

Parents' Guide

abc



Billy Bumble

Dedicated to: **All our little bookworms**

Published by JayCurt in 2012.

Copyright © Billy Bumble 2012.

All rights reserved. This work (in whole or in part including any images) may not be resold, distributed, copied, reproduced, transmitted, transferred or used as the basis for derivative works in each case without the prior written consent of Billy Bumble.

www.billybumble.com

Billy Bumble and JayCurt are trading names of JayCurt LLP, a limited liability partnership registered in England and Wales with registered number OC372779. Registered office details can be found on the website below.

www.jaycurt.com



JayCurt

21st century publishing people

Also by Billy Bumble:

Phonic Words Series

EE words

EA words

OO words

OU words

AI / AY words

OI / OY words

OW words

OA words

ER words

IR words

OR words

AR words

UR words

SH words

TH words

CH words

PH words

A + E words

E + E words

I + E words

O + E words

U + E words

Vocabulary Words Series

Reception key words

Key Stage 1 key words

Key Stage 2 key words

Vocabulary Builder 1

Vocabulary Builder 2

Vocabulary Builder 3

Vocabulary Builder 4

Vocabulary Builder 5

Learn to Read Series

See website

Foreword

This parents' guide is to accompany the Billy Bumble Learn to Read books including Phonic Words. For further information, visit the website www.billybumble.com. Books in the "Phonic Words" series and other series are listed on the website.

This guide is a short outline only and is not intended to duplicate or replace the large number of free resources available on the internet (including on government education websites). Those resources give greater detail and should be used, in particular in relation to the use of "synthetic phonics".

In addition, you should liaise with your child's school or pre-school if applicable to ensure that you are following their recommended system. The method used in this guide has been used by Billy Bumble with success, but experts differ in their advice and every child is an individual. Therefore it is important to adapt the method to suit your child and to factor in advice from teachers and others involved with your child's education.

Timing – it is vital to ensure that the time is right for your own child. The child should be showing an active interest in the letters and learning to read. Do not try to force it too young or if the child has no interest. Some experts recommend waiting until around 5 – 6, but in our experience, it entirely varies by child and could be anywhere from around 3 to 7 years old. Above all, you should ensure that learning to read at home is fun for your child.

This is a free version of the book.

In return for this free book, please can you give Billy Bumble your feedback on the book by using the contact form at www.billybumble.com/contact or by going to our Facebook page at www.facebook.com/billybumble.

Thank you, we appreciate your time.

If you obtained this free book anywhere other than by downloading it from www.billybumble.com then this is an illegal copy and Billy Bumble would appreciate hearing about it.

Guide

Outline guide for parents

Teaching your child to read

Step 1

Step: Read to your child

Timing: From birth

Description: As often as possible, read to your child so that your child discovers the pleasure of books and reading and actively wants to read.

Picture books are particularly appealing to young children. Discuss the story and any pictures with your child and encourage him or her to join in. Use intonation and voice to make the story interesting and vivid for your child.

Set aside time for reading one-to-one so that your child sees reading as special time devoted to him or her. Many children enjoy bedtime stories, but you should also read at other times, for example in the afternoon, so that a pattern is established prior to the child learning to read.

It is helpful if your child sees that you yourself like to read. This may be books, or at least newspapers or magazines.

Step 2

Step: Encourage your child to spot easy letters

Timing: Depending on child and speech, usually around 3 years old

Description: While reading to your child, start encouraging him or her to spot certain letters. This should be a game. Start with letters that are easy to recognise such as “o” and “s” and “m”. Start with lower case letters (not upper case “capital” letters). Ensure that you use the sound of the letter, not the name (see next step for details).

Extend the game to cover as many letters as possible. Continue the game in other contexts, for example by spotting the letters on signs, posters, menus, instructions, recipes and any other printed material.

Step 3

Step: Sounds not names and keep it fun

Timing: Throughout the process

Description: Not so much a step, as general guidance.

It is important while learning to read that your child learns the sound of the letter and **not** the name. For example, you should say “a” as in “cat” (the sound) and not “ay” (the name) and “e” as in “bed” (the sound) and not “ee” (the name). Also, try not to put “uh” on the end, for example for “m” say “mmm” not “muh” (and of course not “em” which is the name). This will all help when the child puts letters together to form words.

Use varied resources and games during the learning to read process and **keep it fun** (little and often is better than extended sessions). Your enthusiasm will make a big difference to your child’s desire to learn to read. Give praise and encouragement at all stages. When correcting, do not repeat what the child said wrong (this would reinforce it) – instead repeat the correct sound.

See notes in the foreword about timing.

Step 4

Step: Learning all alphabet letter sounds

Timing: Depending on child, usually around 4 years old

Description: Continue from Step 2, but ensure systematically that you cover the sound and recognition of all letters of the alphabet. Focus on lower case letters first, and only later show upper case (capital) letters.

Many children think that upper case letters are said differently (for example by the name of the letter rather than the sound) so be clear that this is not the case. Explain that the “big letters” are just used for names and at the start of a sentence, but are sounded in the same way.

Use varied resources and games to teach the alphabet letter sounds and keep it fun. Examples include the free alphabet book from Billy Bumble, flash cards, alphabet bingo, posters (with pictures), snap (using letters and say the sound as you play), pointing to letters in books you read (“Spot the “e” for example”), free website resources.

Step 5

Step: First simple words

Timing: Depending on child, usually around 4 years old

Description: Continue from Step 4, but now encourage your child to put the sounds together to read very simple words. The words should contain only the simple alphabet letter sounds with no complications and no phonic sounds. For example “mat” (mmmm, a, t) but not “bath” or “food” (learning the “th” and “oo” come later).

Use varied resources and games to keep it fun. Examples include flash cards, word bingo (you can make your own on paper), posters (with pictures), simple first word books, snap (using suitable words and reading them as you play – you can make your own on paper), pointing to suitable words in books you read, free website resources.

Step 6

Step: First phonics

Timing: Depending on child, usually around 4 years old

Description: Once your child is confident with all the simple alphabet letter sounds and can put together simple words, you can start introducing combinations and phonics. Explain how the combination of letters sounds, and then practice and reinforce as much as possible.

For example, explain how “ee” is pronounced. Start with the common ones like “ee” and use as many examples as possible. Use the Billy Bumble Phonic Words books to teach and reinforce each sound. They have pictures and words to teach each sound.

Work slowly and focus on embedding each sound before moving on to the next one.

Use varied resources and games to keep it fun. In addition to the Billy Bumble Phonic Words books, you could use flash cards, word bingo (make your own on paper, pointing to suitable words in books you read (eg “spot the ee”), free website resources.

Step 7

Step: All phonics

Timing: Depending on child, usually around 4-5 years old

Description: Continue from Step 6, but systematically work your way through all the most common combinations and phonic sounds. Use as many examples as possible. Use the Billy Bumble Phonic Words books to teach and reinforce each sound. They have pictures and words to teach each sound.

Where the letters have two possible common sounds, explain to your child that it is “either” “or” and encourage trying both to see what makes sense. For example “ow” is commonly either “oh” as in “blow” or “ow” as in “cow”).

Work slowly and focus on embedding each sound before moving on to the next one. When out and about, continue reinforcing the learning by “spotting” the sounds such as “th” on menus, in posters and anywhere you can.

Use varied resources and games to keep it fun. In addition to the Billy Bumble Phonic Words books, you could use flash cards, word bingo, pointing to suitable words in books you read (eg “spot the sh”), free internet resources.

Step 8

Step: Tricky words

Timing: Depending on child, usually around 4-5 years old.

Description: Introduce some of the most common “tricky words” that do not follow the rules so far. These include words such as “the” and then “here” and “there”. These should simply be taught by repetition and recognition.

Play “spot” games in reading books to “spot the tricky word” and do it for each of the most common words. Use flash cards and word bingo (both of which can be made yourself on paper) and free website resources. You can use fridge magnets and anything else that helps to reinforce the words for your child.

Step 9

Step: More words

Timing: Depending on child, usually around 4-5 years old

Description: Continue to encourage your child to put the sounds together to read simple words. The words should contain only the simple alphabet letter sounds and the phonic sounds, together with the simple “tricky words” that you have taught.

Use the Billy Bumble Phonic Words books to encourage your child to work out the words using the sounds that he or she has learnt. The books have pictures and words to teach each sound.

Your child is also ready now for early learn to read books (using the words referred to above with pictures and only a few words per page).

Billy Bumble is producing a series of learn to read story books (not yet produced at the date of this guide) or your child’s school may have a chosen reading scheme that your child can now start, such as Oxford Reading Tree or others.

Step 10

Step: The magic “e”

Timing: Depending on child, usually around 4-5 years old

Description: Teach your child the standard rules for each of the 5 vowels when there is an “e” at the end of a word. For example, explain that the “magic e” at the end changes “a” as in “mat” to “ay” as in “mate”.

Use the Billy Bumble Phonic Words books for this stage. There is one for each vowel sound. The books have pictures and words to teach each sound and examples are given of words without the “magic e” and with the “magic e” to show the contrasting sound.

As usual, reinforce with practice from varied resources and games including spotting in reading books, word bingo, simple reading books and free internet resources.

On your way!

Step: Reading

Timing: Depending on child, usually around 5 years old

Description: Start reading and extend vocabulary. Your child is now ready for reading! Work your way through any recommended reading scheme from your child's school. Billy Bumble is also producing a series of learn to read books (not yet finalised at the date of this guide).

Read as often as possible (not just books, but any opportunity to practise words and reading, including in cafes, on posters, in children's magazines). Do not force your child to read when tired (at bedtime it is usually better for you to read to your child, not the other way round).

As your child gains confidence in reading, encourage him or her to read the whole word rather than sounding out each letter and sound. Slowly introduce additional "tricky" words that have to be learnt by recognition. Billy Bumble is producing a series of Vocabulary Words books (not yet produced at the date of this guide) to assist with this.

Good luck and we wish your child a lifetime of pleasure and learning from the joy of reading!