

Story 1: A Fat Cat

Fitzroy Materials Needed	Classroom Materials Needed	New Information Taught	Revision
Fitzroy Sound Software (for revision if required)	Computer to run software on	Special Word: ‘a’ (long vowel sound, i.e. ‘ay’)	13 Letters - a, b, c, d, f, h, i, m, n, o, r, s & t.
Alphabetics Game	Alphabet Chart	New Words – See Word List.	Old Sound – a! as in ‘cat’.
Fitzroy Readers Software	Whiteboard/ Blackboard	Phonics listening games	
Fitzroy Word Skills 1		Capital letters – A, F, C	
Fitzroy Reader: A Fat Cat			

Story Teaching Sequence

Part 1

- 1) Use the **Fitzroy Sound Software** to revise the sounds of the 13 letters taught in Reader 1, A Fat Cat. Also play the ‘Get Ready’ Section of the Fitzroy Readers Software to introduce the new sounds to the learners.
- 2) If you do not have access to the computer software or have additional time, use the Alphabetics cards or letter flashcards to test learners on the 13 letters taught in *A Fat Cat*.
- 3) Give learners several examples of three-letter words that use the basic vowel sound ‘a!’ as in ‘cat’. Write these words on a Whiteboard/ Blackboard and sound them out with learners one letter at a time. Make sure the words **do not** include letters learners have not currently learned.
- 4) Do **Word Skills Sheet 1A** of the Fitzroy Word Skills 1.
 1. Teach learners the special word ‘a’ (pronounced ay). Note that we do not permit learners at this stage to pronounce this word as u! (as in ‘cup’). This pronunciation isn’t, of course, incorrect; but it will lead to confusion with the sound the letter u makes. Better, therefore, to pronounce the word as a long vowel sound, namely a as in d – ay. You can also play the ‘Get Ready’ Section of the Fitzroy Readers Software to introduce the special words to the learners.
- 5) Play the advanced variation of the **Good Ears Game**.

Part 2

1. Do **Word Skills Sheet 1B** of the Fitzroy Word Skills 1.
2. Scan the Reader for all of the *special words* found in it. To scan, ask the learners to find all of the special words in the Reader. They **should not** read the story at this point. Instead, they should simply look for the special words in it. To make sure they are not tempted to read the entire story, go through the Reader page by page with them at a rate too fast to read. Be sure to get them to find all of the special words on each page before you move onto the next one (the special word ‘a’ stands alone / by itself – not to be confused with a! as in cat).
3. Go through the *words we know* list of words found on page i of *A Fat Cat*. Get learners to sound them out then say them as whole words.

4. Teach the learners to recognise the capital letters A, F and C by showing these letters first in the title of the Reader, A Fat Cat, and then by writing them on a Whiteboard/ Blackboard. Make sure to demonstrate the correct stroke order of the letters before getting learners to practise writing them with the help of the floor cards or flash cards.
5. Examine the list of words used in Reader 1 and teach learners the meaning of any words they may not know.
6. Teach learners the following reading rules of English:
 - i. In English we read from left to right.
 - ii. When we get to the end of a line, we jump to the start of the line below it (on the left-hand side of the page).
 - iii. Words have spaces between them.

Note: you must demonstrate movement from left to right rather than simply *talking* about it. Show your hand moving across the page from left to right, or walk from left to right in the classroom. In this way learners will see for themselves what moving from left to right means, even if the *left* and *right* still confuse them.

Part 3

1. Read the first Reader, *A Fat Cat*, making sure to sound out all of the words letter by letter. Get learners to place their finger under the letters in each word as it is being read out or, if you are reading to the class, get learners to follow your finger as it moves beneath each letter being read. After you have finished sounding out each word, repeat each sentence, reading it out in full, (i.e. read whole words rather than letter sounds to aid understanding). Also, play the Fitzroy Readers Software & click on the 'Hear' option to give a model reading of the story.

2. Do **Word Skills Sheet 1F** of Fitzroy Word Skills 1.

Note: Doing the comprehension exercise is critical to the success of the Fitzroy Method. If learners of a phonics reading method are not exposed to comprehension regularly then it is easy for them to get into the lazy habit of reading without comprehending (what has been termed 'barking at print' since learners sound out the letters in words but don't understand what they are saying). Doing regular comprehension helps learners learn to do two things at the same time: read and comprehend. And comprehension, of course, is what reading is all about.

- a. Play the Write game for Reader 1 on the Fitzroy Readers Software and encourage the learners to invent their own sentences. To hear these sentences read out by a robotic voice, click on the 'hear' icon once they have been written. Try not to worry too much about what learners write. Just let them have fun. If you wish to correct their spelling, do so.
- b. Play the 'Questions' of Reader 1 section on the Fitzroy Readers Software.
- c. Play Number Ears with your learners, using 2, 3 and 4 letter words.

READERS 1-4

SOUNDING WORDS

bat	and	rat
had	hot	pig
milk	bug	log

SPECIAL WORDS

a the of

SENTENCES

A cat met a pig.
The bug got on the dog.

Part 4

1. Do **Word Skills** Sheet **1C** of Fitzroy Word Skills 1.
2. Do **Word Skills** Sheet **1D** of Fitzroy Word Skills 1.
3. Do **Word Skills** Sheet **1E** of Fitzroy Word Skills 1.
4. Do **Word Skills** Sheet **1G** of Fitzroy Word Skills 1.

Part 5 – Reader Revision and Tests

1. Go through the *words we've used* page at the end of Reader 1 with your learners. Get them to **sound out** the words and then say them whole.
2. Practise reading *some new words* with your learners.
3. Revise the new sound 'a!' as in 'cat'.
4. Revise the **special word** a.
5. Revise the **capital letters** A, F and C.
6. Give learners a **dictation test** from page 6 of *A Fat Cat*.
7. Give learners a **dictation test** from page 9 of *A Fat Cat*.
8. Use the Fitzroy Readers Software to listen to *A Fat Cat* being read out.

Note: If you do not have the Fitzroy Readers Software, ask learners to read the text of the Reader as it is being read out. Get them to put their finger under each word as it is read.

The special word a: Note that for the Audio CD, we have used the more common pronunciation of u! for the word 'a', rather than the long vowel sound ay which we recommend when teaching learners the early Readers in class.