, wood, good
oa, oe	boat, coat, road, coach, goal	toes, goes
ou	out, about, mouth, around	
ow, ow	now, how, brown, down	blow, snow, grow, own
ue	blue, clue, true,	rescue, Tuesday, cue
ew	flew, threw, grew	new, few, dew
ie, ie	lie, tie, pie, cried, tried	chief, field, thief
igh	high, night, light, bright, right	
or, ore	for, short, born, horse	more, score, before, shore
aw, au	saw, draw, yawn, crawl	author, August, dinosaur
air	air, fair, pair, hair, chair	
ear, ear	dear, hear, near, year	bear, wear, tear
are	bare, dare, care, scared	
y	very, happy, funny, family	
ph, wh	dolphin, alphabet, elephant	when, where, wheel

At the end of Year 1 children undergo the **Phonics Screening Check**. Any of the vowel spellings on the above list may appear in the screening check.

The Jelly and Bean books introduce all the **spellings** on the **statutory list** of spellings to be **taught in Year 1** (except *ph*).

They are introduced gradually throughout the scheme and used cumulatively throughout it.

They are one of the essential aspects of **word work** covered in our reading scheme - the reading of **phonically regular words**.

The other essential aspect that has been incorporated into our scheme is the reading and spelling of phonically irregular words - the **common exception words**.

Both these types of words can be seen on the lists of **100 high-frequency words** and the next **200 high-frequency words** specified in *Letters and Sounds*. Almost all of these 300 words are used in our books.

Their point of introduction can be found on pages 78 -79 and also in the reading order list on pages 80-82.

Jelly and Bean's Phonic Structure for Year 1

Early Vowel Combinations

Present tense

This series introduces the vowel digraphs 'ie, oa, oor,' and soft 'g'. It reinforces the vowel graphemes 'ai, ea, oo, ay, ee, ow, ou, er' from the Reception Year.

Tom and Bella Series 4

Present tense

This series introduces the vowel grapheme 'ar'. New high-frequency words introduced include 'where, some, here, it's, can't, I'll'.

Combining Consonants Series (2018)

Present tense

The new vowel graphemes 'oy' in 'toy' is used in this series. The consonant spelling 'dge' is introduced. The new high-frequency words introduced are 'what, there, one, want'.

Follifoot Farm Series 1

Present tense

This series reinforces the 'ar' digraph in many words connected with the farm. The new high-frequency words introduced are 'two, watch, field, four'.

Follifoot Farm Series 2

Present tense

This series introduces the vowel trigraph 'are' in the word 'scared'.

English Vowels Set 1 (revised 2015)

Past tense

This series reinforces the vowel graphemes 'ow, ou, ar, er, or', and introduces 'ur'. Common past tense verbs include 'were, saw, heard, could, would, thought, wanted'.

Follifoot Farm Series 3

Present tense

This series introduces the split-digraph, otherwise known as 'magic e', in words containing the spellings 'a-e, i-e, o-e'. The new high-frequency words introduced are 'somewhere, anywhere, through, anything'.

Further Vowels Series

Past tense

This series introduces more vowel graphemes, 'ow (show), ue (blue, rescue), ew (new, flew) u-e (June, use), igh, ear, (bear, near), air'.

English Vowels Set 2 (revised 2015)

Past tense

This series introduces the graphemes 'ir, oi, oy, aw, au, ea, air' and reinforces common verbs of the past tense.

Past Tense Verbs

Past tense

This series concentrates on verbs ending in 'ed' and 'ing'.
New vocabulary includes 'worm, anybody, bury, nowhere, pour'.

Early Vowel Combinations

Introduction

This series was devised to introduce some of the 'long' vowel digraphs that were originally taught at the end of Year 1 in the National Literacy Strategy, but were brought forward into the Reception Year after *Letters and Sounds* was introduced in 2007.

Aims

- to use the vowel digraphs already taught, i.e. 'ai, ay, ee, ea, y, oo (foot), ow (down), ou (out), or, er' (schwa) in almost every story.

- to introduce other 'long' vowel digraphs. These are 'ie (pie), oo (cool), oa (float), long i'.

'Long' vowels are so-called because of the time duration for their pronunciation compared with the time duration for saying the 'short' vowels 'a, e, i, o, u'.

Examples of words containing 'long' vowels are 'play, rain, see, Bean, tries, sky, float, moon'.

Soft 'g' is introduced in this series but only in the word 'giant'.

No.	Title	Vowel digraphs										No. of words
EVC1	<i>The Bee Sting</i>	ay/ai	ee/ea	ie/y	ow/ou	or	long o					110
EVC2	<i>The Full Moon</i>	ay	ee/ea	y	ow	---	---	oo	oo	er		96
EVC3	<i>The Rusty Nail</i>	ay/ai	ee	ie	ow/ou	---	---	---	---	--		98
EVC4	<i>The Red Balloon</i>	ay/ai	ee/ea	y	ou	or	long i	oo	oo	er	oa	109
EVC5	<i>Rain on the Roof</i>	ai	ee/ea	--	ow/ou	oor	---	oo	--	er		100
EVC6	<i>The Giant Spider</i>	ay	ee/ea	--	ou	--	long i	---	--	er		106

moon good

EVC1 *The Bee Sting*

Vowels	ay/ai:	day hay waits again
	ee/ea:	sees bee creep Bean
	ie/y:	cries flies fly
	long o:	broken
	ow:	ow
	ou:	out
	or:	or

Phase 2 a in pot top of it as has its got misses

Phase 3 then will yes

Phase 4 plant from thinks catch clap left sting

Tricky into the to one he oh no

The vowel digraph 'ie' is used for the first time in this book

EVC2 *The Full Moon*

Vowels	ay:	stay
	ee/ea:	see Bean
	y:	sky fly by
	oo:	roof moon pool cool
	oo:	looking
	ow:	down
	er:	water over

Phase 2 is on of dogs' kennel can full in a at off cats and let until

Phase 3 sitting Kevin them

Phase 4 winks jumps grass from

Tricky the she he they into goes oh no

Others Wellington Jelly falls

This book introduces the vowel digraph 'oo' (as in 'cool pool') for the first time in the Jelly and Bean stories.

EVC3 *The Rusty Nail*

Vowels	ay/ai:	day way stay
	ai:	nail pain
	ee:	see bleeding
	ie:	cries
	ow:	ow
	ou:	out

Phase 2 a is of dogs' kennel and cuts in him runs pill puts has until back

Phase 3 Kevin running long gash vet with well

Phase 4 sticking fast slips skids past help from stitches mend stop

Tricky the one into he all to very go

Others Wellington rusty

EVC4 *The Red Balloon*

Vowels	ay/ai:	away way waiting
	ee/ea:	sees reach
	y:	sky
	oa:	floats
	oo:	balloon goose too
	ou:	out
	or:	for
	er:	water after

Phase 2 a red in it is sets off get puff of up cannot hisses back on has but got

Phase 3 Kevin yes

Phase 4 pond lands jumps wind lifts cross grass drifting

Tricky the to he into all

Others Wellington

This book reinforces the 'oo' digraph in 'balloon, goose, too'.

The long vowel digraph 'oa' is used for the first time.

EVC5 Rain on the Roof

Vowels ai: rain
ee/ea: see Bean
oo: roof pool too soon
ow/ou: now out
er: water bigger
oor: floor

Phase 2 of is kennel a in gets dogs cats top pigs hut of and

Phase 3 shed box wet

Phase 4 drip drop dripping from middle paddling splits

Tricky the are they all into onto oh no go

Other Jelly

This book reinforces the 'ai, er, oo' digraphs.

EVC6 The Giant Spider

Vowels ay: day away
ee/ea: sees peeps Bean eats
long i: giant spider
oo: look
ou: out about snout
er: spider

Phase 2 a in but not runs big pig up and his it of its at tell cats

Phase 3 Kevin shed will web

Phase 4 sticks grabs from

Tricky one go into the he to she they comes all

Others Wellington Lotty Jelly

This book introduces 'soft g' in the word 'giant'.

THE VOLUME OF WRITING ACTIVITIES DESIGNED TO COMPLEMENT THIS SERIES IS

WA09: WRITING ACTIVITIES FOR THE EARLY VOWELS

ou/ow: round out
er: under
ar: Charlie
all: ball

Phase 2 Tom has set up a in his it bed Bella can lets red is get big
Phase 3 bang then push pushes long this
Phase 4 track connects trucks asks stops stuck crash
Tricky the gives two to into goes comes have oh no my I her
Other can't watch tunnel

TB403 *Painting*

Vowels ai/ay/long a: paint painting says table
ee/ea: need clean
long i: lion
oo: looks
ou/ow: flower
er: paper water flowers over
ar: garden are
all: all

Phase 2 Mum has Tom Bella and can at boxes pots in a am not picks up his of
is but it tips full if bad
Phase 3 that them brushes bangs will
Phase 4 kitchen asks sink
Tricky said the some two do goes something going no her he she I
Other given jungle happen

TB404 *On the Beach*

Vowels ai/ay: holiday says
ee/ea: sees beach
ie: tries
long o: hold
oo: pool scoops
oo: looking looks
ou: out shouts
er: hermit water another different finger

Phase 2 Tom and Bella on in rock a of it his net big but gets bucket bottom
Phase 3 shell with this
Phase 4 across crab drop catch help grabs
Tricky they the come here to It's something can't watches moving move tangled
her he she go my I'll

THE VOLUME OF WRITING ACTIVITIES DESIGNED TO COMPLEMENT THIS SERIES IS
WA17: TOM AND BELLA WRITING ACTIVITIES 4

Combining Consonants Series (2018)

No.	Title	Consonant digraphs used	No. of words
CC1	<i>The Toy Truck</i>	sh tch th ng ck	141
CC2	<i>Two Chicks</i>	sh ch th ng ck	146
CC3	<i>Down the Well</i>	sh -- th ng ck	155
CC4	<i>The Red Spotty Cloth</i>	sh -- th ng ck wh dge	134
CC5	<i>In the Ditch</i>	sh tch th ng ck wh	155
CC6	The Hedgehog Tunnel	sh — th ng ck — dge	145

CC1: *The Toy Truck*

Vowel	ay: away
	ee/ea: Bean
	oo: too
	ow: down
	er: under splutter water
	ie/y: triues try
	ar: starts
	oy: toy
Phase 2	is his can sit it and rabbits ducks a cannot him cats on has button up runs
Phase 3	bush push she Kevin
Phase 4	best truck cross help jumps pressed across grass pond splash splutter stop sinks
Tricky	going to he the oh no comes they
Others	watch move Jelly Lotty dear

CC2: *Two Chicks*

Vowels	ay/ai: day plays away again
	ee: sees cheep
	oo: look
	oo: too
	ow/ou: down out
	er: water other her
	all: falls
Phase 2	a on in of up at not his hen run and puts bobs pick back rock duck cannot
Phase 3	then them will chick
Phase 4	from swim grass trick clucks bring help pond jump
Tricky	the to go he she they are one two
Other	sorry middle

CC3***Down the Well***

Vowels	ay: day play
	ee: sees tree
	oo: too
	or: for
	ow/ou: down out
	y: by
	all: ball wall falls
Phase 2	a on in is it of up sad red not him top but get off runs hits pull kicks picks bucket
Phase 3	Kevin will well yells with then push bang sitting
Phase 4	flat grass drops clang help bump next jumps
Tricky	the to he she they one oh no
Others	Wellington Lotty

CC4***The Red Spotty Cloth***

Vowels	ay/ai: way again
	ee/ea: sees Bean
	oo: cool
	er: under
Phase 2	a on is it of up at can not big red rat get rid his and off cats puts pull rabbit kitten
Phase 3	then them will with path
Phase 4	glad cloth past last pond spotty stuck thinks
Tricky	the to he she are come what where going very goes
Others	Jelly hedgehog wants

CC5***In the Ditch***

Vowels	ay: away
	ee/ea: see asleep Bean eating eaten
	oo: look
	or: for
	oor: door
	ou: out
	long o: opens
	all: falls
Phase 2	in is it of has his him hut not mud run put off and cats back rabbit cannot
Phase 3	Jet then shed rush bushes much bangs long
Phase 4	grass fresh next help jumps catch ditch hutch
Tricky	the to he they have some goes there where
Other	Jelly hungry empty

CC6***The Hedgehog Tunnel***

Vowels

ay/ai: day again

ee/ea: see Bean

oo: soon

oo: look looking

or: for

ou: out house

er: mother other together

all: ball wall falls all

ar: garden

Phase 2 is a in of it get and sad has not back red cannot until

Phase 3 then missing pushes

Phase 4 next went stuck end

Tricky there to the one little by they are very she come go goes into

Other mother hedgehog family lives climbs Jelly tunnel

Follifoot Farm Series 1

Aims

- to use the vowel digraphs 'ar, er, or' in as many words as possible connected with the farm. These are: *farm, farmyard, farmer, barn, part, car, startles, start, stars, barks, dark, under, summer, winter, farmer, after, over, deeper, water, river, thunder, corner, horn, for, tractor, storm, sort.*

- to use the other vowel graphemes already introduced in previous Jelly and Bean series.

This series gives a setting to all the previous Jelly and Bean stories. It ties together the places where all the animals live in relation to each other.

No.	Title	Vowel graphemes used	No. of words
FF101	<i>Follifoot Farm</i>	ar er -- ee ea oo -- -- ow ou ay --	136
FF102	<i>Three Sheep</i>	ar er oa ee -- oo -- or ow ou -- --	155
FF103	<i>Lotty and the Cows</i>	ar er oa ee -- oo -- or ow ou ay ai	165
FF104	<i>The Cow in the Pond</i>	ar er -- ee -- oo oo or ow ou ay --	178
FF105	<i>The Flood</i>	ar er -- ee ea oo oo or ow ou ay ai	151
FF106	<i>After the Flood</i>	ar er -- ee ea oo oo or ow ou ay ai	165

soon look

F101 ***Follifoot Farm***

Vowels	ar:	farm farmyard barn farmer
	er:	under summer winter farmer
	ay/a:	stay table
	ee/ea:	sleep sheep see Bean
	oo:	Follifoot
	ou/ow:	out cows
Phase 2	and at a in bed kennel lets on rug is pigpen pet dog up hill of pigs hut	
Phase 3	box shed Kevin Wellington them with	
Phase 4	help basket often kitchen	
Tricky	they the she have go to	
Others	Jelly Lotty family live lambs fields	

FF102 ***Three Sheep***

Vowels	ar:	part car startles farmer (baa)
	er:	farmer matter after over
	ee/ea:	creep beep three sheep see keep between
	oa:	road
	oo:	looks
	or:	horn
	ou/ow:	out down
	all:	wall fallen
	long i:	find

Phase 2 of and has a gap in at bottom on up hill panic pulls get is back his
 Phase 3 Wellington Kevin push then
 Phase 4 grass next munch long jump stamp lands ditch sends fetch until mends
 Tricky the into they to comes one what field
 Soft g hedge

FF103 *Lotty and the Cows*

Vowels ar: start farmyard stars
 er: after
 oa: road
 ay/ai: day again
 ee: creeps sees asleep
 oo: too
 or/ore: for before
 ou/ow: out down cows

Phase 2 and in kennel of can runs up has picks it gap big as is gets a
 Phase 3 Kevin Wellington fox along picking them then running that huffing puffing
 Phase 4 past smell hunting stops fast just thanks
 Tricky one the she are her to come they oh no when goes gone watching by
 Soft 'g' hedge
 Other Lotty lucky suddenly

FF104 *The Cow in the Pond*

Vowels ar: starts farmyard barks farmer
 er: deeper summer farmer water
 ay: day
 ee:: deeper see
 oo: cool moo
 or: for tractor
 ou/ow: out without cow now

Phase 2 in a gets of is mud bottom it him ducks and his back pulls puts big tub
 fills
 Phase 3 happening quack Wellington Kevin then with getting
 Phase 4 pond drink steps sink soft stuck sends next fetch
 Tricky one the she to into have go what come he her goes field
 Soft 'g' gently

FF105 *The Flood*

Vowels	ar: farm farmyard dark farmer barn er: deeper river water over thunder farmer ay/ai: day rain afraid ee/ea: deeper see Bean oo: soon oo: good Follifoot or: storm ou/ow: out cloud down
Phase 2	and can a hill is of big in runs off hens hut as gets top pigs pen let fun
Phase 3	bang chickens then rushes them with
Phase 4	crash clap sends drops fast tracks from pond until stops
Tricky	the into come to little are he they have coming goes watch field
Other	Jelly level

FF106 *After the Flood*

Vowels	ar: farm farmyard farmer barn start (baa) er: corner under miserable floodwater farmer ee/ea: sees sheep tree sleep eat leads each ay/ai: away rain afraid drains or: storm sort for corner oo: moo too oo: look Follifoot ou/ow: out down cows now y: by all: wall
Phase 2	his in and pigs big has picks up puts back pigpen mum
Phase 3	wet pushes them with then
Phase 4	stops from track still sticks
Tricky	the to he they are go into oh no little two come goes
Others	settle animals

Follifoot Farm Series 2

Introduction

The books in this series are separate parts of the same story. Each book is a chapter of the story *The Cats Who Fell Out of the Car*. The books need to be read in numerical order because the cliff-hanger ending on the last page of each one leads children into the next book. This means that children can feel good about reading a whole book and be motivated into reading another without being overwhelmed by the prospect of having to read them all at the same time.

There is only one new vowel grapheme in the whole series. It is 'are' in the word 'scared'.

Aims

- to give children the experience of reading a longer story by themselves. This has been achieved by splitting the story into 'chapter' books and leaving a gentle cliff-hanger ending at the end of each chapter.

- to introduce the vowel digraph 'are' in 'scared'

- to use more difficult high-frequency words. These include 'what, who, two, here, four, want, one, watching'

The Cats Who Fell Out of the Car

No.	Title	Vowel graphemes used	No. of words
Part 1	<i>Out of the Car</i>	ar er ee/ea oo oo or ow/ou ay y --	152
Part 2	<i>Into the Barn</i>	ar er ee/ea oo oo or ow/ou ay -- are	161
Part 3	<i>Out of the Barn</i>	ar er ee/ea oo -- or ow/ou ay y are	165
Part 4	<i>Two Angry Dogs</i>	ar er ee/ea oo -- or ow/ou ay y are	150
Part 5	<i>Another Angry Dog</i>	ar er ee oo oo or ow/ou -- y --	151
Part 6	<i>The House Next Door</i>	ar er ee/ea oo oo or ow/ou ay -- are	166

soon look

Part 1 *Out of the Car*

Vowels	ar:	car farm farmyard barn part
	ee/ea:	see speeds speeding heap leap
	er:	another
	ay:	away
	all:	fall wall
	oo:	moo
	oo:	look
	or/oor:	corn door tractor
	ou/ow:	out down cow brown
	y:	by
Phase 2	on in a of up at is it can get big red its cats hens bull fell back	
Phase 3	them that shuts pecking along	
Phase 4	from grass next left past jump end stops	
Tricky	the to go no into they are comes out two oh what who	

Part 2 *Into the Barn*

Vowels ar: car part farmyard barn charge part
 ee/ea: see feel meet sheep sleep squeal
 er: another
 are: scared
 ay/ai: away hay again
 ee/ea: see feel meet sheep sleep squeal
 long o: open
 oo: moo
 oo: look
 oor: door
 ou/ow: out loud down
 all: wall all

Phase 2 of up at is it and can big pig hut run top but not sit its cats lets bull
 fell on a

Phase 3 them push sitting

Phase 4 across last jump stand

Tricky the to go into she they are one little comes some here four who
 Shy 'i' empty friendly

Part 3 *Out of the Barn*

Vowels ar: car part farmyard yard far farmer barn
 y: by try
 are: scared
 er: farmer clatter
 ay: stay hay
 ee/ea: see feel creep sheep eat
 long o: open
 oo: cock-a-doodle-doo
 or/oor: for horse door
 ou/ow: out down cow now

Phase 2 on in a of up at is can get hut big has and cats back fell hidden

Phase 3 then with rush shuts bang

Phase 4 clip clop flap grass fresh past ramp end jump

Tricky the to go into onto he they are comes some little want who where goes
 gives

Shy 'i' animals angry

Part 4 ***Two Angry Dogs***

Vowels	ar: car bark garden farmhouse part
	er: another after under other
	ay/a: away table
	ee/ea: see feel meat eats
	oo: cock-a-doodle-doo soon
	oor: door floor
	ou/ow: out house down now
	all: wall all
	y: by fly
	are: scared
Phase 2	on in a of at it hut run and dogs cats hens back fell kennel sudden
Phase 3	Kevin then them with path dishes along Wellington
Phase 4	stop from cluck cat-flap jump end milk drinks flapping kitchen
Tricky	the to go into are comes one out two who
Soft 'g'	hedge
Shy i	madly angry

Part 5 ***Another Angry Dog***

Vowels	ar: car barking garden farmyard far part
	er: another after corner over other
	ou/ow: out round bow-wow brown
	ee: see green
	long o: open
	oo: soon
	oo: looks woof
	or/oor: door corner
	all: all wall
Phase 2	on in a of up at as is run hut can dog and cats back fell sudden
Phase 3	Kevin box yap then them with shed shut dishes bang whizz running Wellington
Phase 4	from grass across left past jump cat-flap end kitchen front
Tricky	the to go into she they are come out two who watching
Shy i	Lotty empty angry

Part 6 ***The House Next Door***

Vowels	ar: car bark farm farmyard farmer part
	ee/ea: meet feel sheep Bean means
	ou/ow: out house cow bow-wow brown
	er: farmer
	are: scared
	ay/a: stay day again lady
	oo: too
	oo: Follifoot
	or/oor: horse door
Phase 2	in a of at is it not but had bad big and cats dogs hens puts back bull fell cannot Pippin
Phase 3	Kevin box this that them with shed Wellington
Phase 4	next end fetch kitchen
Tricky	the to go into he she they her was all are so do when comes like have want who goes
Shy i	Jelly Lotty happy angry lucky madly friendly
Others	Rumple animals carries loves lives

English Vowels Set 1

Aims

- to introduce very common past tense verbs, many of which are irregular, e.g. ‘*was, were, saw, came, said, took, heard, thought.*
- to use other past-tense verbs ending in ‘-ed’ which also contain vowel graphemes already taught.
- to use the r-controlled vowel graphemes ‘*ar, er, or, ur.*’

No.	Title	Vowel Focus	No. words
EV1	<i>Brown Cow</i>	ow	219
EV2	<i>Silver in the Field</i>	er	195
EV3	<i>Danger</i>	ou	194
EV4	<i>Sacks of Flour</i>	ar	217
EV5	<i>Good Morning</i>	or, ore	216
EV6	<i>Two Turkeys</i>	ur	219

No.	Title	Vowel graphemes used in each book
EV1	<i>Brown Cow</i>	-- ay a-e ee -- ie -- oo oo ow ou er -- -- or ur aw --
EV2	<i>Silver in the Field</i>	ai ay a-e ee ea ie -- oo oo ow ou er ow -- -- -- aw ear
EV3	<i>Danger</i>	-- ay -- ee ea -- i-e -- oo ow ou er ow -- or -- aw --
EV4	<i>Sacks of Flour</i>	ai -- a-e ee ea -- i-e -- oo ow ou er ow ar or -- aw ear
EV5	<i>Good Morning</i>	-- ay a-e ee ea -- i-e -- oo ow ou er -- ar or ur -- ear
EV6	<i>Two Turkeys</i>	-- ay -- -- ea -- i-e -- oo ow ou er -- ar -- ur aw ear

field soon wood cow burrow saw heard

The very high-frequency words from the list of 100 in *Letters and Sounds* introduced in this series are: ‘*were, saw, came, could, time, old, looked.*’

The words from the list of the next 200 introduced are:

‘*trees, through, would, wanted, thought, took, began, jumped, pulled, stopped, morning, more, did, everyone, eyes, only, birds.*’

Other tricky words used at this stage are:

‘*month, worse, loved, either, sign.*’

The vocabulary from Phases 2, 3 and 4 is omitted from the following lists.

THE VOLUME OF WRITING ACTIVITIES THAT FITS WITH THE VOWEL GRAPHEMES IN THIS SERIES IS:

WA10: ENGLISH VOWEL ACTIVITIES VOLUME 1

EV 1 *Brown Cow*

Vowels	ay/a-e:	day play away lane gate came
	ee/ie:	squeeze see trees field
	ie/y/i:	tried by behind
	o:	going so go
	oo:	moo soon
	ow/ou:	down brown cow now owl growled howled
	er:	under another further
	ur:	further
	er:	herself
	aw:	saw
- y:	Lotty	
soft g:	hedge	
-ed verbs:	wanted growled howled tried scared	
Other verbs:	were went was said saw came ran sat	
Tricky:	there would could through one towards what they	

EV2 *Silver in the Field*

Vowels	ai/ay/a-e	day daisies waited stayed staying again safe
	ee/ea/ie:	peeped trees deep sleep eating field
	ow/o:	burrow clover
	oo:	soon
	oo:	wood
	ow/ou:	down out now
	er:	summer buttercups Silver flowers clover under another other
	er/ear:	her heard
	aw:	saw
	ear:	disappeared
-y:	sunny suddenly quickly very	
-ies:	poppies daisies	
soft g:	hedge edge	
-ed verbs:	listened peeped stayed waited wanted hopped disappeared scared	
Other verbs:	was were ran heard saw went fell	
Tricky:	everything among quiet heart	

EV3 *Danger*

Vowels ay: playing day stayed baby
 ee/ea: tree deep three weeks green eating
 i-e/y: outside time sky
 ow/o: burrow old go over rolled
 oo: shoots swooping
 oo: wood took foot
 ow: now down owl growling
 ou: underground outside out proud ground
 er: Silver under underground over together danger
 or: for
 er/ear: her heard
 aw/all: saw all

-y: suddenly baby
 soft g: edge danger
 soft c: entrance
 -ed verbs: stamped stayed watched rolled grabbed wanted loved
 Other verbs: was had went were took saw heard thought ran
 Tricky: they one could

EV4 *Sacks of Flour*

Vowels ai/ay: trailer again
 a-e: gate came made
 ee/ea/e: between free cleaned began
 ie/i-e: tried while
 o/ow: oh no over lower
 ow/ou: down out cloud flour ground
 ar: Farmer farmyard hard bark harder barking
 er: Farmer Robert trailer over under water harder lower
 or: tractor
 er/ear: heard
 aw/all: saw all

-y: very
 -ed verbs: stopped jumped slipped ripped tried pulled pushed grabbed
 cleaned landed
 Other verbs: got went came saw was shot began heard ran fell were told
 Tricky: could what two coming water they

EV5 *Good Morning*

Vowels ay/a-e: way gate lane came
ee/ea: asleep free bleeding screech Bean
ie/i-e: tried like
o/o-e: go woke
oo: toot-toot soon goose tooting
oo: good
ow/ou: down out
ar: farmyard
er: under corner
or/ore: morning corner horn thorns for more before
ur: hurt
er/ear: her herself heard early
ea: breakfast
-y: Jelly blackberry early
-ed verbs: limped pulled tried landed
Other verbs: woke was went crept met did said came dug sat had heard
Tricky: even one door floor poor two among move they could

EV6 *Two Turkeys*

Vowels ay: day away hay
ea/ie: Bean believe
i-e: like
o: only opened
oo: look looked
ow/ou: down now out round
ar: farmyard bar churchyard
er: under further
ir: bird
ur: fur purring curled turkey purple further turned churchyard
ear: heard
aw: saw
are: scared
ea: head
-ey/-y: turkey Lotty happy only suddenly very ugly
-ed verbs: looked opened curled turned jumped wanted
Other verbs: was saw ran said went felt sat hid did were heard
Tricky: one towards friend everyone eyes beautiful two front could

Follifoot Farm Series 3

Introduction

Each book in this series is a chapter of the story *'The Snake in the Cave'*. The books need to be read in numerical order because the cliff-hanger ending on the last page of each one leads children into the next book. This means that children can feel good about reading a whole book and be motivated to read another without being overwhelmed by the prospect of having to read them all at the same time.

Aims

- to introduce the split-digraphs (or magic 'e') 'a-e', 'i-e', and 'o-e', in words such as 'cave, white, stone'. Book 1 introduces only 'a-e'. The rest of the books use all three split-digraphs. The split-digraph 'u-e' is not used in this series. Soft 'c' and soft 'g' are also reinforced in these books.
- to introduce more irregular high-frequency words. These are 'any, anywhere, anything, somewhere'.
- to increase the length of each 'chapter' by decreasing the font size and having more words on each page

Title	<i>The Snake in the Cave</i>	No. words
Part 1	<i>The Little Snake</i>	233
Part 2	<i>The Big Snake</i>	230
Part 3	<i>The Tunnel</i>	258
Part 4	<i>The Sad Dragon</i>	255
Part 5	<i>Fire and Flames</i>	232
Part 6	<i>The White Candle</i>	270

No.	Title	Vowel graphemes used in each book
FF301	<i>The Little Snake</i>	ai ay a-e ee -- ie ie y -- -- oo oo ow ou or er ar are
FF302	<i>The Big Snake</i>	-- ay a-e ee ea ie -- -- i-e o-e oo oo ow ou or er ar ---
FF303	<i>The Tunnel</i>	-- ay a-e ee ea ie ie -- i-e o-e oo oo ow ou or er ar are
FF304	<i>The Sad Dragon</i>	ai ay a-e ee ea -- ie y i-e o-e oo oo ow ou or er ar --- ure
FF305	<i>Fire and Flames</i>	ai ay a-e ee ea -- -- -- i-e o-e oo oo ow ou or er ar --- oor
FF306	<i>The White Candle</i>	-- ay a-e ee ea ie ie y i-e o-e oo oo ow ou or er ar --- oor

field lies

soon look

THE VOLUME OF WRITING ACTIVITIES FOR THE SPLIT DIGRAPH IS

WA11: MAGIC 'E' AND OTHER ACTIVITIES

The vocabulary from Phases 2, 3 and 4 is omitted from the following lists.

FF301***The Little Snake***

ai/ay:	again play playing
a-e:	gate wake take cave safe place shade game lane snake shake race escape
ee:	see creep sleep feel
ie:	field believe
ie/y:	lie by
long o:	open cold over
oo:	cool soon too afternoon
oo:	look good looking
ow/ou:	down out about
or:	for
er:	over afternoon
ar:	part farmyard
are:	scared
soft c:	place race
Tricky:	they the she go to when into there one the are little wants come oh no he all does somewhere
-y:	Lotty suddenly

FF302***The Big Snake***

ay:	play daydream
a-e:	cave take snake lane races
ee/ea:	see squeeze feeling daydream
ie:	field
long i:	find behind
i-e:	inside outside sunshine wide bite
long o:	open cold
o-e:	closer hole nose
oo:	looks nooks
ow/ou:	down out about round mouth outside
oo:	cool roof
er:	closer
or:	for
ar:	part sharp start
Soft c:	races
Soft g:	hedge
Tricky:	he go to they the all wants into does very there anywhere could have through

FF303 *The Tunnel*

ay: away
a-e: snake cave races dazed made cakes
ee/ea: see seen needs asleep leave dreaming dream creature
ie: field
ie: lies
long i: find
i-e: outside side wide line like
long o: opens
o-e: opens alone stone
oo: soon roof
oo: look looking
ow/ou: down out about mouth outside
or: for
er: wider water larger
ar: part farmyard larger sharp
are: scared
Soft c: races
Soft g: larger ledge
Tricky: the to have what her two go goes anything does want where I into one

FF304 *The Sad Dragon*

ai/ay: afraid away stays says
a-e: flames tape takes taken wakes cave safe place snake make
ee/ea: sees keep green eat seals breathe
ie/y: tried why my
long i: find
i-e: drives outside fire bite
long o: only over
o-e: nose smoke
oo: tools
oo: look cook
ow/ou: town brown out outside
or: for or fork
er: dinner Robert Farmer over
ar: part barking garden farm Farmer
all: small
oi: poisonous
ure: sure
Soft c: place
Soft g: sausages
Tricky: the he I have no what are oh two be little comes some my to goes

wriggling
-y: Lotty sticky only

FF305 ***Fire and Flames***

ai/ay: afraid again away
a-e: saved cave snake flame plate
ee/ea/: see dream dreaming breathe
long i: finds sliding
i-e: side wide fire slides life rises
long o: closer over opens
oo: soon shoot
oo: cook
ow/ou: down now out about mouth
or: for
oor: floor
er: dinner over proper closer larger
ar: part larger sharp
Soft g: sausages larger
Tricky: the he into going goes very two to all coming

FF306 ***The White Candle***

ay: way
a-e: flames made make wakes trace snake cave lane place
ee/ea: sees seen need real dream
ie: field
ie/y: flies by
long i: find behind
i-e: time white side inside
long o: closer
o-e: home
oo: roof too
oo: look
ow/ou: down now out about
or: for
oor: floor
er: wonder closer
ar: part large
Soft c: place trace
Soft g: ledge large
Tricky: the he into any have are they oh no wants what to go little there when
move goes all does
-y: Lotty worry

Further Vowel Combinations

Introduction

This series replaces books 10-16 of the former Long Vowels Series which were written in 1999/2000 to complement the National Literacy Strategy.

The introduction of synthetic phonics, and *Letters and Sounds*, in 2007 required schools to teach one grapheme for each vowel phoneme before any of the alternative spellings. This was at odds with the criteria of the National Literacy Strategy.

The Early Vowels Series (2011) was developed as a replacement for books 1-6 of the Long Vowels Series by concentrating on the graphemes 'ai/ay, ee/ea, ie/y, oa, oo'.

Follifoot Farm Series 3 (2011) was developed as a replacement for books 7-9 by concentrating on the split digraphs 'a-e, i-e, o-e' (magic e).

This new series, consisting of some revised stories and some new stories, completes the transformation of the Long Vowel Series into three separate series of books covering the long-vowel letter/sound correspondences to be taught in Key stage 1.

Aims

- to introduce the letter/sound correspondences *ow (show), ew (flew), igh (night), ue (blue, ew (new), ue (rescue), u-e (tube).*
- to introduce the two pronunciations of 'ear' in the words 'bear' and 'year'.

No.	Title	New Vowel Graphemes	No. words
FV1	<i>The Willow Tree</i>	ow ew --- --- --- --- ---	220
FV2	<i>The Gold Ring</i>	ow --- --- --- --- --- ---	219
FV3	<i>Night</i>	ow ew igh --- --- ear ---	200
FV4	<i>The New Kennel</i>	--- ew igh ue --- --- ---	241
FV5	<i>The Long Blue Tube</i>	--- ew --- ue u-e --- ---	204
FV6	<i>The Pear Tree</i>	ow ew igh ue --- ear ear	232

FV1 *The Willow Tree*

ai/ay:	laid again away played stayed
a-e:	made came
ow:	willow crow hollow yellow snow blown
long o:	most
o-e:	alone
ee/ea:	tree three Bean leaves leaving
y/i-e:	by time springtime liked
oo:	soon too
ew:	grew flew new
oo:	took Follifoot
ow/ou:	brown out found
or:	for

ar: farm
 er: under summer winter sheltered
 ir: birds
 ur: turned
 au: autumn
 ear: near
 Tricky: there was the to watch she her during they into young were all their
 lived
 -y: Jelly baby sorry

FV2 *The Gold Ring*

oa: toad
 ow: followed
 long o: gold almost rolled
 o-e: nose throne home mole hole
 ay: day
 a-e: day came gave
 ee/ea: see leaf Bean
 long i/y: blind climbed by
 i-e: side like
 oo: pool
 oo: look looking looked
 oo: look looking looked
 ow/ou: crown now out round
 or: for
 er: under water never
 ear: disappeared
 ea: head
 Soft 'g': edge
 Tricky: one was thought the to through when was into could he wanted water
 -y: suddenly muddy lily
 Others: popped hopped jumped

FV3 *Night*

long i: climb
 ie/y: tried dry sky
 i-e: inside sometimes hide side
 igh: night bright light tight frightened lightning
 ai/ay: rain away stayed
 a-e: take place waded
 ow: followed
 long o: opened told hold over

o-e: woke nose opened
 er: thunder deeper another over other water
 ee/ea: asleep deeper reached Bean
 oo: soon
 ew: knew
 oo: Follifoot
 ow/ou: down out loud
 or/oor: storm morning door
 ear: near
 ar: Farm farmyard
 Soft 'c': place
 Tricky: was the were their to he oh no where into through water all door
 -y: Jelly very
 Others: middle puddle little crossed washed flashed pour pouring Wellington
 rumble

FV4 *The New Kennel*

ai/ay: rain main trailer painted again away
 a-e: taken gate came
 y/i-e: by sides like
 igh: alright tight
 oa: road float
 o-e: rope drove whole stone
 long o: old broken
 oo: roof too
 ea: heap
 ue/ew: blue new screwed
 oo: look wood looked sad-looking
 ow/ou: down town wow around
 or: for corner floor tractor
 ar: garden Farmer farmyard
 er: corner Farmer Robert trailer
 all: wall all
 aw: saw
 Tricky: were their gone where was two to the would they so he oh no some
 one
 -y: every happy
 Others: Wellington pulled being pieces dragged inspected middle fixed collapsed

FV5 *The Long Blue Tube*

ue/ew:	blue grew chewed
u-e:	June cute tube huge useful
ai/ay:	waiting way
a-e:	cabbages
ee:	cheeky
i-e:	surprise ripe
o-e:	roses over closely holes
oo:	too cool
oo:	looked stood Follifoot
ow/ou:	shower out
all:	tall
or:	for
ar:	garden farm
er:	summer over water shower
ir:	blackbird
ur:	surprise
aw:	saw strawberries
oi:	soil
soft g:	huge cabbages
Tricky:	the she all to was he some something they thought month among
-y:	lovely very closely
Others:	jumped Wellington happen carrot

FV6 *The Pear Tree*

ow/o:	window windowsill followed pillow open hold
are/air/ear:	scared carefully stairs air pear bear
ay/a-e:	day chasing
ee/ea:	tree free between reached
y/i-e/igh:	by while high
oo:	whoosh bedroom
ue/ew:	rescue grew flew
oo:	looked good looking Follifoot
ow/ou:	down how out farmhouse
or:	for
ar:	garden farm farmhouse
ear:	year ear near disappeared
Tricky:	the thought was one when caught would some oh no there she very
-y:	very Jelly plenty
Others:	monkey squirrel pulled idea towards landed jumped

English Vowels Series Set 2

Aims

- to continue to use very common past tense verbs, e.g. *'was, were, saw, came, said, took, heard, thought.*
- to use other past-tense verbs ending in *'-ed*
- to introduce more vowel graphemes specified for key stage 1 within the vocabulary in the stories, i.e. *'ir, oi, oy, aw, au, air'*.

No.	Title	Vowel Focus	No. words
EV7	<i>The Dirty Sheep</i>	ir	207
EV8	<i>The Toy Trumpet</i>	oi, oy	219
EV9	<i>Cross Hedgehogs</i>	aw, au	215
EV10	<i>Frogspawn</i>	aw, au	219
EV11	<i>Winter Ice</i>	ea	227
EV12	<i>The Lost Scarecrow</i>	are, air	226

No. Vowel graphemes used in each book

EV7	ay/ai	ee/ea	i	o	oo/ew	oo	ow/ou	er	ar	ir	or	--	--	aw		
EV8	a-e	ee	y/i-e	o/ow	oo/ew	oo	ow/ou	er	ar	--	--	--	oi/oy	aw		
EV9	ay/ai/a-e	ee/ea	ie/i-e	o/o-e	-----	oo	ow/ou	er	ar	ir	--	ur	oi	aw/au	ea	--
EV10	ai/ay/a-e	ee/ea	i/y/i-e	ow/oa	oo/ew	oo	ow/ou	er	--	ir	--	--	--	aw/au	--	--
EV11	ai/a-e	ee	i/ie/i-e	o/ow	oo/ue	---	ow/ou	er	ar	--	--	ur	--	--	ea	
EV12	ai/ay	ee/ie	y/i-e	ow/o-e	oo/ue	oo	ow/ou	er	ar	--	or	ur	--	aw	ea	air/are

soon wood

The high-frequency words *'boy, girl, first, grow, because'* are introduced in this series.

THE VOLUME OF WRITING ACTIVITIES THAT FITS WITH THE VOWEL GRAPHEMES IN THIS SERIES IS

WA12: ENGLISH VOWEL ACTIVITIES VOLUME 2

EV7 *The Dirty Sheep*

Vowels ay/ai: day hay again
 ee/ea: trees sheep three see Bean
 i: find
 o: almost over opening go
 ew: flew news
 oo: took wool good
 ow/ou: down found ground mound
 ar: March barn farmyard
 er: winter over under water later
 ir: birds blackbird birch first dirty thirsty girl third chirped
 or: born
 aw/al: saw almost all
 -y: very Jelly dirty thirsty
 -ed verbs: moved chirped pecked wanted
 Other verbs: was were found flew saw said had did went took sat
 Tricky: water move lambs some they month boy

EV8 *The Toy Trumpet*

Vowels a-e: came
 ee: sleep trees
 i-e/y: like try
 ow: yellow so
 oo/ew: too blew
 oo: took shook wood looked
 ow/ou: owl down found out around mouth loud
 ar: barked
 er: water
 oi/oy: soil noise noisy spoiled pointed toy annoyed
 aw: saw
 -y: funny noisy
 -ed verbs: loved annoyed spoiled looked barked picked dropped pointed pretended
 Other verbs: was saw dug shook ran did said went blew came had took
 Tricky: something water worse

EV9 *Cross Hedgehogs*

Vowels:	ai/ay/a-e:	again away way stayed safe
	ee/ea:	sleep trees heaps leaves
	ie/i-e:	cried spikes
	o/o-e:	over noses
	oo:	loofed
	ow/ou:	down growling growled meow around out
	ar:	garden
	er:	summer winter over
	er/ear:	her heard
	ir:	birds
	ur:	hurt
	oi:	noise
	aw/au:	paw saw autumn
	ea:	ready
soft g:		hedgehogs
-y:		Jelly sorry suddenly
-ed verbs:		moved growled rushed stayed cried looked jumped
Other verbs:		was were heard saw went said ran
Tricky:		they watching two their some towards coming

EV10 *Frogspawn*

Vowels	ai/ay/a-e:	again tails away became came
	ee/ea:	sleep free see Bean eat
	i-e/y/i:	wide trying by tiny
	o/o-e:	opened go woke tadpoles stone
	ow/oa:	grow toad floating
	oo/ew:	too soon grew
	oo:	took
	ow/ou:	down mouth mouthful about out
	er:	water together under longer
	ir:	bird
	aw/au:	paw saw claws frogspawn crawl crawled caught
-y:		jelly tiny suddenly very
-ed verbs:		yawned opened grabbed crawled moved hopped jumped
Other verbs:		was went had were slid swam came caught saw dug did put hid grew became took shrank
Tricky:		two water gone some there their move they could

EV11 *Winter Ice*

Vowels	ai/ay/a-e:	again came
	ee:	heels freezing meet
	ie/i-e/i:	tried slide lined alive ice climb
	ow/o:	snow cold over so go no oh
	oo/ue:	too rescued
	ow/ou:	down out ground round
	ar:	barked
	er:	over together under after water
	ur:	turn
	air:	air
	ea:	weather spread tread head ready steady breath heavy
	soft g:	edge
soft c:	ice icy	
-y:	very Lotty January	
-ed verbs:	loved tried lined rescued barked cracked jumped landed wanted	
Other verbs:	was went slid had came sank were did swam fell	
Tricky:	there water they two	

EV12 *The Lost Scarecrow*

Vowels	ai/ay/a-e:	trail day face
	ee/ie:	between trees green peeped field
	y/i-e:	flying by smile
	ow/o/o-e:	scarecrow crows followed go home
	oo/ue:	boots blue
	oo:	wood looking woodpecker look
	ow/ou:	brown trousers round
	ar:	barked
	er:	trousers either corner woodpecker after
	or/ore:	for corner anymore
	ur:	disturb turned
	aw:	saw straw
	air/are:	air pair scarecrow scare hare rare
	ea:	head
soft c:	face fence	
-y:	suddenly happy	
-ed verbs:	turned followed looked barked peeped	
Other verbs:	was had did went were saw	
Tricky:	there because either one some sign they two	

Past Tense Verbs Series

Introduction

This series of 12-paged books concentrates on past tense verbs ending with ‘-ed’ or participles ending with ‘-ing’. Each book is a revision of a story from the Long Vowel Series, the More Vowel Series or the Gold Series, all first published between the years 2000 and 2005 and still requested by teachers.

Aims

- to write stories consistently in the past tense. This means that children must be familiar with the verb endings ‘ed’ and ‘ing’ (used in participles)
- to use words with the three different pronunciations of ‘ed’. Examples of these are in the words ‘played, jumped, landed’
- to use words ending in ‘ly’, e.g. ‘suddenly, completely’, as required by the National Curriculum for pupils in Year 2
- to reinforce *soft ‘g’* and *soft ‘c’*
- to reinforce all the vowel digraphs used in the earlier stories
- to add more ‘tricky’ words, e.g. ‘anybody, everywhere, friends, pour,’

No.	Title	Formerly	No. Words
PTV1	The Little Boat	Fun in the boat	228
PTV2	Wellington’s Bone	The Bone	218
PTV3	Jelly and the Mouse	Jelly and the Mouse	219
PTV4	The Clue to Bean	A Clue to Bean	229
PTV5	Rabbit Run	The Cage	228
PTV6	Molehills	Behind Kevin	225

There are too many vowel digraphs used in the stories to be able to devise a chart to fit on this page.

PTV1 *The Little Blue Boat*

ai/ay/a-e: away again
a-e: lake safely
ee/ea: reached leap leaving bleated
i-e: side
igh: fight tight tighter right
oa: boat toad goat croaked floated groaned soaked
oo: took looked
ue/u-e: blue huge
ow/ou: now out round
ar: far
er: over water tighter
ur: turned
air: pair
or: worm
soft c: chance
-ed words: jumped croaked wobbled floated groaned landed reached crashed looked
toppled soaked bleated turned
-ing words: watching having leaving
-ly words: safely completely
Tricky: worm want could front where through was

PTV2 *Wellington's Bone*

ay: away play played
a-e: came gate later
ee/ea: been asleep meanwhile peace
i-e: decided meanwhile
o-e: hole rose bone alone stone woke joke
oo: took
ow/ou: now down growled bounding
ar: garden guard mark farmyard
er: later
aw: saw
ear: near
oy/oi: enjoy soil
soft c: peace decided
-ed words: growled wanted picked buried decided played
-ing words: going bounding guarding
Tricky: anybody through thought would decided bury everyone guard where
could was

PTV3 ***Jelly and the Mouse***

ay/a-e: away lane
ee/ea: Bean beak seen teeth freeze reached pleased
ie/i-e: cried time
igh/y: night fright sky
o-e/ow: hole frozen slowly
oo/ew: moon swooped flew
ow/ou: owl brown meow clouds mouse found ground round pounced
 about pounce mouth
ar: farmyard
er: under
aw: saw
are: carefully
soft c: pounced
soft g: gently
-ed words: swooped grabbed dropped landed pounced picked stopped reached
 pleased
-ing words: shining running
-ly words: carefully suddenly gently slowly
Tricky: through quiet could was

PTV4 ***The Clue to Bean***

ay/ai/a-e: days waiting lake same place made
ee/ea: Bean seen seat tree see feeling
oa/ow/o-e: boat floated arrows hollow following woke
oo/ue: soon blue clue rescue
oo: look wood looked
ou: round out found
or: for
er: better wondered
aw: saw
soft c: place
soft g: edge
-ed words: looked wondered jumped floated landed pinned bumped helped pushed
-ing words: missing finding waiting following feeling
Tricky: there where were could everywhere what was

PTV5 *Rabbit Run*

ai/ay/a-e:	rain away escape cabbages chased came saved became
ee/ea/ie:	squeezed been stream field
i-e/igh:	like hide side higher frightened
o-e:	hole rose
oo:	too
oo:	good
ow/ou:	down now found around
or:	for
ar:	garden
er:	under over water after
ir:	first
u-e:	huge
aw/all:	saw all small
are:	scared
soft g:	cabbages huge edge hedge ginger bridge ledge
-ed words:	scared wanted squeezed frightened chased stopped pulled dragged saved
-ing words:	nibbling rising coming
-ly words:	suddenly
Tricky:	nowhere through towards friends wanted pour was

PTV6 *Molehills*

ai/a-e:	again place came
ee:	tree asleep been
igh:	night
o-e:	woke mole molehill bone
oo/ew:	soon new
ow/ou:	down found out
er:	another under remembered
ar:	garden
ur:	disturbed
aw/all:	saw wall falling
oi:	soil
air:	air
ear:	appeared
soft c:	place scent entrance fence
-ed words:	settled sniffed appeared tapped landed disturbed dragged remembered
-ing words:	landing making falling sending being during blocking
Tricky:	there where were could thought was

Chart to show the introduction of the 100 high-frequency words from Letters and Sounds

Word	Book	Word	Book
a	A1	look	A7, B7, TB206
about	EVC6	looked	EV6
all	A19, TB302, B18	made	FF303
an	B12	make	FF304
and	A3, B2, TB1, FW3	me	A7, TB303
are	A15, B16	Mr	
as	A18	Mrs	
asked		mum	A16, TB303,
at	A7	my	A10, TB302
back	B13	no	A9, TB202
be	TB304	not	FW4, 9B
big	A2	now	EVC5
but	A17, TB201	of	FW8, A13
by	A24	off	FW3, B7
called	TB401	oh	B8, A9, TB202
came	EV1	old	EV3
can	FW6, A6, B6	on	A1, B1, FW1, TB101
children	FVC6	one	EVC1
come	A18, TB305	out	B19, TB306
could	EV1	people	
dad	A10	put	B6
day	A20	said	A15
do	B18	saw	EV1
don't		see	A6, B6, TB204
down	A14, TB301	she	A18, TB301
for	A16,	so	CVC5
from	B21, TB203	some	TB403, CC5
go	A14, TB203	that	CVC6, TB304
get	A12, TB201	the	A4, B4, FW4, TB104
got	A13	their	FVC1, EV9
had	A17	them	A18, TB301
have	15B	then	B18, TB302
he	A17, TB301	there	CC5
her	B22, TB302	they	A18, TB306
help	16A	this	B15
here	TB404	time	EV3
him	A22	to	A11, TB205, FW6
his	FW5, B7	too	EVC4
house	FF204	up	FW8
I	A5, B5, FW6	very	B10, TB306
if	TB403	was	CVC5
I'm		we	A16, TB303
in	A2, B2, FW2, TB102	went	A11
into	B10, TB206	were	EV1
is	A8, B8, TB105	what	CC4
it	A12, TB202	when	FF103
it's	TB404	will	B9, TB204
just	FF103	with	A9, TB203
like	FF206	you	A15, TB303
little	A16, 12B, TB204	your	

Chart to show the introduction of the next 200 words from Letters and Sounds

word		word		word		word		word	
across	TB404	ever		keep	FF102	queen		under	B18
after	B22	every	B20	key				us	
again	EVC1	everyone	EV6	king	FVC2	rabbit	TB103	used	
air	FVC6	eyes	EV6	know		ran	B5		
along	FF201					really	CVC5	want	CC4
am	FW6, A5	fast	TB105	last	TB301	red	FW5	wanted	EV1
animals	TB302	feet	B18	laughed		right	PTV1	water	B19
any	FF306	fell	B7	let	23B	river	FF105	way	EVC3
another	TB404	find	TB401	let's		room	TB401	well	B18
around	FW4	first	EV7	liked		round	TB401	we're	
away	A15	fish	A17	live	FF101	run	B6	where	TB401
		floppy		lived	FVC1			which	
baby	EV3	fly	A23	long	B22	sat	A11	white	FF306
bad	B3	food	TB304	looking	B19	says	A17	who	A23
bear	FVC6	found	TB401	looks	A7	school		why	FF304
because	EV12	fox	13B	lots	TB206	sea		wind	B16
bed	TB103	friends	FF202			shouted		window	FVC6
been	B21	fun	A12, TB205	magic		sleep	A10	wish	A17
before	FF103			man	B1	small	FF304	work	
began	PTV2	garden	TB403	many		snow	FVC1, EV11	would	EV1
best	EV6	gave	FVC2	may	TB304	something	A24		
better	B24	giant	EVC6	miss	TB305	soon	EVC5	yes	A16
birds	EV6	girl	EV7	more	EV5	still	A17		
boat	PTV1	going	B18	morning	EV5	stop	EVC3		
book	A1	gone	CVC5	most	FVC1	stopped	EV4		
box	A2	good	FF105	mother	CC6	suddenly	FF103		
boy	EV7	gran		mouse	PTV3	sun	TB202		
		grandad		much	CC5				
can't	A23	great		must	FVC3	take	FF301		
car	TB401	green	TB301			tea			
cat	A1	grow	EV10	narrator		tells	TB201		
clothes				need	TB403	than	EV8		
cold	FF301	has	B6, TB106	never	FVC2	that's			
coming	B18	hard	EV4	new	FVC1	there's			
couldn't		hat	A1	next	B14	these			
cried	EVC3	head	FF206	night	FVC3	thing	FF306		
		he's	CVC7			things	B22		
dark	FF105	home	FF306, EV12	once		think	A24		
did	EV5	horse	FF203	only	EV6	thought	EV3		
didn't		hot	B1	or	FF304	three	B18		
different	TB404	how	FVC6	other	A23	through	FF302EV1		
dog	A3			our		told	FVC3		
door	CVC7	I'll	TB404	over	A24	took	EV3		
dragon	FF303	inside	FF302			top	A13		
duck	A8	its	21B	park		town	FF304		
		I've		place	FF301	tree	B18		
each	FF106			plants	FVC5	trees	EV1		
eat	CVC2	jumped	EV4	play	A11	two	B20		
eggs	FW4			please	TB304				
end	B23			pulled	EV4				
even									

			Reading order		
Book Band	Phonic	Series Ref	Book Title	100 HFW	Next 200 words
Colour	Phase	Book No.			
Pink A	2	1A	a cat	a on	cat hat
Pink A	2	1B	a man		man hot
Pink A	2	2A	a box	in big	box
Pink A	2	2B	a bat	and	
Pink A	2	3A	a dog on a log		dog
Pink A	2	3B	a bad dog		bad
Pink A	2	4A	cats in the mud	the	
Pink A	2	4B	a bug in a cup		
Pink A	2	TB101	Tom		
Pink A	2	TB102	A Big Dog		
Pink A	2	FW1	a hat		
Pink A	2	FW2	a bag		
Pink A	2	TB103	Bella		rabbit bed
Pink A	2	FW3	bats	(off)	
Pink A	2	TB104	A Bad Cat		
Pink A	2	FW4	mad hens	(not)	eggs
Pink A	2	FW5	kitten	his	red
Pink A	2	TB105	The Big Red Bus	(is)	(has) fast
Pink A	2	FW6	I am a rat	(I) (to)	am
Pink A	2	FW7	I am mad		
Pink A	2	FW8	I can dig	(of up can)	
Pink A	2	TB106	Cups and Mugs		
Pink B	3	5A	Jelly and Bean	I	
Pink B	3	5B	a hen and a rat		ran
Pink B	3	6A	I can see	see can	
Pink B	3	6B	Sam	put	has run
Pink B	3	7A	Look at me	look at me	looks
Pink B	3	7B	The big bell	his off	fell
Pink B	3	8A	Duck and Frog	is	duck
Pink B	3	8B	The big black hat	oh	
Pink B	3	9A	Wellington	no with	
Pink B	3	9B	The web on the jug	will up not	
Pink B	3	10A	Kevin	my dad	sleep
Pink B	3	10B	The very big cat	into very	
Red	3	11A	Hop .. hop .. hop	went to	play sat
Red	3	11B	Ten Pegs		
Red	3	TB201	The Cat Flap	but get	tells
Red	3	12A	The Big Hat	get it	fun
Red	3	12B	The Egg	an little	
Red	3	TB202	The Jam Bun		sun
Red	3	13A	The Big Pink Box	got of	top
Red	3	13B	The Fox	back	fox
Red	3	TB203	Bump! Bang!	go from with	
Red	3	14A	Up and Down	go down	
Red	3	14B	The Box		next
Red	3	15A	Go Away	said you are	away
Red	3	15B	My Clock	this have	
Red	3	16A	The Little Duck	we for mum help	yes
Red	3	16B	Ring-a-ding		wind
Red	3	TB204	Dot and Dash		
Red	3	TB205	Tom's Ship		
Red	3	TB206	Feeding the Hens		
Yellow	3	17A	The Big Fish	he had	fish wish says still
Yellow	3	17B	The Ship in the Tub		

Book Band	Phonic	Series Ref	Book Title	100 HFW	Next 200 words
Colour	Phase	Book No.			
Yellow	3	18A	The Bee in the Box	as they she come	them
Yellow	3	18B	The Sheep on the Hill	all then do	three tree coming feet under well going
Yellow	3	19A	Chickens		
Yellow	3	19B	Flash! Crash! Bang!	out	looking water
Yellow	3	20A	The Wet Cat	day	
Yellow	3	20B	The Sitting Hen		two every
Yellow	3	21A	Peck, peck		
Yellow	3	21B	Rubbish	(from)	been its
Yellow	3	22A	The Bottom of the Pond	him	
Yellow	3	22B	In the Mist	her	things long after
Yellow	3	23A	Flap Flap Flop		who fly can't other
Yellow	3	23B	Going Fishing		end
Yellow	3	24A	Rubbish Dump	by	over something
Yellow	3	24B	Choc-chips		better think
Yellow	3	TB301	Green Bricks		green last
Yellow	3	TB302	Tom's Jungle Animals		animals
Yellow	3	TB303	We have Spots	(be)	
Yellow	3	TB304	Bella's Shop		food may please
Yellow	3	TB305	Dogs Come to Play		miss
Yellow	3	TB306	Bella's Bucket		
Blue	4	CVC1	A Bat on a Cat		
Blue	4	CVC2	The Bun in the Sun		eat
Blue	4	CVC3	The Bug in the Jug		
Blue	4	CVC4	A Jog in the Fog		
Blue	4	CVC5	Sad Dad	so was	gone really
Blue	4	CVC6	A Tin and a Pin	that	
Blue	4	CVC7	Jet, the Pet		door he's let
Blue	4	CVC8	Kevin's Chop		
Blue	4	EVC1	The Bee Sting	one	again
Blue	4	EVC2	The Full Moon		
Blue	4	EVC3	The Rusty Nail		way cries stop
Blue	4	EVC4	The Red Balloon	too	
Blue	4	EVC5	Rain on the Roof	now	soon
Blue	4	EVC6	The Giant Spider	about	giant
Blue	4	TB401	Charlie	called	where find car room found round
Blue	4	TB402	Tom's Trains		
Blue	4	TB403	Painting	(some) if	need garden
Blue	4	TB404	On the Beach	here it's	another different I'll across
Blue	4	CC1	The The Toy Truck		
Blue	4	CC2	Two Chicks		
Blue	4	CC3	Down the Well		
Blue	4	CC4	The Red Spotty Cloth	what	want
Blue	4	CC5	In the Ditch	there some	much
Blue	4	CC6	The Hedgehog Tunnel		mother
Green	5	FF101	Follifoot Farm		live
Green	5	FF102	Three Sheep		keep
Green	5	FF103	Lotty and the Cows	when just	suddenly before
Green	5	FF104	The Cow in the Pond		
Green	5	FF105	The Flood		dark river good
Green	5	FF106	After the Flood		each
Green	5	FF201	TCWFOOTC Part 1		along
Green	5	FF202	TCWFOOTC Part 2		friends
Green	5	FF203	TCWFOOTC Part 3		horse
Green	5	FF204	TCWFOOTC Part 4	house	
Green	5	FF205	TCWFOOTC Part 5		
Green	5	FF206	TCWFOOTC Part 6	like	head

Handwriting the Letters of the Alphabet

The letters of the alphabet have all been printed using the Sassoon Primary Infant typeface. This font aims to teach children the hand movements associated with writing each letter.

The letters are grouped together in the same way as the DfEE publications 'Developing Early Writing' (2001), and 'Letters and Sounds' (2007).

The letters **c a d o g q e** all begin with an anticlockwise movement of the hand to form the curve.

The letters **m n h b p r k** all begin with a downward movement of the hand. This is then retraced upward and followed by a clockwise movement for the curve.

The letters **t l u i j y** all begin with a downward movement of the hand followed by a turn at the bottom of the stroke.

The letters **s f** begin with an anticlockwise movement that is followed by a clockwise movement.

The letters **v w x z k** use straight lines only.



a b c d e

f g h i j

k k l m n

o p q r s

t u v w x

y z

A B C D E

F G H I J

K L M N

O P Q R

S T U V

W X Y Z

Publishing History

The first Jelly and Bean books were written in 1998 to accompany the National Literacy Strategy. They were developed with the help of staff and pupils at Saltergate Infant School and Beckwithshaw Primary School in Harrogate. In 2000 they were discovered by the Special Educational Needs advisory teachers in North Yorkshire and Leeds who recommended them to other local schools.

Between 2000 and 2005 their use spread across schools in all areas of the UK and worldwide. After a parliamentary review of the teaching of reading in 2005, the Rose Report was published. This report advised schools that all children should be taught to read using systematic synthetic phonics and that children should be given phonically 'decodable' books when they were first learning to read. The Jelly and Bean books fitted this recommendation and more schools in the UK began using them.

The Department of Education launched their phonic programme *Letters and Sounds* at the end of 2007. The phonic progression and teaching guidance of this programme was not the same as that of the National Literacy Strategy. Children were now to be taught all the 44 phonemes of the English language and one spelling for each in the Reception Year. Some of these GPCs had not been taught until Year 2 in the National Literacy Strategy. This meant that the phonic sequence in our books was in the wrong order to be compatible with *Letters and Sounds*. Since 2008 we have worked to bring our books into line with *Letters and Sounds*.

The History and Philosophy of Sounds and Spellings

Written language turns our continuous stream of speech into distinct static units separated by spaces on paper or on screen. These distinct units are words. Words are the smallest units of meaning needed for verbal thought. They are combined into larger units of phrases and sentences when we are thinking about the world and everything in it. In an alphabetic language like English, words are written with letter symbols. These symbols represent the sounds that the inventors of the written language abstracted from the speech of the people in their community.

The inventors of writing had to analyse the speech of many speakers to derive the common sounds that made up spoken words. It was found that there are no 'pure' speech sounds, as such, because the sounds we hear and say vary according to the pitch, tone and other qualities of the speaker's voice. Hence, the sounds had to be put into 'categories of similar sounds which effect the meaning of the word'. These categories of sound are called *phonemes*. Their corresponding symbols (letters and letter combinations) are called *graphemes*.

In the 17th century, the spellings of English words were 'set in stone' when the first dictionaries were written. These spellings have not changed over time. It is because of this, that we can read books written in previous centuries.

However, the 26 letters of the English alphabet are pronounced in many different ways in written words.

The letters of the alphabet and how they are pronounced in written words

If we consider the letters of the alphabet as they occur in common written words we are able to notice how they are pronounced differently if we say the words aloud.

Letter	Words
a	cat, a, baby, father, was, warm, farm, chair, heard, leaf, scare, any
b	bat, lamb, debt
c	cat, city, chip
d	dog, jumped, ledge
e	the, he, bed, her, sheep, dinner, flew, steak, sew
f	off, of
g	got, orange, high, cough, through, gnat, thought
h	hot, chip, this, she, think, rough, through, phonic, whole
i	in, sign, piece, rain, soil, receive, fruit, friend
j	jet
k	kitten, knee
l	lip, half, could
m	man
n	not, bang, autumn
o	hot, soon, took, storm, toad, town, thought, boy, one, to, come
p	pan, phonic, pneumonia
q	queen, cheque
r	run, farm, butter, curl, born, first, iron
s	is, sun, ship, island
t	top, them, think, catch
u	nut, you, out, august, through, build, curl, guard, busy
v	van
w	was, saw, down, flew, two, when, whole, sword
x	box, exam, xylophone
y	my, mummy, gym, yes
z	zebra

By noticing the letter/sound correspondences we can see that the letters j, m, v and z have one pronunciation each whilst every other letter of the alphabet has multiple pronunciations. It is because letters and sounds do not have one-to-one correspondences in writing and speaking that learning to read and write in English is difficult.

The complete list of letter/sound correspondences that occur in English can be found in Professor Greg Brooks book ***Dictionary of the British English Spelling System***. Professor Brooks defines the 44 phonemes (sounds) in British Received Pronunciation. He then goes on to identify all the letter correspondences for these phonemes. There are 284 graphemes (letters and letter combinations) of which 89 are in the main system and 195 are more obscure. The 89 in the main system form the basis of the grapheme/phoneme correspondences, GPCs, in *Letters and Sounds*.

Common letter combinations and how they are pronounced in words

Combination	Pronunciation 1	Pronunciation 2	Pronunciation 3	Pronunciation 4
ai	rain	said	straight	
ay	play	says		
a-e	came	have	camel	
ee	sheep			
ea	leaf	head	steak	create
e-e	these	never	there	here
ie	pie	field	quiet	friend
i-e	like	give	police	
oa	toad	broad	oasis	board
o-e	stone	love	move	grovel
oo	took	moon	cooperate	
u-e	rule	use	cure	
ue	true	rescue	tongue	
ew	flew	new	reward	sew
ow	down	show	towards	
ou	out	soup	cough	thought
ar	farm	warm	parallel	
er	her	butter	very	
ir	girl	pirate	mirror	
or	storm	worm	borrow	doctor
ur	burn	bury	during	
oi	soil	going		
al	ball	shall	half	false
wa	was	wax	waste	
ey	key	they		
oy	boy			
igh	high	straight		
air	hair			
are	stare	are		
ear	near	bear	heard	heart
ure	pure	picture	burette	
our	pour	hour	colour	
ore	more	forest		
oor	door			
tion	station			
ck	duck			
sh	ship	mishap		
ch	chip	chemist	machine	
th	this	think		
ng	bang	mango	angel	
au	autumn	sausage		
aw	dawn	aware		
oe	toe	shoe	does	poet

An example of an alphabetic code chart

Sound	Spelling 1	Spelling 2	Spelling 3	Spelling 4	Spelling 5	Spelling 6
/a/	cat					
/e/	bed	head	said	any		
/i/	pin	crystal	business			
/o/	hot	sausage	was	yacht	cough	
/u/	up	could	brother	blood		
/ae/	baby	rain	play	gate	steak	
/ee/	see	me	these	leaf	pony	field
/ie/	my	pie	high	like	find	
/oe/	toe	go	toad	glow	bone	sew
/ue//oo/	blue	moon	flew	soup	fruit	to
/ue//yoo/	rescue	new	use	music	beauty	
/ar/	farm	half	father	heart		
/er/ <small>schwa</small>	the	dinner	tractor	centre	colour	picture
/ur/	were	kerb	girl	curl	heard	worm
/or/	for	saw	autumn	fall	warm	thought
/ow/	down	out				
/oo/	look	put				
/oi/	soil	royal				
/ear/	near	here	deer	pier		
/air/	hair	bear	stare	there	their	
/b/	bat	rabbit	build			
/d/	dog	add				
/f/	fun	off	cough	phonic		
/g/	got	egg	ghost	guard		
/h/	hat	whole				
/j/	jet	edge	orange	giant		
/k/	cat	kitten	chemist	black	plaque	biscuit
/l/	leg	doll	apple			
/m/	man	comma	lamb	come	autumn	
/n/	not	annual	know	gnome	engine	
/p/	peg	apple				
/r/	rat	lorry	write	rhyme		
/s/	sun	mess	city	scent	fence	castle
/t/	top	letter	two	debt	thyme	
/v/	van	of	have			
/w/	will	one	when	suite		
/y/	yes					
/z/	zebra	is	cheese	freeze		
/sh/	ship	chef	special	station	admission	
/ch/	chip	picture	tune	cello		
/th/	this	breathe				
/th/	thank					
/ng/	bang					
/zh/	vision	treasure				

Statutory Requirements in England

Statutory requirements of the Year 1 programme of study of the National Curriculum. (p10)

Reading - word reading: Pupils should be taught to:

- *apply phonic knowledge and skills as the route to decode words*
- *respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes*
- *read accurately by blending sounds in unfamiliar words containing GPCs that have been taught*
- *read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word*
- *read words containing taught GPCs and -s, -es, -ing, -ed and -est endings*
- *read other words of more than one syllable that contain taught GPCs*
- *read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)*
- *read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words*
- *re-read these books to build up their fluency and confidence in word reading*

Statutory requirements from the National Curriculum for the revision of the Early Years Foundation Stage (p40)

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- *all letters of the alphabet and the sounds which they most commonly represent*
- *consonant digraphs which have been taught and the sounds which they represent*
- *vowel digraphs which have been taught and the sounds which they represent*
- *the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds*
- *words with adjacent consonants*
- *guidance and rules which have been taught.*

Statutory requirements for the Reception Year - Early Years Foundation Stage. (p29)

Early Learning Goals for reading and writing. These are :

ELG09 Reading:

children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

ELG10 Writing:

children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

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<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

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The statutory requirements for the Early Learning Goals for Literacy may be downloaded from the link below. (page 29)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/564249/2017_EYFS_P_handbook_v1.1.pdf

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Details of the Literacy Framework for primary schools may be downloaded from the link below.

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