

# Say the Sounds

Phonic Reading Scheme



Frog and the lillipops

# Frog And The Lollipops Say The Sounds Phonic Reading Scheme

**Fran Hunia**



## **Frog And The Lollipops Say The Sounds Phonic Reading Scheme:**

**Say the Sounds** Jill Corby,1993      **Snow White and the Seven Dwarfs** Fran Hunia,1993      **The Big Secret** William Murray,Jill Corby,1993 Read With Me adopts the look say approach introducing learners to the first 300 most frequently used works in the English language Pronunciation and meaning are learned through gradual introduction and careful repetition

**Humpty Dumpty and the Robots** Jill Corby,1993      The Dragon Den William Murray,Jill Corby,1993 An easy reader which is part of a series intended to cover the three main methods of teaching reading Its publication coincides with the launch of the new phonic scheme Say the Sounds and has a simplified message to parents      Kate and the Crocodile William Murray,Jill Corby,1993 An easy reader which is part of a series intended to cover the three main methods of teaching reading Its publication coincides with the launch of the new phonic scheme Say the Sounds and has a simplified message to parents

**Rapunzel** Fran Hunia,1993 Grade level k 1 e p      *Hansel and Gretel* Fran Hunia,1993      First Words William Murray,1993 Read With Me adopts the look say approach introducing learners to the first 300 most frequently used works in the English language Pronunciation and meaning are learned through gradual introduction and careful repetition

**Goldilocks and the Three Bears** Fran Hunia,1993      Sleeping Beauty ,1993 Grade level k 1 e p      **Modern Curriculum Press Phonics Program** Clarence Edward Elwell,Rosemary Murray,M. Marcella Kucia,1987      **The British National Bibliography** Arthur James Wells,1994      Video Source Book ,2006 A guide to programs currently available on video in the areas of movies entertainment general interest education sports recreation fine arts health science business industry children juvenile how to instruction      **Frog and the Lollipops** Jill Corby,Peter Wilks,1993-01-01      NICEM Index to Nonprint Special Education Materials, Multimedia Learner Volume National Information Center for Educational Media,National Information Center for Special Education Materials,1979      **Say The Sound Practice Book** ,1993      **Frog on a Log** Jillian Harker,Jan Smith,2009-01-16 This beginners phonics leveled activity book features a particular phonetic sound with its different spellings The three stories in each book rhyme and the phonetic sound being taught is underlined The Frog on a Log features the short vowel sounds of o      *Frogs/Don the Dragon - Book 9* Debbie Hepplewhite MBE FRSA,2022-10-09 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

**Fantastic Frogs** ,2020-05-05

Fantastic Frogs is a low level phonics reading book It covers 5 alternative pronunciations of graphemes plus 6 High Frequency words and the new graphemes and High Frequency words covered in the first four books in this set of the programme Fantastic Frogs covers letters and sounds that students meet in the later stages of a phonics teaching programme It corresponds to Phase 5 of Letters and Sounds the UK Government's synthetic phonics programme but can be used for phonics reading practice to support any phonics programme This title is part of Ransom Reading Stars a structured reading programme for learning to read english The series starts with a complete range of phonics titles to support any phonics teaching programme and then provides a range of structured readers following the Book Band system

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