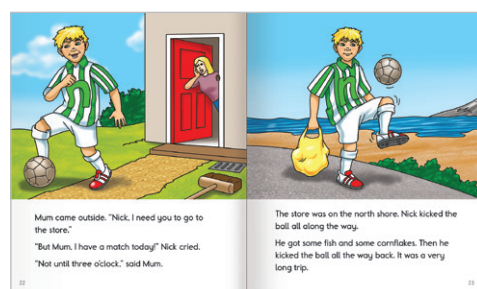
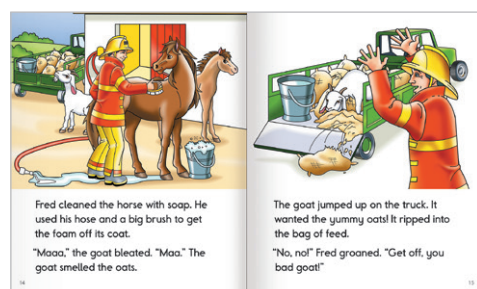
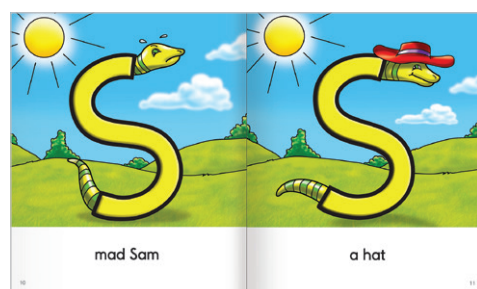
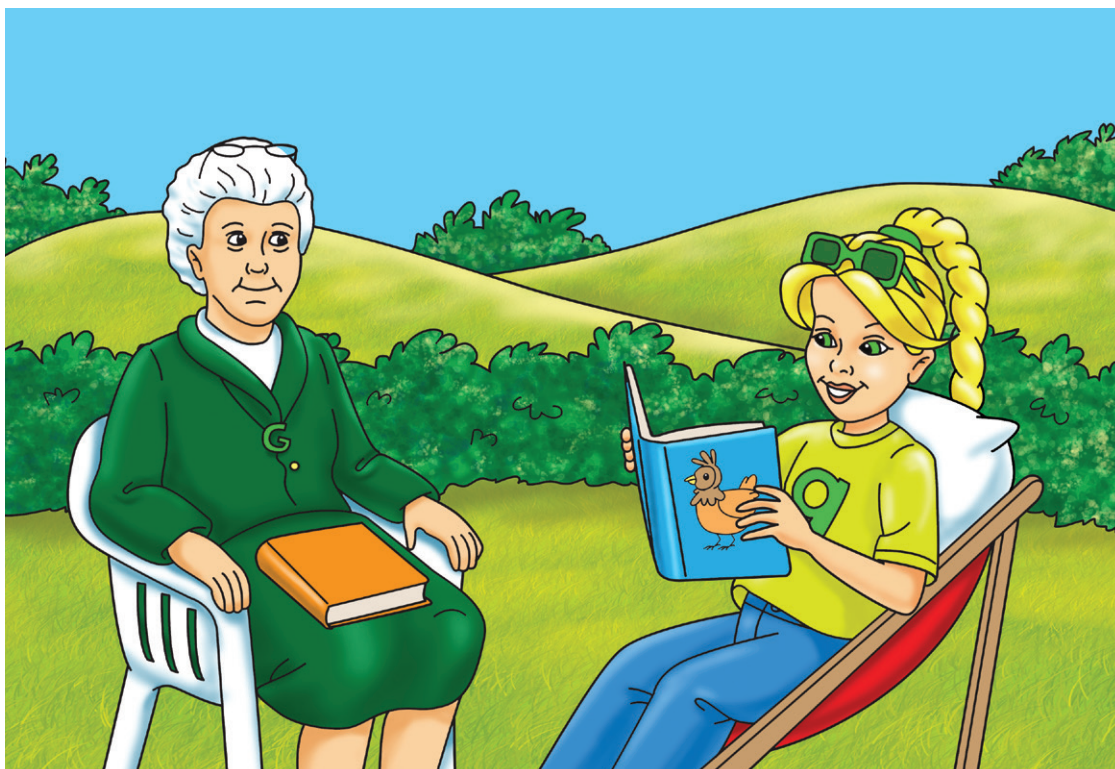


Teaching with Phonics Readers



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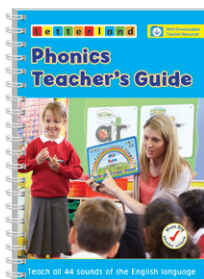


Teaching with Letterland Phonics Readers

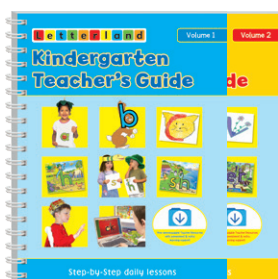
When children are first learning to read they need coordinated opportunities to use the phonics that they are learning in meaningful, engaging stories. The 83 illustrated stories in *Letterland Phonics Readers* are designed to serve that purpose. Use the guidelines below to achieve maximum benefit from these stories, including building children's decoding, fluency and comprehension.

Alignment to your lessons

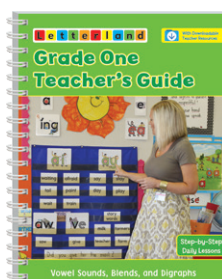
Each story is carefully aligned with lessons in the *Letterland Teacher's Guides* shown below. The charts on pages 12–13 show which stories and lessons go together.



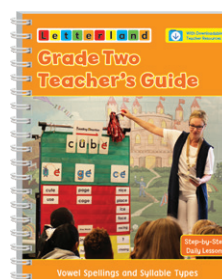
Phonics Teacher's Guide (UK 2014)



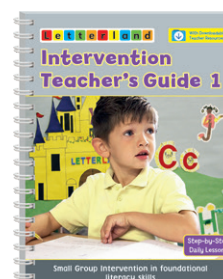
Kindergarten Teacher's Guides (US)



Grade One Teacher's Guide (US)



Grade Two Teacher's Guide (US)



Intervention Teacher's Guide 1 (US 2019)

Sample lessons

For a quick look at how a teacher might structure lessons with a *Phonics Reader* story see pages 4–5.

Before, during and after reading

Pages 6–11 include additional suggestions on what to do before you read, how to support children as they read the story, and follow-up suggestions for rereading and discussions.

You will find further, in-depth coverage for teaching phonemic awareness, phonics, fluency, and comprehension in the *Letterland Teacher's Guides*.



From *Look what happened!* (Phonics Reader 3d)

A quick look at teaching the stories

Stories that are written for children who are just beginning to read are necessarily simple with very limited language. But by encouraging careful examination of the illustrations and spirited discussion of each *Phonics Reader* story, you can create genuine interest and engagement in them. Below are two examples of how you might achieve this, one from the very first reader in Set 1 and the other from Set 3 when children's reading has shown further development.

Book 1a Is it him? Focus: i, s (as in it and is) Pages: 18–22

Before reading the story

- Practice the new letter sound, short i, with the *Picture Code Card* or ask children to point to the card on the title page and say the sound.
- Build the words **it, is, his, him, had** with plain letters. You can use *Letterland software* or *Picture Code Cards* for this or simply write them on the board. Guide children in blending the sounds to read the words.
- Ask children to look at the title page and decode the title. Ask them, *What do you see in the illustrations on pages 8 and 9? What do you wonder about? This blue circle says that Impy Ink likes to play an invisible game. Is he invisible? Why is that insect in the jar?*



During the first reading

- Children try reading a page or two on their own. Then choral read the words together and encourage a brief discussion with questions such as those below. Do the same every page or two.
Page 19: *Why do you think Impy Ink is behind that map of Italy? What do you think we might see on the next page?*
Page 21: *So, do you think that insect, the butterfly, belongs to Impy Ink? What do you think he will do with it? What would you do?*
Page 22: *What happened? Why did Impy Ink do that? How do you think the butterfly feels? Why?*
- Choral read the whole story once more.



After reading

- Pair children up to take turns reading to a partner. They then do the same with a new partner.
- **Plan and Play option:** Have children look back at the story and plan to act it out. Make notes on the board or a chart, as children talk about what props and characters they will need. What might Impy Ink say? What might the butterfly say before and after being released? There are only two characters in this story including the butterfly, but three children might be the easel that Impy hides behind. Children will also think of a way to play the role of the jar. After planning, choose children to play the roles. All the children reread the story in unison and then the 'actors' do their part. Discuss any new suggestions. Change actors, reread and let the new actors perform. If practical, take photos.



Book 3b Sink or float Focus: nd, nk, nt (as in hand, tank, tent)
Pages: 16–24

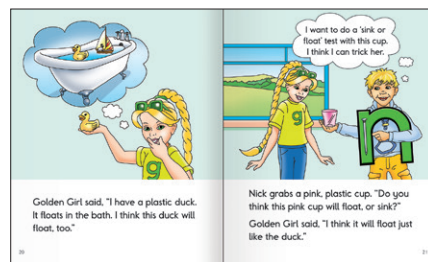
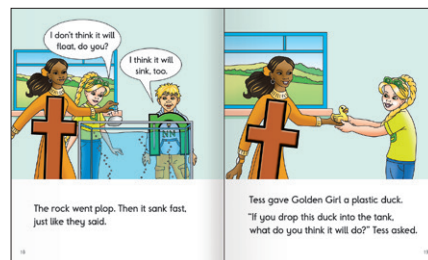
Before reading the story

- Build a few words from the story with *Picture Code Cards* (or write them on the board) such as **tank**, **hand**, **went**, **think**. Guide children in decoding them.
- Teach the Tricky Words **asked** and **gave**. The children repeat each one and discover their tricky parts. Read the Story Words and ask the children to repeat them (For details see below, page 6).
- Read the title together and all look at the illustrations on pages 16–17. Describe to your partner what you see in these illustrations. *What do you wonder about? What do you think might happen in this story?*



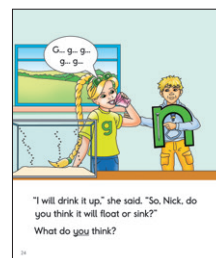
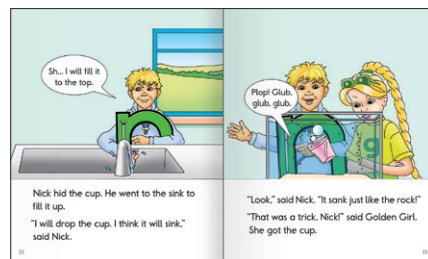
During the first reading

- Children read page 17 to themselves. They may read aloud (quietly) at their own pace.
Page 17: **What does Tess ask Golden Girl and Nick? What would your answer be? Reread page 17 together chorally.**
Pages 18–19: Use similar steps and questions as above.
After children read pages 20–21: **How does Golden Girl use what she already knows to predict what will happen with the plastic cup? What is Nick thinking about? What might he be planning to do?**
- Continue with the story in the same way.



After the first reading

- Pair children up. One partner reads odd numbered pages, the other the even pages. Then they read it again switching the pages that each reads.
- **Story Stone:** Use an interesting looking small stone that fits nicely in a child's hand. Explain that when a child holds this Story Stone, everyone listens to that child telling something about the story or making a comment about it. Then another child holds the stone and says something different about the story, and so on. Plan for children to reread the story a few times with partners over several days. You might also want to try a 'sink or float' experience in your classroom.



Before reading: Preparing to read the story

Reviewing new letter/digraph sounds

First teach the phonic concept shown on the *Picture Code Card(s)* pictured on the story's title page using your *Letterland Teacher's Guide*. (You could also include a review of other recently taught sounds.)

Children practise saying the new sound...

- as they point to the card pictured on the title page, or
- as you show the plain letter card with *Letterland software*, or
- as you show the plain letter side of the *Picture Code Card* or
- point to the plain letter that you have displayed on the board or screen.

Blending practice

Make a few words from the story that include the phonic focus for children to blend, using...

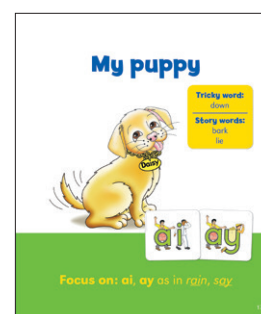
- the *Letterland software*, or
- plain letter sides of *Picture Code Cards*, or
- words displayed on the board or screen.

Tricky words

In some stories, one or two new Tricky words (common exception words) are introduced. These are listed on the story title page. Use the following steps for learning new Tricky Words.

- Show children the word on a card, the board, or on screen.
- Say the word, use it in a sentence, and repeat the word.
- Children repeat the word.
- Children 'slow-speak' the word (in a slow, stretched-out fashion):
"wwwaaaaasssss"
- Children decide which letters are making their usual sounds and which are not.
- Draw a wavy line under the letters that are not making their usual sounds.
- Review a few other previously learned Tricky words by rereading them together.

* See the *Letterland Teacher's Guides* for special steps for learning to spell Tricky words.



Story Words

In some more advanced stories a few Story Words are shown on the title page for the story. These are included because they make the story more understandable and interesting. Children are not expected to decode these extra words. Prepare for including them as follows:

- Read the Story Word, or Words, on the story title page to the children. Then reread them together.
- While reading, if children hesitate on a Story Word, tell them the word right away.

Introducing the story

Ask children to examine the pictures on the first one or two pages. Usually a few general questions will get a conversation started about the story. You might have children respond to these questions first with a partner sitting next to them. Then have some of them share their thoughts with the whole group (think, pair, share).

Describe what you see in the illustrations.

What do you wonder about as you think about the pictures?

What do you think might happen in the story?

In the scenario below the teacher asked children to preview the first two pages of the story as they prepared to read 'Tom and Tim' in *Phonics Reader 1c*.

Teacher: Now that we have looked at some of the pictures in this story, tell your partner what you saw. Then we'll all share.

A child: "I see a cat."

A child: "It was drinking water from a puddle."

Teacher: What happened next?

A child: "That other cat came." (pointing to the page)

Teacher: Look at the grey cat. What does its face tell you?

A child: "It looks like it might be scared."

A child: "Maybe it is angry that the other cat is drinking his water."

A child: "I don't think the brown one is a cat. It looks like a dog."

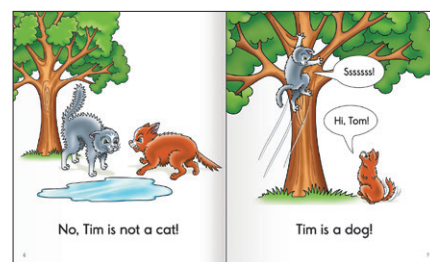
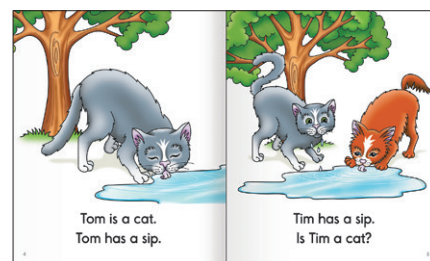
Teacher: Well what do the rest of you think?

Some children say it's a cat and others say it's a dog.

Teacher: Tell your partner what you see that makes you think it is a dog or cat.

Some children point out the bushy tail and the colour that look like a dog. Others talk about the ears and the shape of the face that look like a cat.

Teacher: Let's read this story and see just what is going on.



Even with the simple text above, there is a lot of observing, thinking and language that you can draw from the children as their curiosity is raised. As the available words and the amount of text grows in later stories, you will be able to encourage even more thinking and language use. Here are some alternative ways to stimulate a pre-reading discussion:

- **Ask a question**

For some stories you may want to ask a question specific to the story to elicit children's ideas. For example, before showing children the story, 'Ben and the cub' (*Phonic Reader 2b*), you might ask, "What do you think would happen if Bouncy Ben met up with a bear cub in a forest?"

- **Hide the illustrations**

For a change of pace, you may want children to read part of the

story without seeing the illustrations. This method has two purposes. One is to focus children on the text and concentrate their attention on decoding. The more interesting purpose is to have children read the text and then make predictions about what they will see in the illustrations. When they then see the illustrations, they compare their mental images with those of the artist.

- **Children's own experiences**

For stories that depict experiences common to many children such as a visit to the seashore ('Molly and me by the sea' in *Phonic Reader 3e*), you could have children tell about their own similar experiences. Then they read on to see how Molly's experience is similar to and different from their own.

- **Talk about the Letterlander**

The Letterland characters are fond of things that begin with their letter sound, e.g. Fire Fighter Fred likes frying fresh fish. In a story such as 'Pets' (*Phonic Reader 1d*) which features Lucy Lamp Light, children will be able to predict the pets that Lucy might have based on this alliteration (e.g. lion, lizard, llama).

- **Your ideas**

You will think of other ways to introduce stories with an interesting object or picture from some other source or even with a special word to talk about.

Supporting decoding, fluency, and comprehension

The above strategies get your children primed to read the story. This section aims to build their skills and strategies as they read and reread and discuss stories.

Ways to read a story

- **First reading**

Since these stories are matched to the phonics you have taught, you may often want children to do the first reading of a story on their own – one or two pages at a time. Everyone reads at the same time, but each at his or her own pace. Since beginners rarely read silently, this is sometimes called ‘mumble reading.’ They are all reading aloud but they are not trying to stay together. If you lean in closely toward individual children, you can check on how they are doing (and make sure they are not just pretending to read).

- **Choral**

Once children have read a page (or two) to themselves and have commented briefly, guide everyone in rereading the same page(s) in unison. Guide the reading with your voice at a pace that the children can handle. You can still read with natural rhythm and expression even when reading slowly. One way to do this is to avoid pausing between every word and instead pause at natural breaks between phrases.

- **Partner**

Reading a story through the first time with a partner, or as a rereading strategy, has the advantage of providing an audience for each reader and someone to help if needed. Two children can read alternate pages or one can read the whole story first and then listen to the other partner read it. Partners may reread the current story and several previous stories to build fluency.

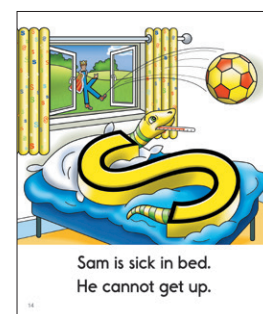
- **Echo**

In this method of reading, you read a sentence or more first, and then the children ‘echo’ you by reading the same passage. You might use echo reading with a story that is written in verse or that has unusual language in order to help children read with rhythm and expression.

- **Readers’ theatre**

In this method of rereading, children stay in their seats and read in the role of characters or storytellers. They don’t actively dramatize a story but concentrate on accurate, fluent, expressive reading.

Even stories with very little character dialogue can be used for readers’ theatre. Passages can be assigned to a group of several children to read chorally. An example is provided below from the story ‘Can he kick?’ (*Phonics Reader 1e*). The text is divided between Kicking King and three small groups with the whole class reading the title and closing lines. The children in this class decided to add sound effect words for the King’s kicks, saying them exuberantly at the end of each line.



Whole class (title): Can he kick?

Kicking King: I like to kick! (Ka-boom!)

Group 1: Can he kick? Nick gets on his socks. (Whooooosh!)

Group 2: Sam is sick in bed. He cannot get up. (Plunk!)

Group 3: The duck is at the dock. It's neck gets wet.
(Kerrrrssplaaaash!)

Whole class: Can he kick? "Yes, he can kick!" (Look out!)

- **Independent reading**

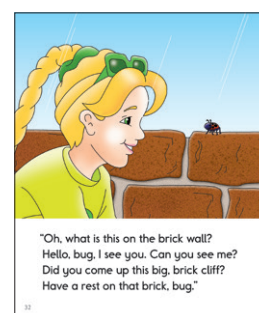
Many teachers provide a time for children to read to themselves during the day. Some beginning readers may not be able to do this for very long, but if you let them choose several books to take to their own spot to look at as well as to read, you may eventually keep them at it for 15 minutes or more. You may want to start with just a few minutes and gradually extend this time as children show they can handle it. Once children develop this habit, you may be able to listen to several of them individually reading to you each day while everyone else is quietly engaged with their own books.

- **Reading to parents**

If you can send copies of *Phonics Readers* home with children, they can read them aloud to members of their family. Suggest to parents that their children should read a number of previous stories as well as the most recent ones. When you meet with parents or send notes to them, you may also want to suggest that parents try partner reading with their children.

Avoid 'round robin'

It is usually *not* a good idea to use 'round robin reading' as a regular strategy. If children take turns reading individually to the whole group, then each child only gets a little bit of practice reading. And you cannot rely on everyone 'following along.' There *is* value in you listening to individual children read to see how they are progressing and to coach them, but this can be better accomplished by moving around as children are reading on their or with a partner. You can also have individual conferences that include individuals reading to you, while others are productively engaged.



Questions and conversation to build comprehension

The suggestions below are for those quick conversations in the course of the first reading and for more extended discussions after reading or rereading a story.

- **Open-ended questions**

After children read a page or two, simply asking an open-ended question allows several children to provide different answers.

Here are some possible questions:

What did you find out?

What did you find out about _____?

What surprised you in this part?

- **Clarifying**

Let children know that when something doesn't quite make sense, it's a good idea to talk about it and sometimes to reread to clear up confusion. You can model clarifying when you come across story points that you think may be confusing to children.

For example, in 'What can you see?' (*Phonic Reader 3a*) Golden Girl is closely observing small things. She asks an insect sitting on a brick wall, **"Did you climb this big brick cliff?"** To encourage children to seek clear meanings, you might say, **"I wasn't sure why Golden Girl called it a brick cliff. It is really just a low wall."**

It may be that some of the children can explain that Golden Girl was thinking of the insect's perspective, **"The wall seems like a big cliff to the bug because it is so little."** Your think-aloud examples will encourage children to bring up their own confusions as a normal way of increasing understanding.

- **Confirm or revise predictions**

You can follow-up on children's predictions from the story introduction at one or two points further along in the story. As they gather new information, they may find that their predictions appear to be turning out right or they may find that they want to slightly alter or completely change their predictions. Having the children discuss what information their predictions are based upon (from the text or their own experience and knowledge) is an important comprehension practice.

- **'Why?' questions**

Help children think deeper about stories by asking 'why questions' which cause them to infer character motivations or cause and effect relationships. After reading the story 'Lily and the fairies' from *Phonic Reader 4e*, you could ask, **"Why do you think Lilly told her friends that fairies came to her house at night?"** These questions may not always have just one answer. This allows several children to join in the discussion. Before long children will be able to ask why questions of each other. You might prompt them by saying, **"What 'why questions' does this story make you want to ask?"**



Matching Phonic Readers to Your Lessons

The following tables show the alignment of *Phonic Readers* to *Letterland Teacher's Guides*. The featured letter sounds and new Tricky Words are listed to help align the stories with other reading programs as well.

Phonics Reader		Story Title	New Letter Sounds	New Tricky Words	Phonics Teacher's Guide (UK 2014) or Intervention Teacher's Guide 1 (US 2019)		Kindergarten Teacher's Guide (US)	Grade One Teacher's Guide (US)	Grade Two Teacher's Guide (US)
Book	Page				Section	Lesson or Unit			
1a	3	Dad, a hat, a cat	c, ä, d, h, m, t	a	2	8	36	1	
	8	Sam	s		2	9	38	1	
	13	Dad, Sam	Review		2	10	42	2	
	19	Is it him?	ĩ, s/z/		2	11	43	3	
1b	3	Is it his?	ĩ	Mr	2	12	45	3	
	8	Nat	n		2	13	48	3	
	13	Can Dan dig?	g		2	14	50	3	
	18	Yes or no?	Review		2	15	52	3	
1c	3	Tom and Tim	ö		2	16	54	4	
	8	Go, go! No!	ō	oh	2	17	55	4	
	13	Go, pup, go!	p	the	2	18	58	4	
	18	Ssss, zzzz	s, s/z/	of	2	19	59	4	
1d	13	Is Ed a hen?	ě		2	20	62	5	
	8	Pets	ē	she	2	21	63	5	
	13	Hiss, hiss!	ss		2	22	65	5	
	18	Us	ũ	to	2	23	67	6	
1e	3	You	ū	you	2	24	68	6	
	8	Kicking Kings' maze	k	like, see	2	25	71	6	
	12	Can he kick?	ck		2	26	73	6	
	17	Ding dong	ng		2	27	74	15	
2a	3	Shep	sh		2	28	75	6	
	8	Check on the chicks!	ch		2	29	76	7	
	13	Shep and me	voiced th	my	2	30	77	7	
	18	Logs of legs	unvoiced th		2	31	78	7	
2b	3	Is this her pet?	l	her	2	32	80	8	
	8	Fred's fish	f		2	33	82	8	
	13	Off we go!	ll, ff	for	2	34	84	10	
	18	Ben and the cub	b	look	2	35	86	10	
2c	3	Look at them go!	j		2	36	89	10	
	8	Let's look	all		2	37		9	
	13	Red Robot runs	r		2	38	91	9	
	18	Look quick!	qu	was	2	39	93	7	
2d	3	At the vet's	v	here	2	40	95	7	
	8	Hugs	ve	too	2	41	96	6	
	13	Fun in the mud	o/ũ/		2	42	97		
	18	Wet!	w	said	2	43	100	5	
2e	3	Can you fix it, Max?	x	what	2	44	102	3	
	8	Let's go and see Yo-yo Man	y	they	2	45	104	5	
	13	Zig and zag	z		2	46	106	5	
	18	Who said that?	Review	who, are	2	46	107	7	

Phonics Reader		Story Title	New Letter Sounds	New Tricky Words	Phonics Teacher's Guide (UK 2014) or Intervention Teacher's Guide 1 (US 2019)		Kindergarten Teacher's Guide (US)	Grade One Teacher's Guide (US)	Grade Two Teacher's Guide (US)
Book	Page				Section	Lesson or Unit			
3a	3	It is so hot!	sl, sp, st, sw	do, says	3	47	139	11	
	10	Spin and smash	sk, sm, sn		3	48	141	11	
	19	Lucy likes to help	cl, fl, pl	wants	3	49	143	12	
	24	A bird hops in	bl, gl		3	50	144	12	
	29	What can you see?	br, cr, dr, fr, tr, wh	into	3	51	146	13	
3b	3	Can a crab grab?	cr, dr, fr, gr	can't, ask	3	52	147	13	
	13	Snow on the hill	Review	don't	3	52	148	13	
	16	Sink or float?	nd, nk, nt	asked, gave	3	54		15	
	25	Can Zig Zag fly?	y/i/		4	55	150	8	
3c	3	Tales of two	a_e	your, does	4	56	153	16	4
	12	Ben rides his bike	i_e	put	4	57	156	17	4
	17	Rose bakes a cake	e_e, o_e, u_e	play	4	58	162	18	5-6
	22	Pete and Nate's fun and games	Review	now, later	4	59	162	18	4-6
	26	What they liked to do	Suffix ed		4	60		28	7
3d	3	Look what happened!	Suffix ed	story, reading	4	61		27	7
	12	Happy times	y/ē/		4	62		26	15
	17	My puppy	ai, ay	down	4	63	165	21	10
	22	Mr E's trees	ee	out, our, eat	4	65	166	20	9
3e	3	Molly and me by the sea	ea/ē/	water, two	4	65	166	20	9
	12	The bad goat	oa		4	66	168	22	10
	17	What a mess	ie, ue	one	4	67	170	25	17
	22	Stop the train!	Review	there	4	68	172	25	9-10
4a	3	Gifts	ild, ind, old	about	4	69		24	
	12	In the dark	ar		5	70	174	29	12
	20	The day of the big match	or	were	5	71	175	29	12
	29	Carly and the sharks	Review		5	72	176	30	12
4b	3	The Bird girls	ir	Mrs	5	73	179	31	13
	12	My very bad morning	ur		5	74	178	31	13
	21	Snapshots	er		5	75	177	32	14
4c	3	Ben's birthday surprise	Review	saw	5	76	180	32	13-14
	12	When the cold wind blows	ow	know, where	5	77		22	10
	21	Cat's eyes and human eyes	igh	talk, how	5	78		23	11
	30	Lost in the Queen's maze	Review		5	79		23	10-11
4d	3	Penguins on the loose	oo/ōō/	walk	5	80		33	16
	12	The biggest carrot ever	oo/ōō/, u	would, little, always	5	81		34	17
	25	The art class	aw, au	could, colour	5	82		37	23
	34	The Hat Man's new roof	ew/ōō/, ew/ū/	should, knew, friends	5	83		25	17
4e	3	Who will help?	Review	laugh	5	84		37	16-17 23
	16	What big flippers you have	ow, ou	their	5	85		35	20
	24	Nick's noisy new toy	oy, oi		5	86		36	21
	29	Squeaks, the house mouse	Review	people	5	87		37	20-21
	34	Lily and the fairies	air, ear		5	88			21-25
	39	Missing at the fair	Review		5	88			20-21 24-25