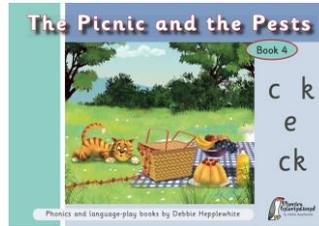


ABOUT THIS READING BOOK SERIES



Size and paper type of cover:

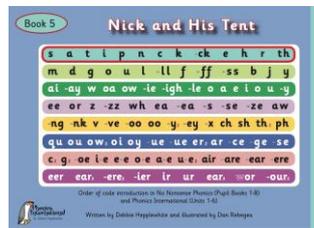
Each book is A5 (approx 21cm x 15cm). The cover is 300gsm with gloss lamination.

Inner pages:

The paper quality is 115gsm with a silk finish.

Debbie's reading books:

These cumulative, decodable books are designed to complement *No Nonsense Phonics Skills* (Pupil Books 1 to 8) and the *Phonics International* programme (Units 1 to 6 of 12 Units).



The series is colour-coded for ease of organisation and management. The back covers indicate the code featured cumulatively in each book.

Purpose – these books are designed for children:

1. to practise the technical skill of decoding new printed words by *sounding out and blending* ('lifting the words off the page') using their knowledge of letter/s-sound correspondences (the alphabetic code)
2. to learn the meaning of new words, enriching their vocabulary, in the context of events in the storylines
3. to practise reading aloud with increasing confidence and fluency – learning how to use expression when re-reading

The books are challenging:

The books are structured to be 'cumulative' and 'decodable' and they are also challenging. They include shorter and longer words from the outset and some words that are likely to be new to children's spoken language. Generally, there are many words on most pages to provide plenty of accurate decoding practice.

After the children have decoded any new words they do not automatically recognise, the supporting adult can discuss the storylines, including with reference to the illustrations, to explain new words. There is 'Vocabulary Support' in the back of the books.

Children should attempt to decode the words, sentences or pages by themselves at first with the adult encouraging, supporting, re-reading words, sentences and pages as required. Some beginners may only manage one page in any one reading session until they have perfected the phonics skill of *sounding out in response to letters and letter groups, and blending the sounds* (synthesising) to decode new words.

For children – code check:

1. Read out the words and try the words.
2. Place the sounds, point to the letters.
3. Place to match the lower case letters with their capital letters.
4. Capital letters are code for the same sounds as their lower case letters.
5. Say the words.

s	a	t	i	p	n	c
I	C	N	S	T	A	P

The the I

For adults:

- Read out the story, sentence and pages to read out and find to read words they don't recognise.
- Read the story aloud.
- Talk about what's happening in the story including the simple additional words by the characters' faces and actions in the pictures.
- Repeat and the book to build confidence and fluency and to help read new words.
- Respond to the storylines, look for additional words in the pictures. The story and pictures may help to indicate the meaning of new words. See the back inside cover for more information on word families. Children are constantly learning about the meaning of new words and are learning to read/blend new words.
- To hear examples of the 'sound' go to the 'Audio Chart' on www.phonicsinternational.com.

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s	a	t	i	p	n	c	k	e	h	r	t	h		
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This the I and

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Capital letters are code for the same sounds as their lower case letters.

Nan sits.
"Stan, sit," Nan insists.
Stan sits.
Nan sips.
si-pi-ti-sip
Can Stan sip? Stan sips...
SI-PI-TI-SIP

Vocabulary Support

assist – to help someone by sharing the work

assistant – a person who assists, or helps, someone (for example, a shop assistant)

a sip – a sharp pinch or bite

to sip past – to pass someone or something quickly

to spin – to turn or whirl round quickly

a tap – a piece of equipment to stop and start the flow of water (or gas) from a pipe

to tap – to be something lightly and quickly, or to make a sound (such as)

Children learn at different rates and have different needs:

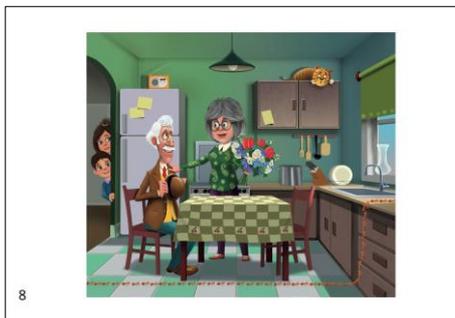
Debbie's approach includes *incidental* phonics teaching and support as well as *systematic* provision. Some children may need reminding of letter/s-sound correspondences that are not yet embedded in memory. Some children will self-teach as they learn more about the alphabetic code, and some children will recognise words they've previously read more easily than others. Some children may be able to 'discern' (detect) a word they've sounded out because they know the word in their spoken language, but struggle to 'discern' a new printed word that is not in their spoken language. This will improve over time as children decode and learn new words from the literature they *read* not just the words they *hear and speak*.

Using the books in the school and at home advisedly:

In school, teachers may decide to use these books *lagging behind* the introduction of the various letter/s-sound correspondences for additional reading practice. Both the *No Nonsense Phonics* and the *Phonics International* programmes already provide plain 'matched texts' for children's reading, writing, spelling and language comprehension. These reading books are additional and complementary to the phonics programmes.

Teachers may decide to *cascade* these books to children for home-reading *starting with the children who are the quickest* and most adept at sounding out and blending to decode new words.

Teachers may decide to use these books in school for supported practice in school *before* sending them home for re-reading in the home. Again, this may depend on the children themselves and how teachers decide the books will be most beneficial – particularly when children are beginners. Teachers may use later books differently according to children's changing needs over time.



Illustrations:

The pictures in children's books enhance the storylines and often tell a story beyond the words on the pages. It is important that the 'back and forth' discussions between adults and children always take place with these phonics reading books no less than with storybooks. In addition, 'homophones' are so common in the English language that it is helpful, as adults, to point out that the same words can have various meanings in different contexts – and to engage children fully with this notion.

About the 'sounds' and the alphabetic code:

Parents and carers can 'hear' the sounds via an audio Alphabetic Code Chart at alphabeticcodecharts.com. There are also free printable alphabetic code charts at this site.

For printable Alphabet Letter Tiles, and Alphabetic Code Charts showing all the sounds, see 'Free Resources' at: phonicsintervention.org

Josh Charlotte cake

"In your names, these letters are code for the /sh/ sound."

"In this word, these letters are code for the /ai/ sound."

New letter/s-sound correspondences in wider reading experiences can be explained with reference to 'the code' like the examples above.

Children can be introduced to letter/s-sound correspondences 'incidentally' and this will add to their code knowledge and capacity to self-teach over time.

Tweaking or modifying pronunciation:

It is very common that a spoken word's final pronunciation needs to be 'tweaked' or 'modified' after sounding out and blending. Early examples of this are words such as 'is', 'his', 'as', 'has'. In reality, these words are pronounced 'iz', 'hiz', 'az', 'haz' with a /z/ sound at the end, not a /s/ sound, but most children who are decoding these words will automatically sound them out and then say them with their correct pronunciation even without thinking about it. The sooner adults and children alike understand this *constant process of slight modification of pronunciation* (as required), the sooner a wider range of words can be included for beginners. An example of the process of modifying pronunciation is the word 'erect' on this page from Book 5:

Pat and Anna erect the tent.
Nick inspects it.
Then Nick trips and his stick rips
the tent.
tri-pi-ti-TRIP ri-pi-ti-RIP
The tent has a rip in it!
Nick panics.
Anna inspects the rip in the tent. 13

Word meanings

Homophones: In the English language, there are many examples of the same words that are pronounced the same but they have different meanings (they may be spelt the same or spelt differently – hair/hare). Homophones are so common in English that adults need to help children get to grips with the multiple meanings of words from an early stage of learning.

Saying the focus (same) word in different sentences helps. Consider the simple word 'tap' for example. 'This is a tap. The bath has a cold tap and a hot tap. Turn on the taps.' 'When we hear music, we like to tap our toes to the beat.' 'Stan helps to tap the nail into the wall to hang Nan's picture.' 'Stan taps on the door.'

There may be other meanings of a word which you can decide to introduce if age-appropriate, or wait until a further opportunity arises, for example, 'Would you like to learn tap dancing?'

Quality and quantity of 'back and forth' talk: Children learn new words all the time, whether directly explained to them or not – from hearing words, repeating words and increasingly from the books they read. They often 'pick up' new words and what they mean from the back and forth talk in their homes, social groups, pre-school and school. It is very helpful to be aware of new vocabulary and to repeat the use of new words in sentences to help the children recall them – that is, to be able to say them with clear pronunciation and accurate understanding of their meaning.

Contact Debbie at debbie@phonicsinternational.com with any questions.