



Child Care  
Near Me –  
**What are  
'Phonics'?**

# Phonics Practice Near Me Buy Online

**Debbie Hepplewhite MBE FRSA**

## Phonics Practice Near Me Buy Online:

**Integrating the Language Arts** David Yellin,Mary E. Blake,Beverly A. DeVries,2004 **YC Young Children** ,2005

Primary English: Extending Knowledge in Practice David Wray,Jane Medwell,2008-03-05 Still the biggest concern for many on initial teacher training courses is the acquisition of subject knowledge and the ability to translate that into effective teaching This book addresses this building on the core subject knowledge covered in the Achieving QTS series and relating it to classroom practice It supports trainees in extending and deepening their knowledge of English and demonstrating how to apply it to planning and implementing lessons Practical and up to date teaching examples are used to clearly contextualize subject knowledge A clear focus on classroom practice helps trainees to build confidence and develop their own teaching strategies

Read Write Inc. Phonics Book Bag Books: Non-Fiction Super Easy Buy Pack Oxford Editor,2020-01-30 This pack contains 100 copies of each of the Read Write Inc Phonics Book Bag Books Non Fiction for Yellow and Blue level and 130 for Grey level a total of 330 books Read Write Inc Phonics Book Bag Books are engaging texts to support children with additional reading practice outside the classroom They have been specifically designed for children to take home after school in order to share their reading journey andcelebrate their achievements with parents and carers The books are closely matched to the existing Read Write Inc Phonics Storybooks to reinforce children s classroom learning of phonics at the appropriate level helpingthem to make even faster progress in reading Read Write Inc Phonics Book Bag Books fit into the existing Read Write Inc Phonics timetable providing an additional opportunity for reading practice and celebration of reading achievement with parents and carers Book Bag Books are part of the Read Write Inc Phonics programme developed by Ruth Miskin and used in over 4000 schools The programme is designed to create fluentreaders confident speakers and keen writers The programme resources include Handbooks Sound Cards Word Cards Storybooks Non fiction books Get Writing books and an online subscription All Read Write Inc programmes arefully supported by comprehensive professional development from Ruth Miskin Training

Read Write Inc Phonics Non-Fiction Super Easy Buy Pack Gill Munton,Ruth Miskin,2016-07-07 This pack contains ten copies of each Read Write Inc Phonics Non fiction book covering all levels from Green to Grey These decodable Non fiction books provide structured practice for children learning to read Each set of books is carefully levelled to match childrens growing phonic knowledge so children can read them with accuracy and fluency The books cover topics including space cooking and camping The clear design helps children learn how to readnon fiction features including captions labels and diagrams This pack is part of the wider Read Write Inc Phonics programme developed by Ruth Miskin The programme is designed to create fluentreaders confident speakers and willing writers It includes Handbooks Sounds Cards Word Cards Storybooks Non fiction Writing books and an Online resource Read Write Inc is fully supported by comprehensive professional development from Ruth Miskin Training

**Read Write Inc. Phonics** Gill Munton,Ruth Miskin,2018-01-11 This pack contains ten copies of each Read Write Inc Phonics Ditty Book core Storybook and

Non fiction book Green to Grey Levels The Red Ditty Books offer children practice in reading short decodable passages that form a bridge between reading single words and whole sentences Each book contains three fun passages with linked reading activities The Storybooks and Non fiction books Green to Grey Levels are carefully matched to childrens phonic knowledge so they can read them with accuracy fluency and comprehension The Storybooks include engaging stories such as fairy tales myths and legends rhyming stories and familiar settings Activities at the start help children to practise the sounds and words they will encounter in the story Questions to talk about at the end provide an extra opportunity for developing childrens comprehension The Non fiction books cover topics including space cooking and camping The clear design helps children learn how to read non fiction features including captions labels and diagrams This pack is part of the wider Read Write Inc Phonics programme developed by Ruth Miskin The programme is designed to create fluent readers confident speakers and willing writers It includes Handbooks Sounds Cards Word Cards Storybooks Non fiction Writing books and an Online resource ReadWrite Inc is fully supported by comprehensive professional development from Ruth Miskin Training

**Phonics Book Bag Books** Adrian Bradbury, Alison Hawes, Karra McFarlane, Gill Munton, Ruth Miskin, 2018-01-22 This pack contains ten copies of each of the Read Write Inc Phonics Book Bag Books from Green to Grey level and ten copies of each of the Read Write Inc Phonics Black and White Storybooks from Red to Grey level a total of 1600 books Read Write Inc Phonics Book Bag Books are engaging texts to support children with additional reading practice outside the classroom They have been specifically designed for children to take home after school in order to share their reading journey and celebrate their achievements with parents and carers The books are closely matched to the existing Read Write Inc Phonics Storybooks to reinforce childrens classroom learning of phonics at the appropriate level helping them to make even faster progress in reading and to fit into the existing Read Write Inc timetable Book Bag Books are part of the Read Write Inc Phonics programme developed by Ruth Miskin and used in over 4000 schools The programme is designed to create fluent readers confident speakers and keen writers The programme resources include Handbooks Sound Cards Word Cards Storybooks Non fiction books Get Writing books and an online subscription All Read Write Inc programmes are fully supported by comprehensive professional development from Ruth Miskin Training [Tweepit Tea/Thinking Ahead - Book 20](#) Debbie Hepplewhite MBE FRSA, 2022-10-20 **ABOUT THIS READING BOOK SERIES** These cumulative decodable phonics ebooks provide an effective and enjoyable stand alone approach to teach beginning reading They are also designed to complement No Nonsense Phonics Skills Pupil Books 1 to 8 and the Phonics International programme a FREE online programme Units 1 to 6 of 12 Units The books can be used to complement and supplement other early reading programmes and reading instruction 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 Capital letters are code for the same sounds as their lower case letters 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 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 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 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 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

**Visitors...Solve the Problem - Book 24** Debbie Hepplewhite MBE FRSA, 2022-11-24 ABOUT THIS READING BOOK

SERIES These cumulative decodable phonics ebooks provide an effective and enjoyable stand alone approach to teach beginning reading They are also designed to complement No Nonsense Phonics Skills Pupil Books 1 to 8 and the Phonics International programme a FREE online programme Units 1 to 6 of 12 Units The books can be used to complement and supplement other early reading programmes and reading instruction 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 Capital letters are code for the same sounds as their lower case letters 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 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. 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. 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](http://alphabeticcodecharts.com). There are also free printable alphabetic code charts at this site. 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. *The Train Set/Sanjay - Book 12* Debbie Hepplewhite MBE FRSA, 2022-10-10 ABOUT THIS READING BOOK SERIES These cumulative decodable phonics ebooks provide an effective and enjoyable stand alone approach to teach beginning reading. They are also designed to complement No Nonsense Phonics Skills Pupil Books 1 to 8 and the Phonics International programme a FREE online programme Units 1 to 6 of 12 Units. The books can be used to complement and supplement other early reading programmes and reading instruction. 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 Capital letters are code for the same sounds as their lower case letters 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 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 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 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](http://alphabeticcodecharts.com) There are also free printable alphabetic code charts at this site 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 *Read Write Inc. Phonics Book Bag Books: Fiction and Non-Fiction* Oxford Editor, 2020-01-30 This pack contains a Pack of 100 fiction Book Bag Books for each of Sound Blending Red Ditty Green Purple Pink Yellow and Blue Pack of 120 for Orange Pack of 130 for Grey Pack of 100 non fiction Book Bag Books for Yellow and Blue Pack of 130 Grey non fiction 1 180 books in total Read Write Inc Phonics Book Bag Books are engaging texts to support children with additional reading practice outside the classroom They have been specifically designed for children to take home after school in order to share their reading journey and celebrate their achievements with parents and carers The books are closely matched to the existing ReadWrite Inc Phonics Storybooks to reinforce children's classroom learning of phonics at the appropriate level helping them to make even faster progress in reading Read Write Inc Phonics Book Bag Books fit into the existing Read Write Inc Phonics timetable providing an additional opportunity for reading practice and celebration of reading achievement with parents and carers Book Bag Books are part of the Read WriteInc Phonics programme developed by Ruth Miskin and used in over 4000 schools The programme is designed to create fluent readers confident speakers and keen writers The programme resources include Handbooks Sound Cards WordCards Storybooks Non fiction books Get Writing books and an online subscription All Read Write Inc programmes are fully supported by comprehensive professional development from Ruth Miskin Training *Read Write Inc Phonics: Black and White Storybooks Super Easy Buy Pack* Gill Munton, 2016-07-07 This pack contains ten copies of each Black and White Ditty Book and core Storybook The Black and White Storybooks are specially designed for teachers to send home to help children practise reading the stories they have been learning in school Each book contains the same story as its corresponding colour Storybook but includes clear guidance for parents at every step This support includes parent friendly notes for the activities at the start of the books to help children to practise the sounds and words they will encounter in the story There are also clear parent notes for the questions to talk about at the end of the story to help parents develop their child's comprehension Free video support on [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk) for home and [www.ruthmiskin.com](http://www.ruthmiskin.com) can be used alongside the books to help parents feel confident pronouncing pure sounds This pack is part of the wider Read Write Inc Phonics

programme developed by Ruth Miskin The programme is designed to create fluent readers confident speakers and willing writers It includes Handbooks Sounds Cards Word Cards Storybooks Non fiction Writing books and an Onlineresource Read Write Inc is fully supported by comprehensive professional development from Ruth Miskin Training **Phonics** Ruth Miskin,2018-01-11 This pack contains ten copies of each Read Write Inc Phonics Red Ditty Book core Storybook and additional Storybook for Green Purple and Pink The Red Ditty Books offer children practice in reading short decodable passages that form an important bridge between reading single words and whole sentences They reinforce the Read Write Inc Phonics Set 1 sounds Each book contains three fun passages with linked reading activities They also prepare children for reading the Storybooks The Storybooks Green to Grey Levels are carefully matched to childrens growing phonic knowledge so children can read them with accuracy fluency and comprehension They include a range of engaging stories such as fairy tales myths and legends rhyming stories and familiar settings Activities at the start of the books help children to practise the sounds and words they will encounter in the story Questions to talk about at the end of the story provide an extra opportunity for developing childrens comprehension This pack is part of the wider Read Write Inc Phonics programme developed by Ruth Miskin The programme is designed to create fluent readers confident speakers and willing writers It includes Handbooks Sounds Cards Word Cards Storybooks Non fiction Writing books and an Online resource ReadWrite Inc is fully supported by comprehensive professional development from Ruth Miskin Training *Learn with Peppa Phonics Level 4 Book 10 - Find Me! (Phonics Reader)* Peppa Pig,2023-01-05 Learn with Peppa phonics reading books provide decodable stories to take young readers from first letter sounds to phonics fluency through five expertly graded levels Peppa and her friends take centre stage in this brand new series of 70 phonics readers Five levels of stories introduce letters and sounds in the order they are taught at school Fun activities provide extra phonics practice and check understanding of the story Each Learn with Peppa phonics book has been developed by educational experts Access online audio phonics resources and additional guidance on the Learn with Peppa website Let Peppa support your little ones on their early learning adventure in Learn with Peppa Level 4 Book 10 practises known letter sounds and alternative vowel pronunciations Count to ten Peppa Pig and George are playing hide and seek Can George find Peppa **Read Write Inc. Phonics Book Bag Books: Super Easy Buy Pack** Adrian Bradbury,Alison Hawes,Karra McFarlane,Gill Munton,2018-01-11 This pack contains ten copies of each of the Read Write Inc Phonics Book Bag Books from Green to Grey level a total of 750 books Read Write Inc Phonics Book Bag Books are engaging texts to support children with additional reading practice outside the classroom They have been specifically designed for children to take home after school in order to share their reading journey and celebrate their achievements with parents and carers The books are closely matched to the existing Read Write Inc Phonics Storybooks to reinforce childrens classroom learning of phonics at the appropriate level helping them to make even faster progress in reading Read Write Inc Phonics Book Bag Books fit into the existing Read Write Inc timetable providing an additional

opportunity for reading practice and celebration of reading achievement with parents and carers Book Bag Books are part of the Read Write Inc Phonics programme developed by Ruth Miskin and used in over 4000 schools The programme is designed to create fluent readers confident speakers and keen writers The programme resources include Handbooks Sound Cards Word Cards Storybooks Non fiction books Get Writing books and an online subscription All Read Write Inc programmes are fully supported by comprehensive professional development from Ruth Miskin Training

**The Tweepits/Sweetcorn - Book 18** Debbie Hepplewhite MBE FRSA, 2022-10-20 **ABOUT THIS READING BOOK SERIES** These cumulative decodable phonics ebooks provide an effective and enjoyable stand alone approach to teach beginning reading They are also designed to complement No Nonsense Phonics Skills Pupil Books 1 to 8 and the Phonics International programme a FREE online programme Units 1 to 6 of 12 Units The books can be used to complement and supplement other early reading programmes and reading instruction 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 Capital letters are code for the same sounds as their lower case letters 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 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

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**The Puddle/Poppa and Son - Book 15** Debbie Hepplewhite MBE FRSA, 2022-10-11

**ABOUT THIS READING BOOK SERIES** These cumulative decodable phonics ebooks provide an effective and enjoyable stand alone approach to teach beginning reading They are also designed to complement No Nonsense Phonics Skills Pupil Books 1 to 8 and the Phonics International programme a FREE online programme Units 1 to 6 of 12 Units The books can be used to complement and supplement other early reading programmes and reading instruction 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. Capital letters are code for the same sounds as their lower case letters. 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. 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. 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. 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](http://alphabeticcodecharts.com). There are also free printable alphabetic code

charts at this site 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 *The Easel/Maize - Book 21* Debbie Hepplewhite MBE FRSA,2022-10-20 ABOUT THIS READING BOOK SERIES These cumulative decodable phonics ebooks provide an effective and enjoyable stand alone approach to teach beginning reading They are also designed to complement No Nonsense Phonics Skills Pupil Books 1 to 8 and the Phonics International programme a FREE online programme Units 1 to 6 of 12 Units The books can be used to complement and supplement other early reading programmes and reading instruction 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 Capital letters are code for the same sounds as their lower case letters 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 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 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 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 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

#### Year 1 English Phonics

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