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FITZROY
Parent Teacher
Guide

The Fitzroy Method

Teaching Synthetic Systematic Phonics with Decodable Stories

The *Fitzroy Readers* are a collection of stories that aim to develop reading confidence and mastery as simply and effectively as possible. There are 80 graded stories, starting from a simple story based on just 13 sounds to the level that child can read 95% words of the English dictionary!

Readers and Storybooks

The difference between a **reader** and a **storybook** is that **readers** are designed to be read by the children themselves. They are designed to help a child towards literacy. **Storybooks** are stories which adults read to young children. They are not designed to teach reading. Such stories are hopefully entertaining, and an enticement to learn to read, but not directly helpful in developing the ability to actually read.

Immersion is not enough.
Everyone learns to speak, but **not** everyone learns to read and write.
Literacy must be taught.

Developing Reading Skills:

The Starting Point

The **phonic** approach begins by teaching students to recognise the letters of the alphabet and the **sounds** they make. As soon as this is accomplished, it is **already** possible to read many English words. All we need to do is "decode" them.
Even some quite long words can be deciphered (read). Think of words like ***tunnel, trumpet, fantastic, picnic*** and ***confident*** – they can all be **sounded out**. These are **sounding words.**

The SUCCESS is Guaranteed

The *Fitzroy Readers* are specifically designed so that there will be regular opportunities for success. Each **new sound** and each new **special word** is a little step of achievement, well within the students' short -term attention span. Each time, they can read more real words in the world outside of school. These are genuine skills–recognised and valued by the world at large. The children can take their regular achievements home with pride!

Why phonics?

Letter Sounds are used instead of Letter Names

The PHONIC PRINCIPLE for ENGLISH says that the letters of the written word represent, from left to right, the sounds of the spoken word. In phonic teaching, we distinguish between the **name** of a letter and the **sound** of that letter. These letter sounds are not to be confused with the **name** of each letter. We usually recite the **letter names** when we **spell** a word. We say ***See, Ay, Tee*** spells ***cat***. At the same time, the word ***cat*** is made up of three **sounds** ***c! a!*** and ***t!*** If you run these sounds together, you get the word ***cat***. The pronunciation of the word ***cat*** is **not** made up from the **letter names** run together – ***See, Ay, Tee*** **.** It makes no sense to say: "Here is a ***See, Ay, Tee.*** **"** The **names** of the letters ***a, b, c,*** are pronounced ***Ay, Bee, See*** , etc. There is, however, no conventional way, using the normal alphabet, of indicating the basic **sounds** of the letters on paper.

So, the *Fitzroy Method* uses an **exclamation mark (!).** ***c!*** for example represents the sound we make at the start of the word **cat** – the **"khhh"** sound. We can sound out an entire word. We can say, for example, **d! o! g!** says **dog. We don't use the ! symbol in class.**

Print Letters or Cursive Letters?

The *Fitzroy Method* uses the print letters and there are valid reasons to do so.

1) printed letters are easier to write (no tails)
2) printed letters most resemble what we read and thus help recognition
3) adults and others will more easily recognise what the child has written
4) printed letters show us, from the start, the defining graphic features of each English letter, upon which all fonts of English are based

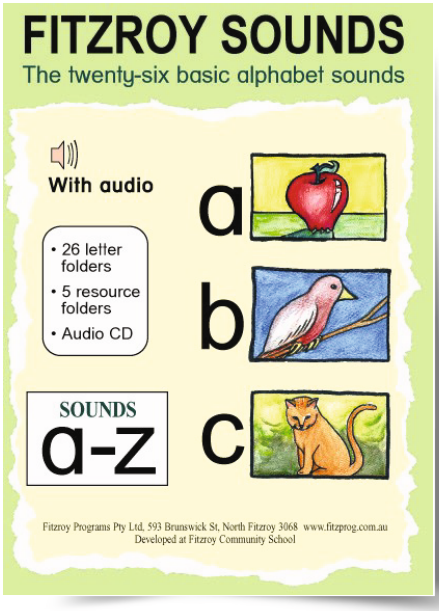
Lower Case Letters or Capital Letters?

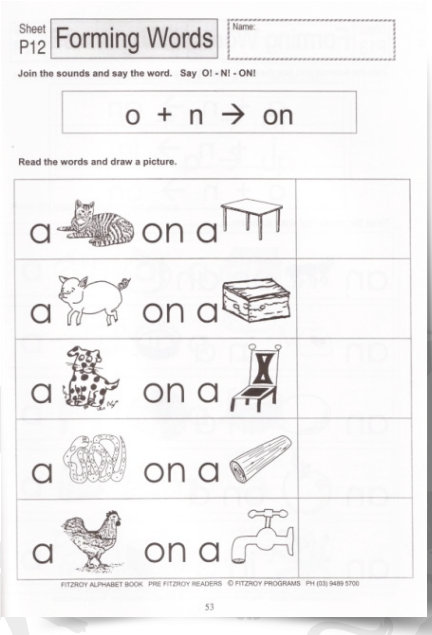
The *Fitzroy Method* starts off by teaching the lower case or "small" letters. These are the letters we use most, and we do not wish to introduce too many new letters at the same time.

Five Steps in the

Fitzroy Method to Teach Basic Sounds

The alphabet is a **sound code**. Each letter stands for a particular **sound.** When children first encounter the English alphabet, we, as phonic facilitators of literacy, want to acquaint them with the **basic alphabet sounds**. When introducing a new sound, the method stresses the use of stories, poems, chants, pictures, letter flashcards , drawing and games.





The Sounds of the Alphabet

a. Through Chants

Fitzroy Sounds is an audio package that helps facilitators to do just this. The package includes a page for each letter of the alphabet with carefully selected pictures illustrating its basic sound. The aim is for the facilitator to quickly draw the connection between the **sound** that begins the word and the **letter**. The audio package aids the children to listen to pure sounds and correct pronunciation.

The *Fitzroy Method* follows the *Fitzroy Sounds* with the *Alphabet Book*. The *Alphabet Book* presents, in a single volume, all of the exercises and activities needed to **recognise, sound out,** and **write** all of the twenty-six letters of the alphabet
Each letter in the *Alphabet Book* has a full page devoted exclusively to it. On this page there are several key activities: recognising the letter, writing practice, and practising the sound the letter makes. There are also other exercises such as marking where the letter features in a sentence (without having to read the sentence).

b. Through Stories and Poems

An entertaining way to teach young children the letters (and the sounds they make) is by reading them stories or poems that make prominent use of a particular letter. These stories and are used to supplement the course material used in the *Fitzroy Method*. Examples of stories and poems one might use are: *The Potato People* (for the letter ***p***) by Pamela Allen and *Cats* (for the letter ***c***) by T.S. Eliot.

The facilitator reads these texts, pointing out the letter being emphasised where it comes up in a word, as well as emphasising it in speech; for example, the ***P***otato ***P***eople. Not only does this technique help reinforce knowledge of the letters being learnt, it also, by association, makes learning English fun and opens the door to the world of literature. Children love to hear stories. If they hear stories in English classes, they will tend to love English classes as well.

c. Identifying the Letter Cards



An easy and entertaining way for small children to learn the **letters (grapheme)** and the **sounds (phoneme)** is with letter cards or *flash cards*.
Children also make their own **Alphabet Chart** by drawing pictures for each letter learnt.

d. Drawing pictures and letters

The *Fitzroy Method* often uses drawing, an excellent way for students to remember both how to **write** a letter and how to **sound** it, is by getting them to write the letter below a picture that they draw. They must choose an object that begins with the letter (making the sound) that they are learning. If the child is learning the letter **c**, for instance, he could draw a picture of a **cat** and write the letter c below it. If the child is learning the letter **j**, he could draw a **jug** and write a **j** below it. Even though it might take students time to draw an object, this time is well spent. They will tend to have a sharper memory of the look and **sound** of the letter.

e. Games for Identifying Sounds:

The *Fitzroy Method* identifies sound games for an effective teaching - learning process. They have games such as Good Ears, Split Ears, Number Ears, Martians, Brainstorming, and Recycling. Some of them can be played right from the very first day of school and even with children 12 years of age. These games help in the tuning of the ears (**listening** is important) as when a child writes a text, the child actually breaks the sentences into words and individual words into sounds.

Good Ears The simplest game we can play in class, to teach children that **words are sounds put together** in a precise order, is *Good Ears*. It is useful to play this game right from the very first day of school.

If we show them that sounds work together to form words, and that when they can read words they can read books, then they will **want** to learn.

Good Ears starts with the teacher reciting some sounds in a random sequence and asking students if they make sense. For example, a teacher might say ***b! j! k! l!*** to which the children will probably call out that it makes no sense at all.

Then the teacher can say a word like ***c! at!*** (notice that the ***a*** and ***t*** are put together at first to make ***cat*** easier to recognise). To this, the children will eagerly call out that it does make a word.

This game is repeated several times, using real words and fake words, each time reinforcing the idea that words are sounds put together in a particular order.

Below are some sample words which can be used at this stage. Before using these words, we would start by saying a couple of *gobbledygook* words (e.g. ***l! k! p!*** or ***v! n! e!***) and only after that using real ones.

Notice that, at this stage, we break these real words down into only **two** parts. After sounding out the two parts, we get the children to say what word we have made:

Words for playing Good Ears

d! og! (says ***dog***)
h! en! (says ***hen***)
p! ig! (says ***pig***)
m! ud! (says ***mud***)
b! at! (says ***bat***)
t! ap! (says ***tap***)
w! et! (says ***wet***)
p! ot! (says ***pot***)
s! un! (says ***sun***)
(You can add many more to this list.)

More Good Ears

We repeat this process until they can quickly spot and recognise the words. After a few lessons, we can test the students by **separating all of the letters** in each word and seeing if they can still recognise the word (for example, ***c! a! t!*** says ***cat***). We can then try them with four-letter sounding words (for example, ***s! w! i! m!*** says ***swim***).

At several stages throughout the game, we must remember to stop and remind the students that words are made up of sounds put together in **a definite order**. We make sure that they recognise the difference between words with the same letters (and sounds) but in different orders, for example, ***p! o! t!*** and ***t! o! p!***

Split Ears

A more advanced version of *Good Ears* that we can now play is *Split Ears*. Here, we reverse the process by first saying a word and then getting the children to split it up into its letter **sounds**. For example, they can split ***hen*** into ***h! e! n!*** or ***dog*** into ***d! o! g!*** Naturally, start this **separation** exercise with the words that they have already **assembled** from sounds in earlier lessons.

Later, we can choose new three-letter words for them to split up before moving on to four-letter words (like ***pond***), and then still larger ones like ***picnic***. As we do this, we repeat often that **listening** is important, and that if they listen carefully, they will be able to play the game well.

Number Ears

A final variation on this game is *Number Ears*. Here, the teacher says a word slowly, clearly pronouncing each distinct sound unit (for example, ***th! a! t!*** for ***that***). She then asks students how many sounds there are in the word. At this stage, it is important for the teacher to differentiate the number of **letters** a word has and the number of **sounds** it has. ***Book***, for instance, has three sounds, just as ***pen*** does. The reason for this is that book contains the digraph “oo” which produces only one sound.

Words for playing Number Ears

d! o! g! (3 sounds)
h! ea! d! (3 sounds)
p! ee! l! (3 sounds)
t! r! ai! n! (4 sounds)
b! e! n! d! (4 sounds)
r! ou! n! d! (4 sounds)
c! o! v! er! (4 sounds)

Note that these are only suggestions and almost any word will do, since the exercise is an oral one and the children **do not** need to know how to spell the words at this stage.

The Next Steps to make

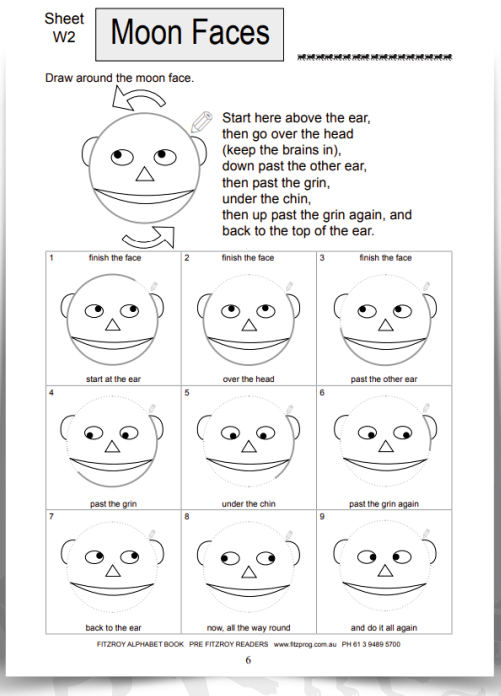
Children Read & Write with Fitzroy Readers and Word Skills

1. Joining the Sounds

Here, students simply arrange the single letter cards in any order they please. In this game, the children are not trying to form actual words (although this may happen). They are simply putting the cards down in any way they like. They then try to read the cards, making the **letter sounds** in a chain of *gobbledygook*. This is amusing and stimulates the process of joining sounds. Then, they start finding out the real words for themselves. Later, they will be more fluent in reading.

2. Writing the Letters – Letter Order

The author of Fitzroy Method **Faye Berryman** strongly feels that handwriting helps to increase concentration. The writing of letters proceeds with the *Fitzroy Readers*.
While English appears in many different fonts and scripts, the essential characteristics remain the same: letters are formed from straight lines and circles (or parts of circles). The *Fitzroy Method* therefore recommends that students practise these before beginning with their first letters. This can be done either by working through the pages in the **Alphabet Book** devoted to the task, or by getting students to create entire pictures (for instance, a house, a car or a person) using only straight lines and circles.


Sheet W2

Moon Faces

Draw around the moon face.

Start here above the ear,
then go over the head
(keep the brains in),
down past the other ear,
then past the grin,
under the chin,
then up past the grin again, and
back to the top of the ear.

1 finish the face	2 finish the face	3 finish the face
start at the ear	over the head	past the other ear
4	5	6
past the grin	under the chin	past the grin again
7	8	9
back to the ear	now, all the way round	and do it all again

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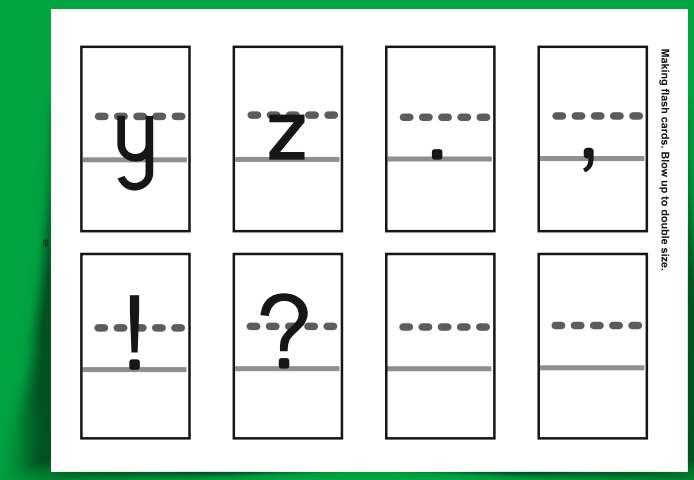
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Three Types of English Letters

There are three types of English lowercase (or "small") letters: ***short***, ***tall*** and ***hanging.***

For early writing, the children are provided with two guidelines, 8mm apart: the ***roof*** (shown as a dotted line) and the ***floor*** (shown as a solid line) e.g. the letter c, sits on the floor (like a cat curled up). Others, like the letter f, reach their head up (like a giraffe) and poke it through the roof. Yet others, like the letter y hang down below the floor (like the tail of a monkey on a branch).





As a child becomes sufficiently proficient in writing the letters, he can begin to fill them in on the **alphabet chart** in the *Alphabet Book*. Later, they are even taught to write the punctuation marks neatly within lines.

Reading versus Writing

Recognising different fonts of the same letter is important as the child will be exposed to different reading materials. The early Word Skills books provide examples of different fonts and are loved by children.

Story Number	Story Name	New Letters
1	*A Fat Cat*	l i t a b c d f h m n o r s
2	*A Big Pig*	p g j w
3	*Bug on a Rug*	u e l k
5	*The Pet Hen*	v
6	*Fox on the Box*	x
7	*I Can Run*	y
7x	*Land of Zond*	z
8x	*The Bus Stop*	q

(Recognition of few uppercase letters are also done for reading stories.)

3. Digraphs

There are at least forty-four speech sounds and only twenty-six letters. How is this problem overcome? The solution to this problem is the use of **digraphs**. That is to say, **two or more** letters are sometimes used together to indicate a **new sound** – a sound **different from** the basic sounds of the letters put together. The letter-combinations ***ch***, ***tion***, ***ous*** and ***or*** are all **digraphs**. The decoding technique is the same as basic sounds.

birthday = ***b!*** + ***ir!*** + ***th!*** + ***d!*** + ***ay!***
spoon = ***s!*** + ***p!*** + ***oo!*** + ***n!***
freedom = ***f!*** + ***r!*** + ***ee!*** + ***d!*** + ***o!*** + ***m!***
smashing = ***s!*** + ***m!*** + ***a!*** + ***sh!*** + ***ing!***
portion = ***p!*** + ***or!*** + ***tion!***

The Extra Sounds (Digraphs)

oo as in ***roof***
er as in ***sister***
all as in ***tall***
oo as in ***cook***
sh as in ***fish***
ing as in ***sing***
ar as in ***mark***
ay as in ***day***
ch as in ***chug***
wh as in ***when***
aw as in ***paw***
ed as in ***barked***
igh as in ***night***
th as in ***think***
th *as in* ***that***[1]
ow as in ***blow***
ear as in ***learn***
ow as in ***how***
ee as in ***tree***
n't as in ***didn't***
a-e as in ***cake***
ou as in ***out***
oa as in ***boat***
i-e as in ***bike***
o-e as in ***note***
ea as in ***head***
or as in ***sort***
ew as in ***crew***
ie as in ***pie***
oi as in ***coin***

ea as in ***heat***
ur as in ***burn***
air as in ***hair***
u-e as in ***cute***
ue as in ***blue***
ai as in ***rain***
kn as in ***knee***
ph as in ***photo***
are as in ***care***
oy as in ***boy***
er as in ***fern***
ir as in ***bird***
gu as in ***guess***
ire as in ***fire***
wor as in ***work***
ure as in ***culture***
ous as in ***famous***
ious as in ***devious***
wa as in ***wash***
wr as in ***write***
tion as in ***fraction***
sion as in ***pension***
au as in ***Paul***
ought as in ***bought***
e-e as in ***Pete***
war as in ***warm***
ie as in ***chief***
ch as in ***chord***

4. Extra Sounds

Sometimes letters don't make their basic sounds. These letters are often combined to create extra sounds. The combination of letters to create a new sound is called a **digraph**. Some letters also have a less common **second sound.** Two very common cases are the final **e** (as in **be**) and the final **y** (as in **by**) in very short words. These two extra sounds are introduced early in the Fitzroy Method.

Single-Letter Extra Sounds[1]

e	as in	*be, me, he, we, she*	final ***e*** on very short words
y	as in	*by, my, try, cry, fly*	final ***y*** on short words[2]
y	as in	*funny, silly, happy, jelly*	final ***y*** on longer words
u	as in	*bush, put, pull, push*	***u*** acting like ***oo*** as in ***book***[3]
g	as in	*cage, gentle, giant, gypsy*	"soft" ***g***: ***ge, gi*** and ***gy***
c	as in	*ice, dance, city, cigar*	"soft" ***c***: ***ce, ci*** and ***cy***
a	as in	*path, bath, ask, past, father*	like the German ***a***
y	as in	*myth, cylinder, gypsy, system*	***i*** dressed up as ***y***
i	as in	*climb, find, behind, kind*	the **name** of the letter ***i***
o	as in	*obey, okay, only, both*	the **name** of the letter ***o***
u	as in	*music, duty, ruby, tulip*	the **name** of the letter ***u***
o	as in	*love, won, son, done, come*	***o*** sounding like ***u***

5. Special Words (Sight Words)

A **special word** is a word like ***said***, which does not follow the **rules** of sounding out that the student has so far learnt. The letters ***ai*** in the middle of ***said*** do not follow any rule. Children have no alternative, therefore, but to learn the word by rote (by heart).

The 50 Most Common Special Words

28 individual Special Words

the	of	a	I
you	are	was	they
one	two	have	said
their	were	people	only
through	here	move	what
our	want	once	sure
enough	usual	water	though

22 common Special Words in pairs, or triples

				to
your	come	where	any	do
four	some	there	many	who
walk	other	live	love	would
talk	mother	give	above	could
				should

There is a fallacy in the *whole word* argument about the number of words that can be read by phonic principles. Consider a very ordinary English sentence: *The dog was on the box.* Now you can truthfully say that half of the words in this sentence do not follow phonic rules: *the, was* and *the*. In the Fitzroy Method, we call these Special Words – you just have to learn their spelling; you can't **sound them out** the phonic way (although most contain phonic clues).

Now if, in fact, half of written English consists of Special Words, the phonic approach seems to be in trouble. Yes, if you count every single word in a newspaper, you may find that nearly half of them are Special Words. Hmmm. But things are not as bad as they look. Most of these Special Words are very common short words such as *the, a, said* and *was,* repeated over and over again. Words like these are learned quickly by sheer repetition.

Very common words are more likely to be Special Words. Even so, there are only 50 Special Words amongst the 300 most common words. The high count of Special Words in written English is due to sheer repetition of the 50 most common Special Words.

Now here's the point. If you do not count the 50 most common Special Words, you will find that over 95% of written English can be decoded by the phonic method.

6. Spelling Rules

Some observations about English spelling going beyond the *Basic Letter Sounds* and the *Fitzroy* list of *Extra Sounds.*

WORDS WHICH BEGIN WITH A CAPITAL LETTER

First word of a sentence: e.g., ***The cat is fat.***
Names and titles of people: e.g., ***Mr John Smith***
Place names, languages, religions: e.g., ***London, French, Islam, Christian***
Days of the week, months of the year: e.g., ***Tuesday, March***
Special holidays: e.g., ***New Year's Day***
Historical periods and movements: e.g., ***The Middle Ages, Modernism***
Proper nouns, e.g., names of pets, buildings, ships, planets, etc:
e.g., ***Fido, Empire State Building, The Sapphire Princess, Mars***

CONSONANTS

c has two common pronunciations – ***c*** as in ***cat*** and ***c*** as in ***cent***.
These are sometimes called the "hard c" (like ***k***) and the "soft c" (like ***s***).
c is soft when followed by ***e, i,*** or ***y***: e.g., ***cent, city, cycle*** [as with soft ***g***]
ck is always at the end of a syllable: e.g., ***rock, chicken***
ck is only used after a short vowel (basic vowel sound):
e.g., ***back, deck, tick, sock, duck***

dge is a common pattern which is pronounced like ***j***: e.g., ***edge, judge***
dge is used instead of ***j*** after a short vowel (basic vowel sound):
e.g., ***badge, hedge, ridge, dodge, budge***

g has two common pronunciations – ***g*** as in ***goat*** and ***g*** as in ***gentle***.
These are sometimes called the "hard g" and the "soft g" (like ***j***).
g is soft when followed by ***e, i,*** or ***y***: e.g., ***cage, giant, gypsy***. [as with soft ***c***]
gu makes the same sound as hard ***g***: e.g., ***guard, guest, guide***
h is sometimes silent: e.g., ***hour, honest, honour***
kn makes the same sound as ***n***: e.g., ***knife, know, kneel***
ph makes the same sound as ***f***: e.g., ***phone, graph, photo***
q is always followed by a silent ***u***. ***qu*** is pronounced ***kw***: e.g., ***quick, question***.
s often sounds like ***z*** at the end of a word: especially after ***b, d, l, m, n, r, w*** e.g., ***has***
tch makes the same sound as ***ch***: e.g., ***batch, fetch, ditch, notch, hutch***

th can be voiced as in ***this*** and ***that*** or unvoiced as in ***thick*** or ***thin***

wh in most English accents is the same sound as ***w***: e.g., ***when, why, what***

wr makes the same sound as ***r:*** e.g., ***write, wrong***

x is almost always at the end of a syllable where it is pronounced ***ks***:

e.g., ***box, fix, axle, extra***

y makes its basic sound when it occurs at the beginning of a syllable:

e.g., ***yellow, young, yesterday***

double consonants make the basic alphabet sound of the **single** letter:

e.g., ***robber, rudder, bottle, puffing, tunnel***

VOWELS

e never makes its basic sound at the end of a word. But it is often the last letter.

e is used to make vowels long. Compare ***fat*** with ***fate, not*** with ***note***

e is sometimes silent on the end of a word: e.g., ***have, gone, live, give, little, apple***

e is the most common letter. It is often used to ensure that each syllable has a vowel:
e.g., ***bottle, moment, item, table***

e on the end of a word gets dropped when you add ***ed*** or ***er*** or ***ing***:

e.g., ***use*** becomes ***used***, ***safe*** becomes ***safer***, ***hide*** becomes ***hiding***

ie and ***ei*** can both sound like ***ee*** as in ***seed***: e.g., ***chief, piece, shriek***
However, after the letter ***c,*** we write ***ei*** for the same sound:

e.g., ***ceiling, receive, deceit***. [exceptions: ***weird*** and ***seize***]

The letter ***i*** almost never occurs at the end of a word. ***y*** takes its place.
Compare ***citizen*** with ***city***, ***noise*** with ***annoy***, ***plain*** with ***play***.
When a shortened ***ee*** sound occurs at the end of a word, we often write ***y***: e.g., ***happy.***
When the "eye" sound occurs at the end of a short word, we often write ***y***: e.g., ***cry.***
For this long ***i*** sound ["eye"], compare ***tribe*** with ***try, shine*** with ***shy.***

SYLLABLES

all and ***full*** lose an ***l*** when joined to other words:

e.g., ***already, alright, wonderful, awful***

ADDING -S, -ED, -ER and -ING

If a word ends in ***s, ch, sh*** or ***x***, add ***es*** for the plural: e.g., ***box*** becomes ***boxes*.**

If a word ends in ***y***, change ***y*** to ***ie*** when adding ***s***: e.g., ***pony*** becomes ***ponies***:

except if there is a vowel before the ***y***, simply add ***s***: e.g., ***boy*** becomes ***boys***.

If a word ends in ***y***, change to ***i*** when adding ***ed*** or ***er***: e.g., ***carry, carried, carrier***.

If a word ends in ***e***, drop the ***e*** when adding ***ed, er*** or ***ing***:

e.g., ***dive, dived, diver, diving***

DOUBLING LETTERS

When we add endings to words, we often **double the last letter**:

e.g., ***big, bigger, biggest*** and ***hop, hopping, hopped, hopper***

In many cases, we **don't** double the last letter:

e.g., ***weak, weaker, weakest*** and ***jump, jumping, jumped, jumper***

A typical example is: ***tap*** becomes ***tapping*** but ***tape*** becomes ***taping***.

Rule when adding endings:

we double the last letter of a word if it ends with:

(1) one basic vowel sound – such as in ***bag, beg, big, bog,*** *or* ***bug***

(2) followed by one other letter – (a consonant) such as in

skip, skipping hot, hotter kidnap, kidnapper swat, swatted

Words which do not double the last letter:

play, playing borrow, borrowing master, mastering

These words do not end with **a basic vowel sound**.

More words which do not double the last letter:

sweat, sweating lift, lifting hope, hoping look, looking

These words do not end with **one basic vowel letter** and **one other letter** (a consonant).

APOSTROPHES for POSSESSION

Rule: the apostrophe is placed exactly **after** the owner:

e.g., ***the dog's master*** [one dog]***, the dogs' master*** [several dogs],

the ladies' hats [several ladies]***, the women's hats*** [several women]

APOSTROPHES for CONTRACTION

Rule: the apostrophe **replaces** the missing letters:

e.g., ***do not*** becomes ***don't, should have*** becomes ***should've***.

Model Lesson Plans

Spelling Lists (Readers 1-60)

There is a **spelling list** for each *Reader* included in the **appendix.** The spelling lists contain **sounding words** and **special words.** The **sounding words** are based on the **new sound** (or sounds) covered in the *Reader*. The **special words** are those listed in the *Reader*, and sometimes also other **special words** from earlier *Readers*. These **spelling lists** are freely copyable.

STEP 1:
After reading each *Reader*, set the corresponding **spelling list** for homework. Point out to the students that it contains **sounding words** and **special words.**

This distinction helps them commit to memory which words are **sounding words** and which are **special words**.

STEP 2:
A week later, have the children sit a **spelling and dictation test**.
During the test:

- ÷ Teacher says a word from the spelling list [LISTENING]
- ÷ Teacher puts the word into a sentence [UNDERSTANDING]
- ÷ Teacher repeats the word
- ÷ Students repeat the word [SPEAKING]
- ÷ Students write the word [WRITING]

For example, take the word ***jump***

- ÷ Teacher says ***jump***
- ÷ Teacher makes up a sentence, e.g. "She can ***jump*** very high."
- ÷ Teacher says ***jump*** again
- ÷ The children say ***jump***
- ÷ Then the children write ***jump***

Once the list of words is completed, read out the **sentence.** Students are to write the sentence for dictation. For example: *"I like to jump into the pool."*
The teacher may read the sentence two or three times while the children are writing.

STEP 3:
A week later, set the students exactly the same spelling test again.
This repetition is an important aid to memory.

Below are the *Fitzroy Method* **spelling lists** for the *Fitzroy Readers:*

IS FITZROY just a READING -SPELLING PROGRAMME?

The *Word Skills* books are an essential part of the *Fitzroy Method*. Designed to complement the *Readers*, they systematically reinforce and develop the phonic concepts in them. They also provide a complete grammatical program.
Students who have finished the *Word Skills* books will have mastered the grammar necessary to enter university with confidence. This knowledge of essential grammar will also help them greatly when they proceed to learn another language.

As with the *Readers*, the *Word Skills* books are carefully graduated. Exercises start simply, and slowly develop in complexity. Grammatical points are always introduced gradually – in a step-by-step manner.

Reading and Writing being the base aim of ELT , Fitzroy Word Skills focus on reading fluency and creative writing with various concepts and activities such as creative writing, persuasive writing, anecdotes, humor, rhetorical questions, persuasive writing, exploring new words, figurative language, adding a twist, rhythmic writing, alliteration, discussions, debates, team roles, public speaking, the 5 senses and dramatisation. accuracy, creativity, life skills and social Using responsibility are the major pillars of *the Fitzroy Method*.

How Good is Phonics?

A common criticism of the phonic method is that it is ultimately flawed, due to the irregular nature of English spelling. Critics claim that English has too many exceptions for it to be worth learning spelling rules. Is this the case? The truth is that, despite appearances, English is mostly regular. In fact, if we learn the **basic letter sounds** , the **digraphs**, and the **spelling rules,** then if we don't count the fifty most common **special words** we find that written English actually consists of about 95% easily decoded words. This means that there will only be about 5% of words that we need to learn by rote.

A Sense of Wonder

Let's understand the most impressive point: all words are formed from ***just twenty-six***

Letters . It might be one of the latter and larger *Harry Potter* books or a big encyclopedia, or the biggest dictionary you can find, or it may be a whole bookshelf or your entire library. T**here isn't even one word in it that isn't made up from the twenty-six letters of the English alphabet**. Once the child knows this fact, he feels a SENSE OF WONDER!
So, let's do this for our children.

For the FITZROY READERS & WORDS SKILLS

MASTER LIST

No.	Title	Sounds	Special Words
1 1x	A Fat Cat Ann and Mal	c(a)t	A *or* a
2 2x	Big Pip Tom Cat & Jim Rat	b(i)g	-
3 3x	Bug on a Rug The Mud Hut	b(u)g	the of
4 4x	Dot Ants at the Camp	d(o)t	-
5 5x	The Pet Hen The Big Mess	h(e)n	was to
6 6x	Fox on the Box The Sick Dog	f(o)x	I have
7 7x	I Can Run The Land of Zond	b(u)g	*too with*
8 8x	The Picnic The Bus Stop	p(i)g	*for go* said
9 9x	My Pup The Billabong	r(oo)f	*name like my play* [9x: *tree*] *billabong*
10 10x	John and His Fox Cat and Kitten	p(e)t	*very he* John
11 11x	The Animals The Forest on the Hill	r(oo)f	are you who [11x: says they after]
12 12x	My Lost Bear The Land of Pink Trees	b(e)	*please ring* bear love find [12x: *magic look good*]
13 13x	The Frog and the Fly My Dinner Stinks	b(y)	*looked want dinner* *goodbye* [13x: *them hate*]
14 14x	The Girl and the Boy My Big Brother	sist(er)	*girl boy little* brother *see* come [14x: *than* does *that*]
15 15x	Tall and Small A Present for Dad	t(all)	*she her then* their *no* [15x: there money]
16 16x	Buns and Eggs The Kidnapped Fairy	c(oo)k	*together* they do your [16x: *fairy kidnapped evening*]
17 17x	The Fish The Spilt Milk	fi(sh)	*them much away* live give *keep* [17x: *bottle* floor *tumble*]

The special words in ***italics*** are in fact **not-so-special** words, becoming **sounding words** later in the list.

18 **18x**	Dad and the Kids The Silly Singer	s(ing)	*hated silly bark yard* [18x: *high* friend]
19 **19x**	Mark and Mars The Dark Barn	p(ar)k	*space ready when* what [19x: *torch* scared]
20 **20x**	Wombat The Holiday	d(ay)	*now don't* here Mr Mrs Master [20x: *house time* Ms]
21	Woodpecker	(ch)ug hav(e)	*beak chirp chew home* baby tugboat and introducing the printer's ***a***
21x	Living on Puddle Farm	appl(e) ***silent final e***	*ride rope pony*
22	The Rabbit Wants a Carrot	happ(y)	*hugged came* money only
22x	Camping at Wither Bay	(th)at	*mother other another*
23	The Girls and the Ball	(wh)en k(ee)p	*nice* *voice* one friend
23x	Nonna Maria	land(ed)	*life new Saturday*
24	The Cat, the Dog, & the Vet	p(aw)	*that* there some
24x	Hardy the Stray Kitten	stay(ed)	*father were*
25	Tom and Ben	bark(ed)	*safe time* our
25x	Matilda	look(ed)	*world wild where*
26	The Eight Frogs and the Snake	n(igh)t	*snake out cried* were anything *croaked* talk eight water *bite*
26x	The Twins	ca(tch)	*tiny school watch* two
27	Tabitha and Thug	(th)ing	*bone chase down mouth game road* both
27x	The Athletics Carnival	(th)ink	*class*
28	Love	bl(ow) l(ear)n	*spoke again reach* *bird warm* above sang
28x	What *Can* I do?	e(dge)	*ask more*

The special words in ***italics*** are in fact **not-so-special** words, becoming **sounding words** later in the list.

29	The Owl and the Clown	h(ow)	*made flew mean* four *corner* laugh whole
29x	Dragon Magic	ang eng ong ung	*know* young
30	Jessica	did(n't)	*toy really replied about because* answer son
30x	The Long Trek	al(ways)	*fire sore before*
31	Kate and the Rake	c(a)k(e) (ou)t	*head birthday magic* any many beautiful ghost
32	The Boat	b(oa)t b(u)sh	*squeal near music* finally aboard through idea great wonderful
33	On the Hill	b(i)k(e)	*curling blue turn know* juice great
34	The Cat and the Fish	n(o)t(e)	*wrote wrong* once would could should *thought*
35	Dolly Duck	h(ea)d	*used more knew kind* walk
36	Captain Hornblower	s(or)t	*sailor wait eat sea tied first other*
37	The Flying Doctor Service	cr(ew)	*service work injured* hour *station nurse mind* worried touch people accident
38	David the Duck	p(ie)	*behind imagine teased father surprise mother* caught enough
39	Silas the Cat	c(oi)n	*mice careful* cover roar trouble gone move quiet ache stupid
40	Shawn and the Go-Kart Track	h(ea)t b(ur)n h(air)	*engine celebrate manager race junior* fortunately half

The special words in ***italics*** are in fact **not-so-special** words, becoming **sounding words** later in the list.

41	Timothy Comes to Stay	c(u)t(e) bl(ue) ca(g)e	*old-fashioned towards* country *caused brought* two metres minute Melbourne
42	The Bear Next Door	r(ai)n (kn)ee (ph)oto	*Queensland face stared* favourite miserable *noticed* group although actually
43	Ling Goes to China	c(are) b(oy)	*deciding curious sauce* Sydney *nothing* China *Chinese* moving
44	Cindy's Trip to Perth	i(c)e f(er)n	*Adelaide world* couple special *believe* always
45	Sir John and the Bear Brothers	b(ir)d (gu)ess	*delicious autumn menu* parents comfortable cafe Brisbane naturally
46	Arthur and the Crayfish	f(ire)	*pause* Murray *month* heart surface quarters build grey litre *piece* rough seize
47	The New Year Party	(wor)k	*wandered* tyres suitable *audience Hobart* Michael
48	The Inconvenient Puncture	cult(ure)	*television shriek* usual famous science *pollution* bicycle *university*
49	The Grass is Greener	fam(ous) dev(ious) (wa)sh	*explanation pension* qualify *preparation bought* *concession scene cautious*
50	The Wisdom of Solomon	(wr)ite frac(tion) pen(sion)	sword court woman women

The special words in ***italics*** are in fact **not-so-special** words, becoming **sounding words** later in the list.

51	Paul's Principle	P(au)l	company particularly ghastly cautious occasionally opportunity young suspicious
52	The Dirt Track	b(ought)	lounge precious notice desperate exciting monkey parents though disbelievingly
53	Athlete Pete	P(e)t(e) m(u)sic	Hugh conscientious gruelling coherent eccentric gymnasium *twilight* pursuit honesty
54	Meeting the Challenge	p(a)th	bruise rescue triumph manoeuvre conscious squad length area efficiency exhausted immediately
55	Transported	m(y)th	capsule cello buildings decisively beautiful vapour Beethoven celebration
56	David and Goliath	cl(i)mb	young courageous *fields* seized occurrence poured quality courage youth
57	Excavations	(war)m (o)bey	wholly camouflage *character* courage calm essential ancient
58	Andrew and Diana	ch(ie)f	introduced enthusiastic weird tongue regular voluntary valued
59	Lost and Won	w(o)n	championship straight pressure sympathetic competition trophy disappointed approach
60	The Facts of Life	(ch)ord	jealousy devastated journey appreciative memory

The special words in ***italics*** are in fact **not-so-special** words, becoming **sounding words** later in the list.

FITZROY METHOD

Readers That Work

A Complete Literacy Program

Students struggling to read?

Find out why 3500 Australian and many international schools have invested in

The Fitzroy Readers

Satisfaction Guaranteed

RIGHT OF RETURN FOR 30 DAYS

- Classroom tested for 30 years
- Proceeds in small, easy steps
- From Prep to early secondary
- Entertaining
- Comprehensive
- Rapid results
- Over 1,000,000 Readers sold worldwide



'In my private practice as tutor, your readers have brought virtually instant success in beginning reading to almost all of the failing students that have been referred to me.'

Chris Nugent

(Nugent Literacy Testing)

'Your readers have been an enormous help in my Resource Teaching.'

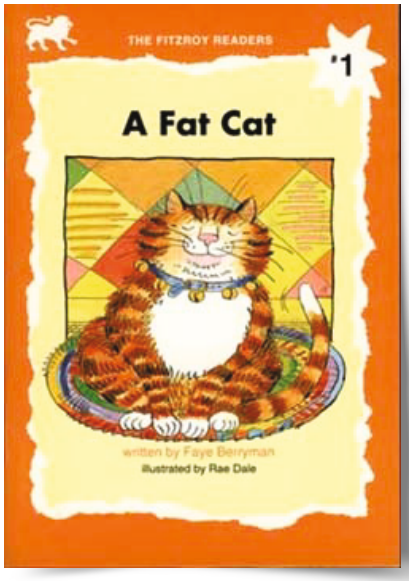
E.M., Principal, St. Bede's

'No method as good.'

Cathy Lowy, Senior Fellow, University of Melbourne

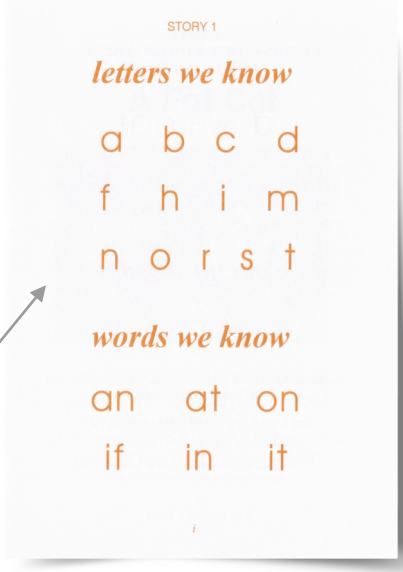


READERS 1-10 These little storybooks systematically introduce all basic *letter sounds* along with several essential *special words*. Almost at once, children experience the joy of being able to read simple sentences with confidence.



'The Fitzroy Readers are the most used and valuable resource at our speech pathology service.'
Monique Thompson,
Lala Speech Pathology

The first Reader, *A Fat Cat*, uses only 13 letters. This makes it easy for small children to start reading without delay.

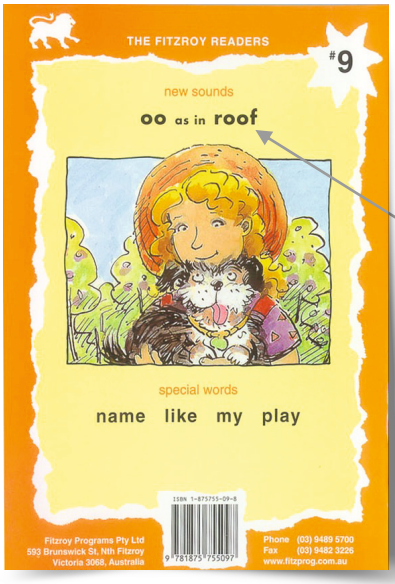




The first five Readers each teach one basic vowel sound. Here the sound *i* is introduced. Repeated often, it is more memorable.

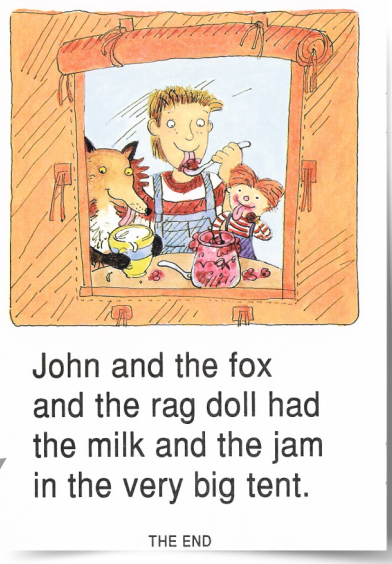
In Readers 1-10, s*pecial words* like *I* and *have* are generally introduced one or two at a time. Combined with the basic letter sounds they will have children reading quickly.





Reader 9 teaches the first digraph, *oo* as in *roof*. Digraphs enable children to sound out a large number of words - even many they have never seen before.

By Reader 10, children are already reading simple sentences with fluency.

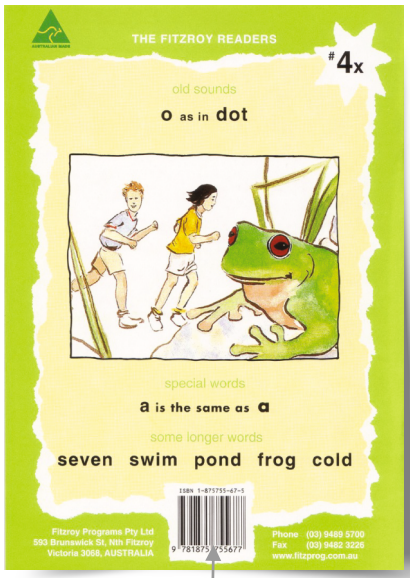


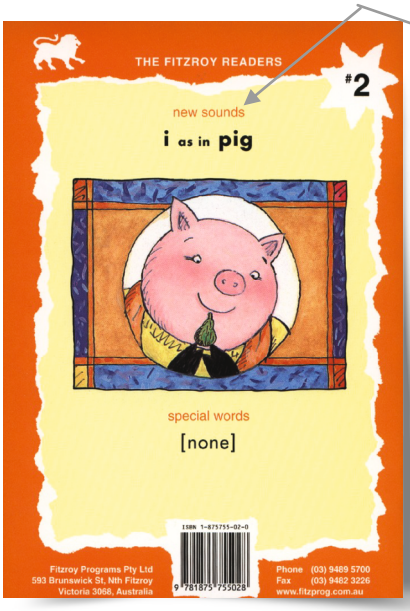
X-Series

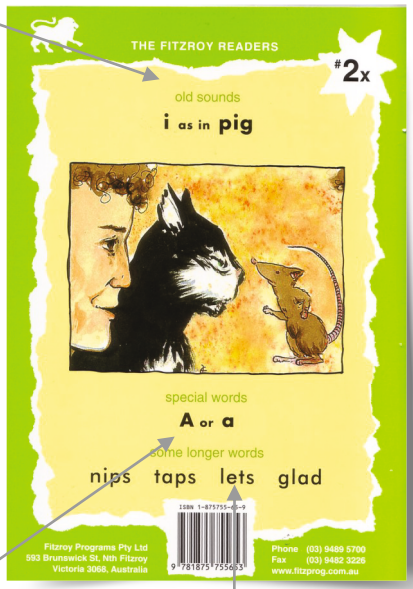
READERS 1X-10X

Using the same *basic letter* sounds, *digraphs* or *special words* (except *for tree),* the *X-series* reinforces and expands on material learned in Readers 1-10. Soon even longer words are no problem.

Same *new sounds*







Children need to be able to recognize different fonts. Bit by bit, they become familiar with the most common types.

Young learners forget information unless it's repeated. The X-Series repeats and practices old *special words*.

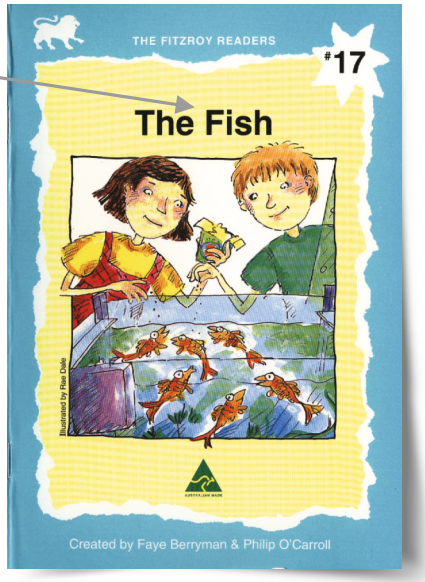
In the *X-series*, longer words are fun and easy to read. Just use information already learned in the Reader 1-10.

Readers 11-20

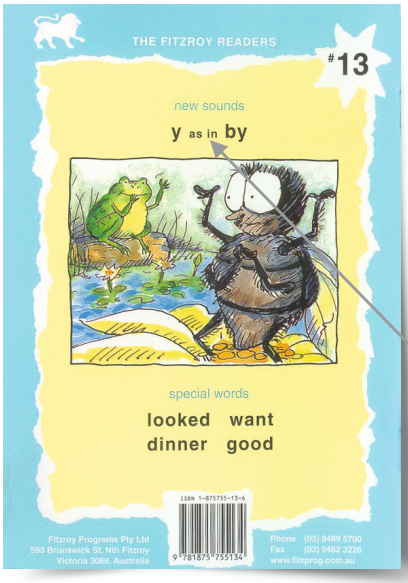
'Outstanding! My granddaughter has made more progress with me and the Fitzroy Program than she did in the 12 months of Year 1. She is loving the program and has regained her self-confidence'

Maitina Millard (parent)

Readers 11-20 introduce only one new *digraph* (e.g. *sh*) each. This makes for sure and steady progress.

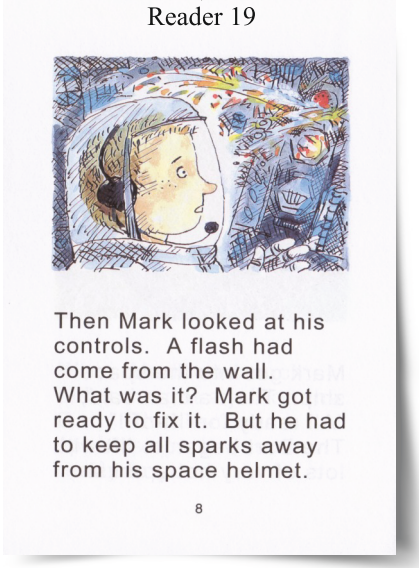


All *new sounds* and *special words* are learned in the context of a story. This makes them fun and easy to remember.



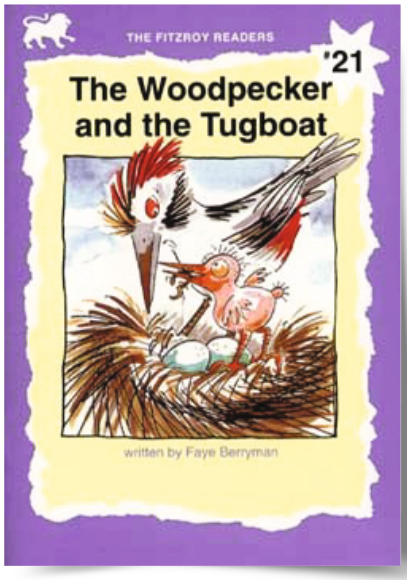
Single-letter new sounds like *y* as in *by* or *e* as in *he* are also taught. This helps children read many common words.

Reader 19



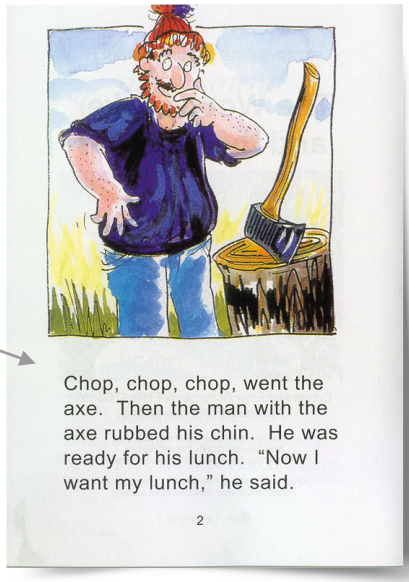
Readers 21-30 31-40

Readers 21-40 further expand on the digraphs learned in Readers 1-20. Here long vowel sounds (e.g. a-e as in **cake**) are introduced. This enables children to *decode* a very large set of new words.



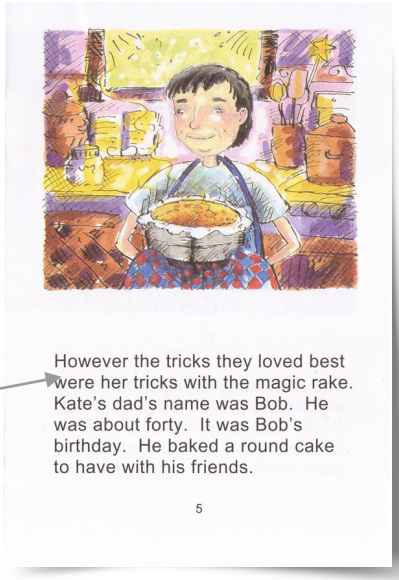
'A great resource. I enjoy using the program.'
Julie Milner,
Brookvale Public School

Reader 21 teaches the new sound *ch*. To make it memorable it is used in many words: e.g. *chop*, *chin* and *lunch*.

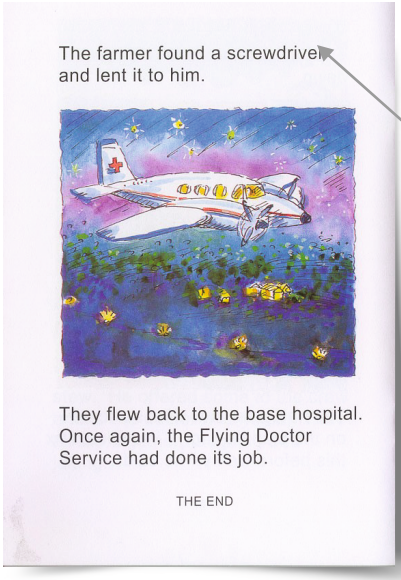




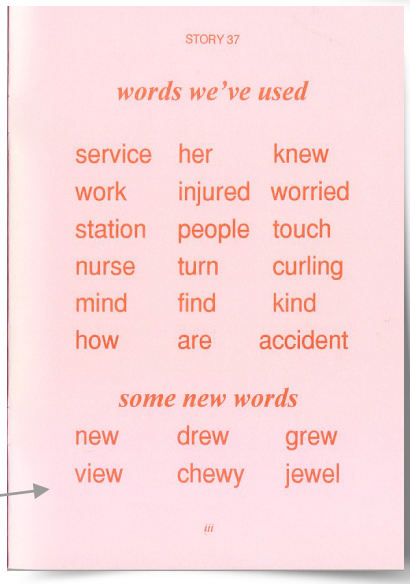
Here the first long vowel *digraph* is taught. Until this point, all words that contain them are learned as *special words*. Now, thanks to the new *rule*, these can be easily spelt out.



Long vowel digraphs are reinforced by constant repetition in the Readers: e.g. ***Kate***, ***cake*** & ***rake***.



All words are carefully chosen. *Screwdriver* contains the *new sound* for Reader 37, *ew*, as well as *er* which was first learnt in Reader 14. This repetition helps long term retention.



At the end of each Reader, *some new words* use additional words that practise the *new sound* being learned.

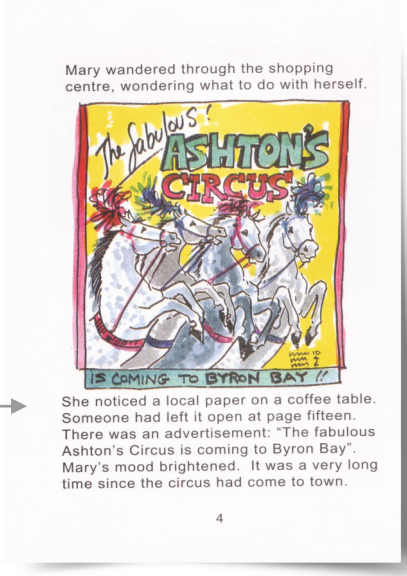
Readers 41-50 51-60

The final Readers take students to total reading mastery. Children who have completed them find it easy to move on to a general literature, such as magazines, newspapers and novels.

'In the course of trying to find solutions for my son I came across none any where as good as the Fitzroy method. The books are not only an excellent source of reading education, they are also fun for children and beautifully presented. I cannot praise them too highly.'
Cathy Lowy, Senior Fellow
(University of Melbourne)



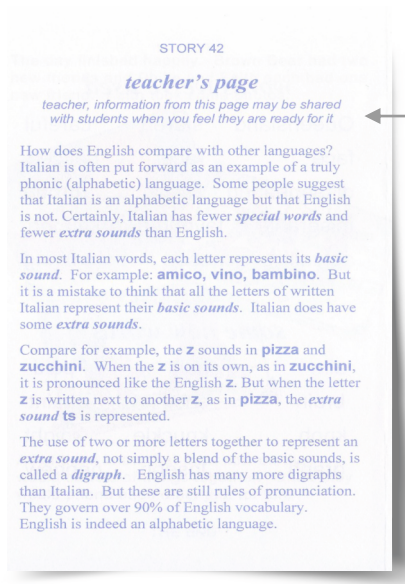
At advanced levels, Readers occasionally teach up to three new sounds. This speeds up learning without overburdening the now competent reader.


Mary wandered through the shopping centre, wondering what to do with herself.

She noticed a local paper on a coffee table. Someone had left it open at page fifteen. There was an advertisement: "The fabulous Ashton's Circus is coming to Byron Bay". Mary's mood brightened. It was a very long time since the circus had come to town.

4

Due to the systematic structure of the program, even more complex sentences are soon no problem.


STORY 42

teacher's page

teacher, information from this page may be shared with students when you feel they are ready for it

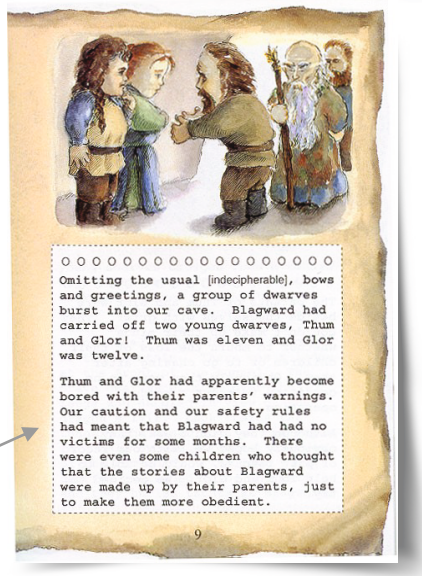
How does English compare with other languages? Italian is often put forward as an example of a truly phonic (alphabetic) language. Some people suggest that Italian is an alphabetic language but that English is not. Certainly, Italian has fewer ***special words*** and fewer ***extra sounds*** than English.

In most Italian words, each letter represents its ***basic sound***. For example: **amico, vino, bambino**. But it is a mistake to think that all the letters of written Italian represent their ***basic sounds***. Italian does have some ***extra sounds***.

Compare for example, the **z** sounds in **pizza** and **zucchini**. When the **z** is on its own, as in **zucchini**, it is pronounced like the English **z**. But when the letter **z** is written next to another **z**, as in **pizza**, the ***extra sound*** **ts** is represented.

The use of two or more letters together to represent an ***extra sound***, not simply a blend of the basic sounds, is called a ***digraph***. English has many more digraphs than Italian. But these are still rules of pronunciation. They govern over 90% of English vocabulary. English is indeed an alphabetic language.

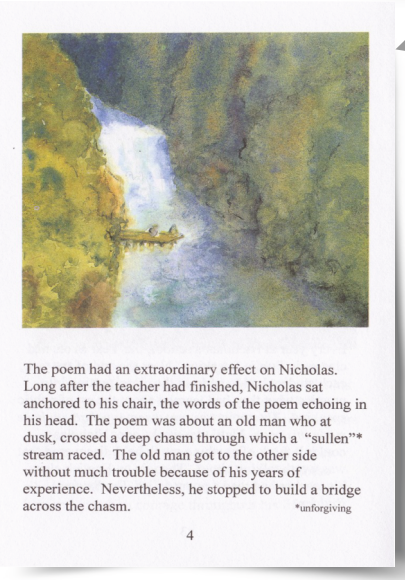
Readers 1-50 all finish with a *teacher's page*. This page explains the phonic approach to English and how to get the best out of the Fitzroy Method.


Omitting the usual [indecipherable], bows and greetings, a group of dwarves burst into our cave. Blagward had carried off two young dwarves, Thum and Glor! Thum was eleven and Glor was twelve.

Thum and Glor had apparently become bored with their parents' warnings. Our caution and our safety rules had meant that Blagward had had no victims for some months. There were even some children who thought that the stories about Blagward were made up by their parents, just to make them more obedient.

9

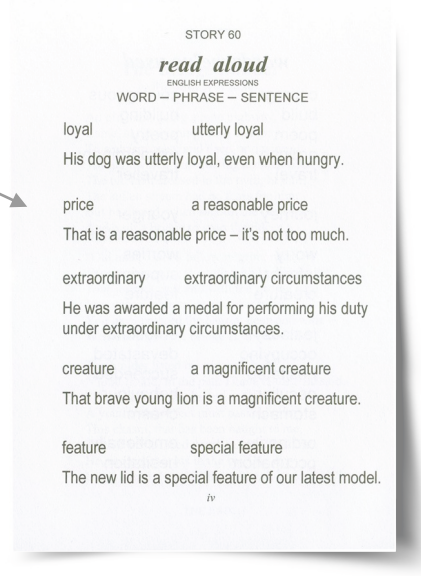
The final Readers look more like an illustrated novel than a Reader. They are a great springboard for wider reading.


The poem had an extraordinary effect on Nicholas. Long after the teacher had finished, Nicholas sat anchored to his chair, the words of the poem echoing in his head. The poem was about an old man who at dusk, crossed a deep chasm through which a "sullen"* stream raced. The old man got to the other side without much trouble because of his years of experience. Nevertheless, he stopped to build a bridge across the chasm.

*unforgiving

4

The final set of Readers (51-60) all end in a 'read aloud' page. This reinforces the vocabulary and spelling taught in the Readers.


STORY 60

read aloud

ENGLISH EXPRESSIONS

WORD – PHRASE – SENTENCE

loyal — utterly loyal

His dog was utterly loyal, even when hungry.

price — a reasonable price

That is a reasonable price – it's not too much.

extraordinary — extraordinary circumstances

He was awarded a medal for performing his duty under extraordinary circumstances.

creature — a magnificent creature

That brave young lion is a magnificent creature.

feature — special feature

The new lid is a special feature of our latest model.

iv

'The students using the Fitzroy Program are experiencing such success at school and at home with their reading. We are also receiving wonderful feedback from parents regarding their children's eagerness to read these books.'
Suzanne Carter,
Prescott Primary (Southern)

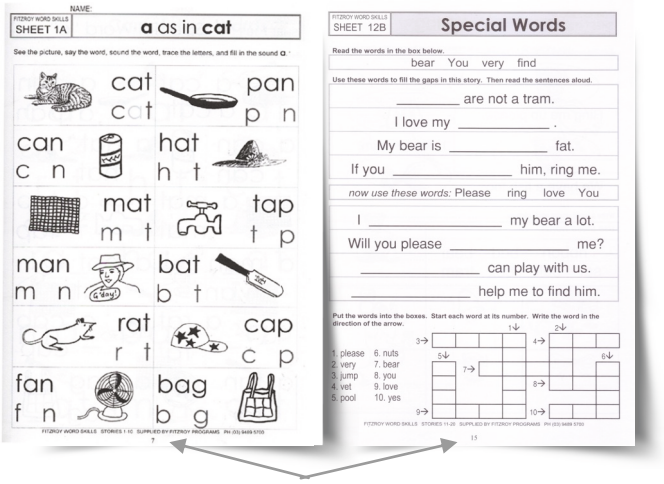
Word Skills
WORK BOOKS

The Fitzroy Word Skills work hand in hand with the Readers. Using the same systematic, step-by-step design, they are the ideal way to ensure retention and understanding of all key concepts covered in the Readers. They are also a complete grammar course.

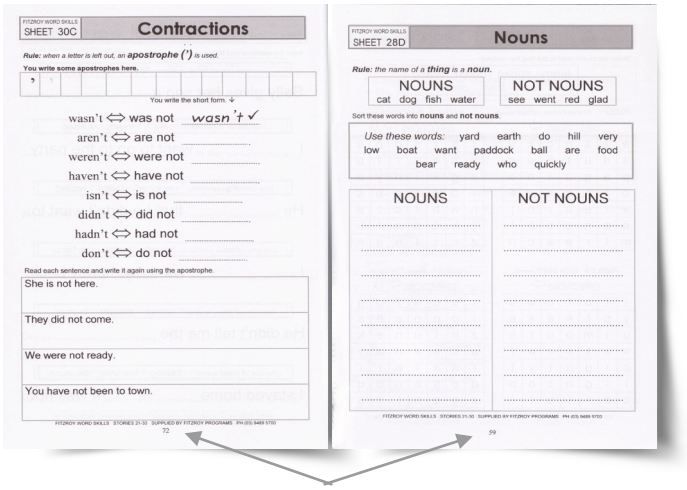
Word Skills Include:

- Punctuation
- Expanded vocabulary
- Comprehension
- Parts of speech
- Practical English usage
- Written expression
- Tenses
- Educational games & activities





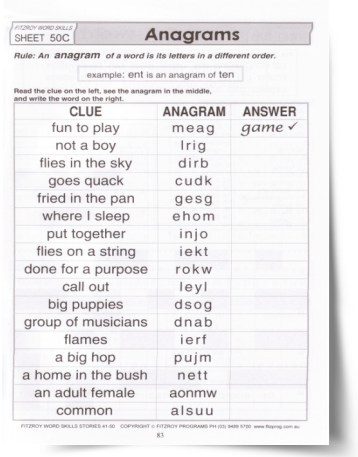
Word Skills sheets A and B help revise *new sounds* and *special words*.



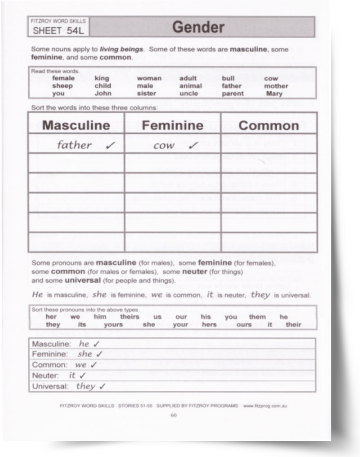
C and D sheets develop a range of grammar skills.

'The books you sent me have been put to very good use. A bright little boy (9 years) , reading at early grade 1, progressed 1 year in less than 1 week.'
Margaret Paterson, Yambuna

'I purchased your books approximately two months ago. The gain in my daughters confidence and interest is amazing.'
Mrs R Fraiers, Tamworth

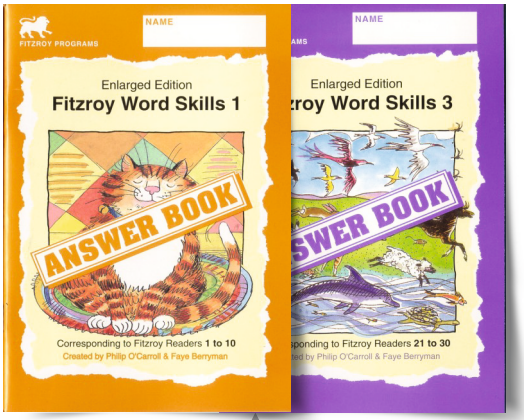


Word Skills Books 6A & 6B have 14 work sheets per Reader and give students all the practice they need to master a high standard of grammar.



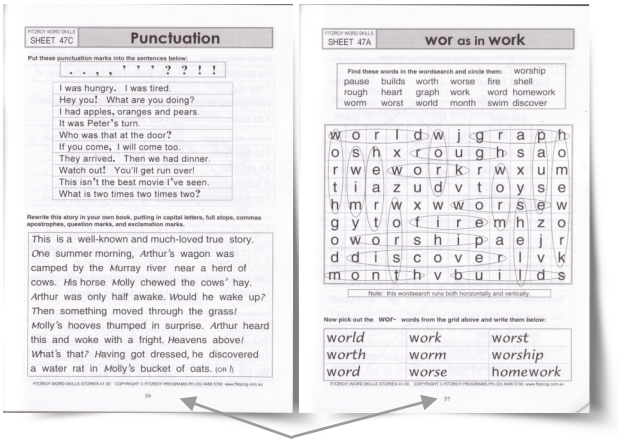
Word Skills Answer Books

Answer Books make life easy for teachers. They save time and energy.



Every Word Skills Book has an accompanying *Answer Book*.

'I have been using your readers with success for children who come to me after school for private tutoring. As these are children in difficulty, your readers are very much appreciated by them.'
Mrs H. D.
(Topline Video Productions)



Full page answers and clear layout make answers easy to find.

Audio CDs

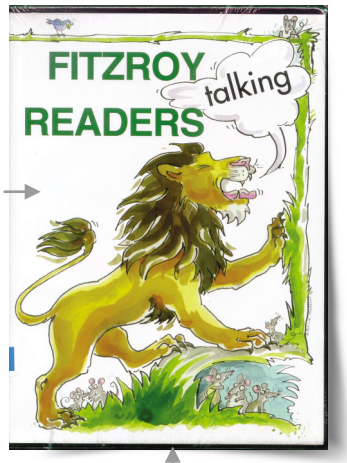


All Fitzroy Readers are on audio CD. A must with ESL students. Also enjoyed at story time.

Fitzroy Talking Readers

SOFTWARE

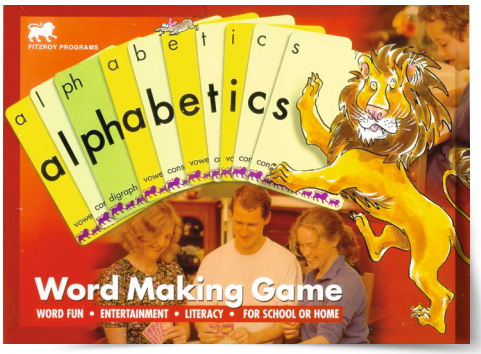
- Hear stories
- Hear single words
- Play word games
- Enjoy creative 'talking' writing
- Personalize settings
- Choose dozens of special options
- Ideal tool for accelerated learning



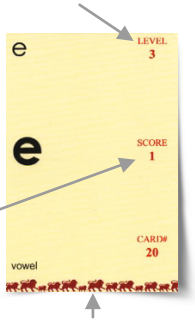
Great for both slow and fast learners.

Alphabetics

Alphabetics is a fun, Scrabble®-like game that features *English digraphs*, boosting word formation.



Each card has a different score. The harder to use letters score higher.



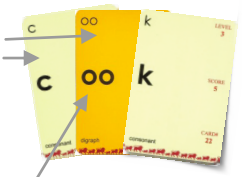
Lions on the bottom of cards means letters are not inverted.

Level number corresponds to Reader numbers so difficulty level can be easily adjusted. Play only with the cards you want.

Plenty of blank cards mean you will never be short - even if you lose some!



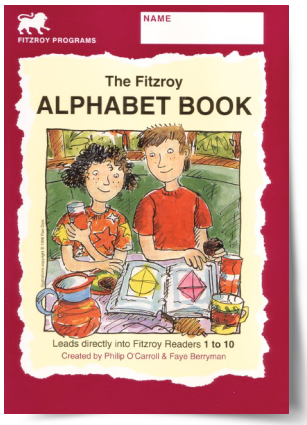
All cards types have different colours. Kids learn to choose the ones they need.



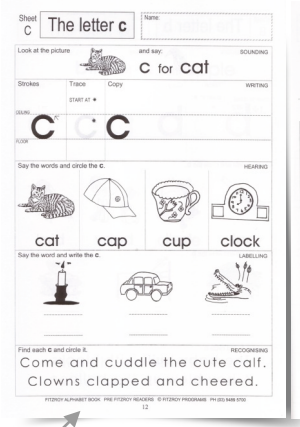
Vowel and consonant digraphs let children form words fast.

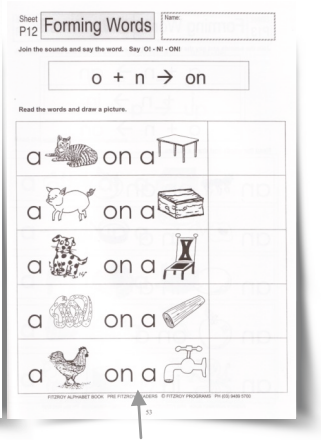


The Alphabet Book

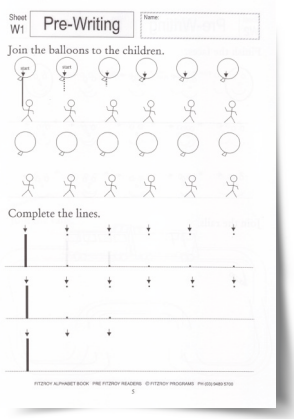


This is the Fitzroy Method's pre-reading and writing book. It teaches all of the letters and is filled with pages of fun games & activities.





The Alphabet Book has several pages of pre-writing exercises to help develop the fine motor skills (co-ordination) of young children.



Letter recognition practice.

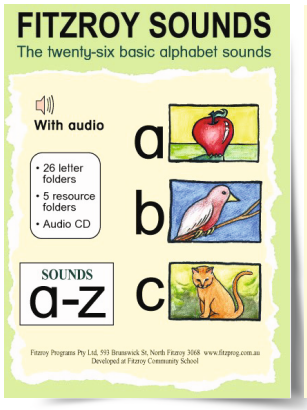
Practice with pictograms helps children form their first simple sentences.

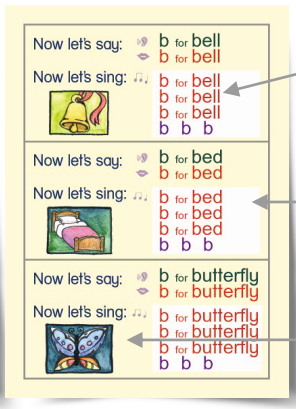
'The Fitzroy programme is really great for my students and I would be lost if I did not have these readers and worksheets.'
J. S. (literacy tutor)

Fitzroy Sounds

WITH AUDIO CD

The best way to fast-track early reading development is to learn the basic letter sounds. *Fitzroy Sounds* is a quick, fun way to do this.





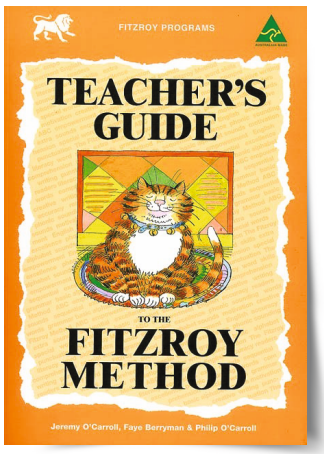
Kids love singing along with each letter song.

All letters come with their own thick, 'indestructible' letter cards.

Pictures help teach letter sound.

Teacher's Guide

The Teacher's Guide makes teaching easy. Written in clear, easy-to-understand language, it covers all key components of the Fitzroy Method and includes over 100 pages of copiable teacher resources.



- Lesson plans
- Spelling rules
- Spelling tests
- Reader level tests
- Letter cards
- Reading recovery levels
- Glossary
- Easy-to-use index
- Method fully explained

The *Fitzroy Master List* is one of the many teacher resources. It helps you keep track of what needs to be learned at each Reader level.



11	The Animals	c(u)p	are you who
12	My Lost Bear	b(e)	*please ring* bear love find
13	The Frog and the Fly	b(y)	*looked want dinner good*
14	The Girl and the Boy	sist(er)	*girl boy little* brother come
15	Tall and Small	t(all)	*she her then* their no
16	Buns and Jam	c(oo)k	*together* they do your
17	The Fish	fi(sh)	*them much away* live give
18	Dad and the Kids	s(ing)	*hated silly keep yard*
19	Mark and Mars	m(ar)k	*space ready* what when
20	Wombat	d(ay)	*now don't* here Mr Mrs Ms Master
21	Woodpecker	(ch)ug	*beak chirp chew home* baby
22	Rabbit Wants a Carrot	happ(y)	*hugged came see* money only
23	The Girls and the Ball	(wh)en	*scared feel nice voice* one friend
24	The Cat, the Dog, & the Vet	p(aw)	*tree that* there some
25	Tom and Ben	bark(ed)	*safe time* our

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