



Baby Fay reinforces camera words and the (most) common ways that the phoneme /ay/ is represented. The code is getting tricky but children are able to use automatic phonics knowledge to read and comprehend the story.

Purpose of this book
During the week your child has been learning a number of ways to represent the phoneme /ay/. Your child has had lots of experience reading single sentences with irregular, high frequency words or camera words, and words which use the /ay/ representations. This book moves on to using these skills in a story.

Phoneme representations
Below are the most common ways that the target phoneme can be represented. You should explain to your child that it is sometimes easier to learn which letters to choose to represent a phoneme by identifying its most common position in a word.

Grapheme	As in the word	Common position in a word
ay	may	End
ai	faint	Middle
a	baby	Middle
a_e	cake	Middle / End

How to use this book
Start with the book closed. Tell your child he / she is going to read a story. Ask your child what the story may be about. Are there any clues in the title or the illustration?

Turn to the word list on page 1 and have your child practise the phoneme and show you an example of a word which uses this representation. When confident, your child should practise reading the decodable words. Encourage him / her to blend the phonemes and then say the whole word. If he / she gets stuck, a gentle reminder of the phoneme that the letter(s) represents will help. Then run your finger along the word and say it out loud. Next, practise reading the camera words. Remember these are not fully decodable.

Turn to the first page of the story. You will notice all camera words are in bold.

When your child is familiar with the story, move on to 'After Reading' at the back of the book. Work through the retell and the questions for discussion. The discussion is designed to reinforce the early comprehension strategies:

Comprehension strategy	What it means
Creating sensory images	I can imagine
Inference	I can work it out
Background knowledge	I can use what I know
Vocabulary	I am learning new words

Read it! Spell it!
Remember, if a child can read a word he / she can attempt to write it. You may also like to dictate this story to your child.

Clear parent's instructions, should you want to send the books home. This ensures that the school and parents are partners in learning.

Representations
ay ai a_e

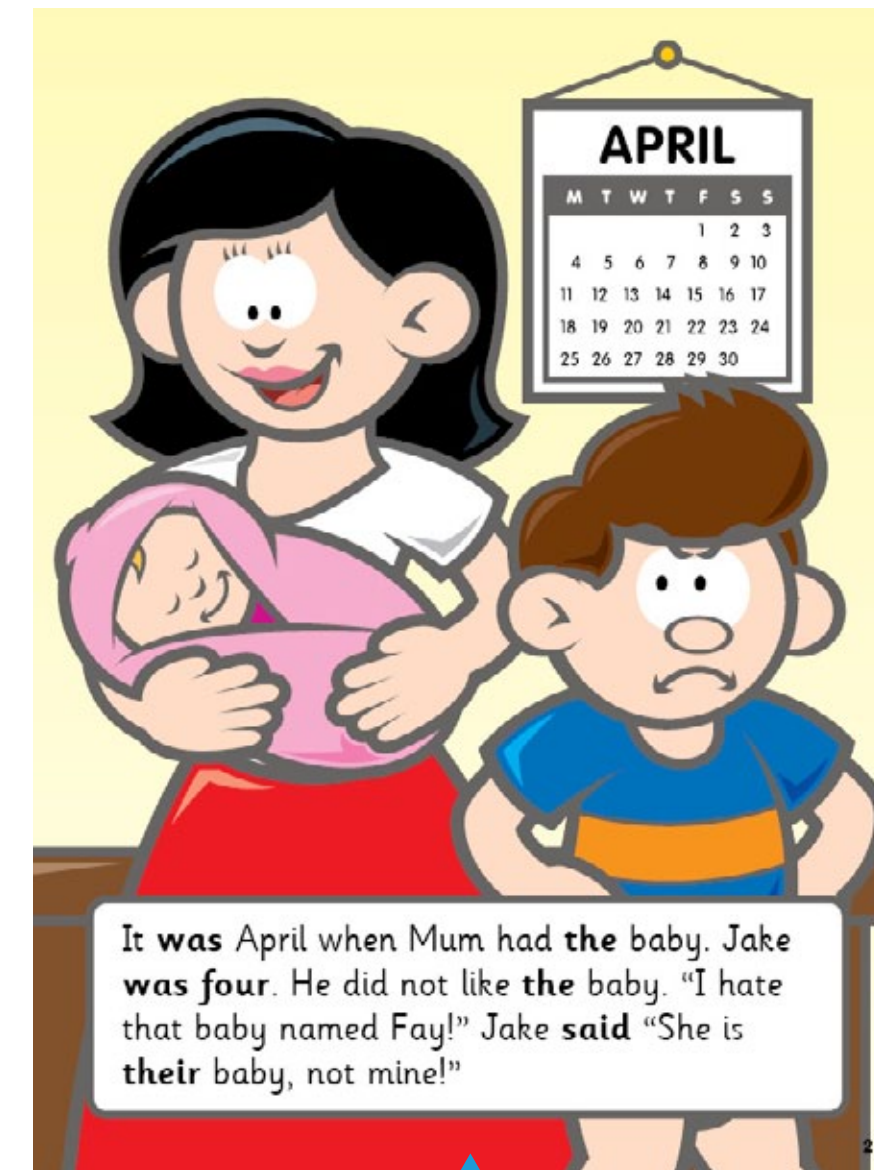
Decodable Words

April	Sunday	safe
rainy	scales	baking
Fay	exclaimed	painting
Jake	lazy	say
baby	brain	date
pain	play	crazy

Camera Words

friend	were	four
their	your	could

On this page the child practices blending /ay/ phonemes within words and recognising the camera words. This extra practice ensures children get lots of success on their first reading.



...And off they go. You'll see we have emphasised the camera words by putting them in bold. This is so children know that they cannot just rely on phonic knowledge alone. As knowledge of the code grows, some camera words become decodable and will not be shown in bold.



The stories are a great opportunity to practice reading with expression skills. There are also further opportunities to extend and widen vocabulary.



The illustrations are bright, energetic; and loved by children. You will notice that the illustrations extend and support the story. They are not there to TELL the story. This means children cannot rely on the pictures to guess unknown words.

After Reading

Retell:
Ask your child to retell the story in as much detail as he / she can. Details include: characters, setting, and story sequence. Ideally this retell should be in the sequence in which the events occur. If a child recalls the events in a random order, write the responses down and then work together to sort them into the correct time order.

Questions for discussion:

- 1 I wonder why Jake did not like Baby Fay?
- 2 Have you ever felt jealous of someone?
- 3 How do you react when someone asks you to do something that you do not want to do?
- 4 How many different words can you think of for 'waited'?
- 5 How could those scales and the apron be dangerous for a baby?
- 6 Why do parents not like their children to play in the rain?
- 7 What do you like to do on a rainy day?
- 8 Why do you think Jake thought his parents loved Baby Fay more than him?
- 9 Have you ever felt unloved?
- 10 What part of cake making do you think a baby can do?

Extra guided reading activities are included: a retell and comprehension questions covering the early skills of: creating sensory images, drawing inference, background knowledge and vocabulary expansion.