

PHONICS WITH FEELING DECODABLE READERS

DOWNLOADABLE INFORMATION SHEETS

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ABOUT PHONICS WITH FEELING READERS

Phonics with Feeling readers are grounded in the principles of Systemic Synthetic Phonics. They provide intensive decoding practice, with a carefully sequenced introduction of phoneme/grapheme correspondences (PGCs or sound/spelling relationships) and 'tricky' words. The sequence in which sounds and spellings is introduced approximates the Spelfabet teaching sequence:

<https://www.spelfabet.com.au/spelling-lists/teaching-sequence>

The stories are longer than those in existing series, and include a high proportion of words with the target PGCs, making them particularly useful for extension work.

The first five readers provide a brief overview of the key elements of the Initial Code, while the remaining readers focus on the Extended Code. This means that the series is most suitable for students in Year One through to Year Two. In the books up to and including Set Six, sounds and/or spellings are introduced one at a time. From Set Seven on, more than one new spelling may be introduced, and spellings covered in earlier books are revised.

The stories are designed to provide the kind of pleasure and emotional engagement that motivates children to read. The longer stories allow space in which to create a coherent and cohesive narrative, entertaining plots, engaging characters, and themes worth talking about.

The word choice is quite adventurous, encouraging children to try out words that are decodable, but may be beyond their everyday vocabulary. The meanings of new words can be explained in the specific context of the story, promoting language comprehension, which, in turn, promotes reading comprehension.

There are plenty of playful 'sound-effects' and stories in rhyming verse to consolidate and build phonemic awareness. In developing fluency, it is important for children to be able to recognise and emulate the typical rhythms of spoken English.

Phonics with Feeling Decodable Readers

Initial Code Review

1. Tom and Oz 115 words
2. Fat Cat 146 words
3. Ben and Jen 167 words
4. Gus and Muff 201 words
5. Milly and Jim 343 words

Extended Code

Set 1

- 1.1 Nancy's City Trip **soft c**
- 1.2 Gerald, Gemma, and Jess **soft g**
- 1.3 Cuddle in a Puddle **-le ending**
- 1.4 The Monkeys' Wedding **o as in love**
- 1.5 Up the Wall **a as in all**

Set 2

- 2.1 Snake **a-e**
- 2.2 Little Mole **o-e**
- 2.3 The Prize **i-e**
- 2.4 Millipede Athletes **e-e**
- 2.5 The Mule who Refused **u-e**
- 2.6 Bruce the Recluse **u-e**

Set 3

- 3.1 The Table **a-e a**
- 3.2 The Best Role for Rosa **o-e o**
- 3.3 Glider Pilot **i-e i**
- 3.4 Emu, Egret, and the Secret **e-e e**
- 3.5 Unusual Musical Instrument **u-e u**
- 3.6 Not a Tutu! **u-e u**

Set 4

- 4.1 Neela and Sheela **ee**
- 4.2 Boo the Baboon **oo**
- 4.3 Pook and the Crook **oo**
- 4.4 Fly Fishing Trip **y/ye**
- 4.5 Pies to Die For **ie**

Set 5

- 5.1 Rain, Hail **ai/ay**
- 5.2 Goat and Toad **oa**
- 5.3 The Burping Burglar **ur**
- 5.4 Heather & Fred **ea**
- 5.5 Cow, Sow, Fowl, Owl **ow**

Set 6

- 6.1 Nick the Knight **igh**
- 6.2 Pirate Story **or/ore**
- 6.3 Oi, Oink **oi/oy**
- 6.4 Ari & Martha **ar**
- 6.5 Blair on the Stairs **air**
- 6.6 Shearer's Son **ear**

Set 7

- 7.1 Squeak and Squeal **e-e e ee ea**
- 7.2 Snow **o-e o oa ow**
- 7.3 Kurt and the Girls **ur ir er**
- 7.4 Scott the Scout **ow ou**
- 7.5 Sue / Andrew **oo ue ew**
- 7.6 Butch the Bully **oo u oul**

Set 8

- 8.1 Awesome and Awful **a or aw awe**
- 8.2 Master of the Bath **ar a al au**
- 8.3 Red Hare **air are**
- 8.4 Pear-Shaped Bear **ear**
- 8.5 Max the Meerkat **ear eer**

Set 9

- 9.1 Angel's Bagels **a-e a ay ai ea aigh eigh**
- 9.2 Chief and the Thief **e-e e y ey ee ea ie ei i-e**
- 9.3 Tigers and Spiders **igh i-e y ie i eigh**
- 9.4 Ghost! **o o-e ow oe ou ough ew**
- 9.5 'You' sounds **u-e u ew eu ue ui**
- 9.6 'Oo' sounds **u-e u oo ew ue ui ou o ough**

Set 10

- 10.1 Audrey's Story **or aw au augh ough a al ar oar oor**
- 10.2 Earthworms **ur er ir or ear our**
- 10.3 Albie's Blue **ire our ure**
- 10.4 Walter Wouldn't Wash **o a au ou**
- 10.5 Dozens of Cousins **u o ou oo**
- 10.6 **y** as in cygnet

Set 11

- 11.1 Three stories in verse **c ce g ge dg dge**
- 11.2 Two stories in verse **ph gh**
- 11.3 Three stories in verse **wr kn gn**
- 11.4 Three stories in verse **ch gh mb**
- 11.5 Two stories in verse **wh sc sce**

HOW TO PRINT AND ASSEMBLE THE BOOKS

Please note that you are not purchasing hard copies of the books.

You are purchasing files that have to be downloaded and printed.

The pages should be printed double-sided, in black and white, at 100% scale.

Make sure that the layout is set to flip the pages on the correct edge (usually the short edge) to ensure that they are the same way up on both sides.

You will find the covers for each set at the beginning of the file.

The covers are placed at the beginning so that you can easily print them on coloured paper or card if you wish to do so.

Using a different colour for each set allows you to distinguish the sets from each other, and children are motivated to progress from set to set.

If you are using card, use a ruler and a blunt knife to score the card down the middle on the inside surface of the cover, so that it will bend without creasing.

Once printed, the A4 pages for each book need to be folded in half, and then the folded cover added. Staple them together in two places along the outside cover fold line. This will create an A5-sized book.

HOW TO USE PHONICS WITH FEELING READERS

Before reading, it's a good idea to look at the cover and title with the child, and to encourage comments on what the story may be about. After this, begin with the pre-reading tasks that introduce the relevant sounds and spellings. Children need to learn, over time, that a single spelling can represent more than one sound (e.g. the **ou** in shout, soup, rough, cough, soul), and that a single sound can be spelled in different ways (e.g. the **oo** sound in **moon** is also spelled ue, ew, ou, u, ui, u-e, ough). Conversations comparing sounds and spellings covered in the previous readers with those in the current reader can help promote this kind of understanding.

The stories in **Phonics with Feeling** readers are longer than those in most decodable readers, so it may take two or three sessions to read each one. Otherwise, the adult and child can read alternate pages, allowing the adult to model fluent and expressive reading. In this case, the adult should run a finger under the words in the process of reading, so that the child can follow and not just listen. Also, the story should be read again later, with the child, or children, reading the pages that the adult read before. Each story should be read several times on subsequent occasions.

While reading, encourage the child to sound out and blend the letters to make the words before offering help with this. As children gradually learn to recognize certain words, they don't need to sound those words out. In the early stages, the adult can help with comprehension by repeating each phrase or sentence as the child finishes sounding out the words - it can be difficult for children to 'hold it all together' as they concentrate on one word at a time.

With 'tricky words' a different strategy is needed. These are words with irregular spelling, or words that children can't decode with their current knowledge of the regular sounds and spellings. In the early phases, just point at the tricky word as it comes up in the story, and say it. As the child progresses, there are strategies for working these words out: usually, only one of the letters in the word has an irregular spelling, so the other letters *can* be decoded. Also, children can be shown how to recognize similarities in clusters of tricky words like **go, no, so; do, to, who; he, she, me, we, be**.

The post-reading tasks in each reader are intended to help develop comprehension, reflection, and fluency.