Phonics for SEN

Sunflower Books
For Book 1

A set of 7 phonically decodable readers matched to Book 1 of the Phonics for Pupils with Special Educational Needs programme.

Some pupils, such as those with autism, can be super-focused on a specific area of interest, preferring to engage with materials related to that to the exclusion of everything else. All the Sunflower books are about a character called Pat. Pat can be anyone or anything that appeals to the child – a cat, a train, a Lego figure, a unicorn... anything. The grey space on each page is waiting for a picture of the child's chosen idea of 'Pat'. Source and print out pictures of 'Pat' for the child to place on the book as they read.

Set	Word	Letters
Set 1:	Pat	s a t p
Set 2:	Pan	i m n d
Set 3:	Dig	g o c k
Set 4:	Rat	e u r
Set 5:	Mad	h b f l
Set 6:	Fun	j v w x
Set 7:	Jam	y z

Sunflower Books

Basic Code Set 5: h b f l in Book 1

Mad

Story and Concept by Ann Sullivan

Illustrated by Asha Wilson and Chloe Barlow

Making the best use of the readers

Activate Prior Knowledge - Look at the book's title and leaf through the pages. Invite the pupil/s to say what they think the book is about. Invite the pupil/s to say what they already know about this subject.

Background Knowledge - Make sure the pupil/s have background information on the subject so they can understand the context of the text. Use language appropriate to the pupil/s level of receptive language comprehension.

Prime Reading - Have the pupil/s read the words in the Prime Reading list, found at the back of the book. These focus on words containing the new sounds and sound spellings that the pupil/s are working on. Support with error correction, code knowledge and blending, as appropriate.

Vocabulary - Identify any words that you think may be new to the pupil/s. Give a simple definition. Use the Word Web vocabulary builder to explore the word. Over the next few days, when talking to the pupil/s, use the word in sentences in different contexts.

First Read - Ask the pupil/s to read the text out loud. Support with error correction, code knowledge and blending. Do not interrupt the read by stopping to talk about the story or ask questions.

Second Read - Teacher/TA re-reads the text out loud, pointing to each word as they read. Model reading with fluency and expression. Once again, do not interrupt the read by stopping to talk about the story or ask questions.

Third and Subsequent Reads - Ask the pupil/s to read the text out loud. Support with error correction, code knowledge and blending, as appropriate. During and/or after reading talk about the text. Use a combination of *statements* (you comment on the text) to model 'being a reader', *questions* (to pupils) to explore the text and their understanding and *discussion* (invite pupils to share their thoughts and ideas about the book). Depending on the pupil/s experience and understanding, work on: literal meaning, imagining or visualising, main idea / theme, summarising / re-telling (for stories), characters, empathy and feelings, relating to personal experiences, comparing to other texts, mood, predicting (where appropriate), and reading between the lines (where appropriate).

Alternative Reads - Pupil/s read out loud in chorus or pupil/s read out loud with teacher/TA.

Response activities - Deepen the connections between the pupil/s and text, e.g. re-order a set of pictures relating to the text, hot seat a character, play (characters and objects in the story available to pupil/s), drawing, cartoons and reading more books about and around the subject.

Prime Reading

hat

bad   Bad

hops

big

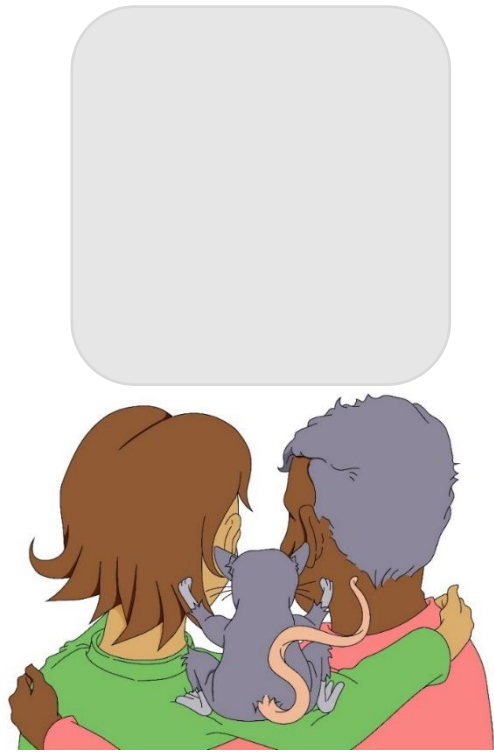bin

bed

hug

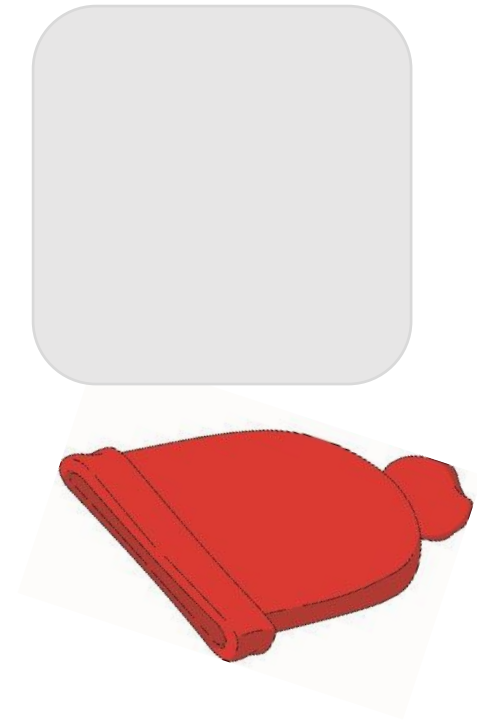## Sounds and Sound Spellings

| h | b | f | l |
| H | B | F | L |

Pat gets a big hug from mum, dad and Kip.
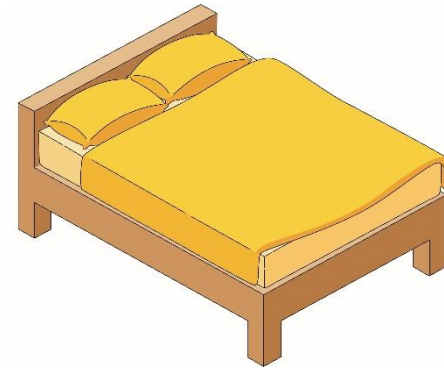
Pat sits on a red hat.
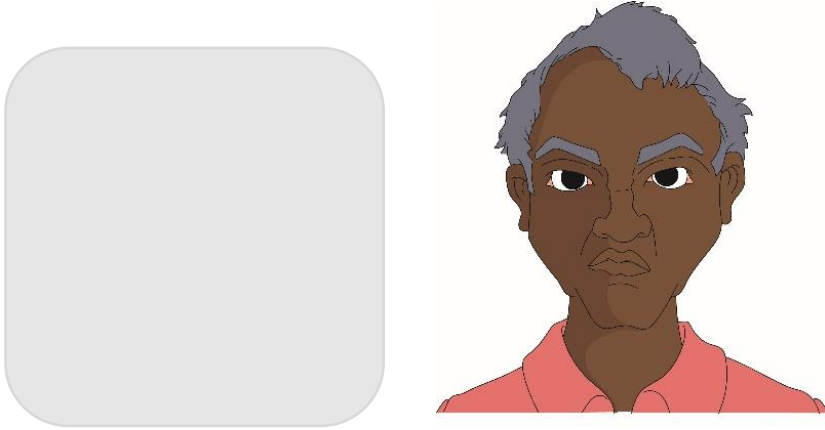Bad Pat.

Mum gets mad
at Pat.

Pat gets sad.

Kip gets mad at
Pat.

Pat hops on a
big bed.
Bad Pat.

Dad gets mad at Pat.

Pat puts nuts in a bin. Bad Pat.