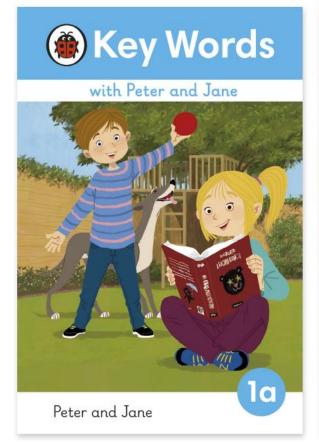


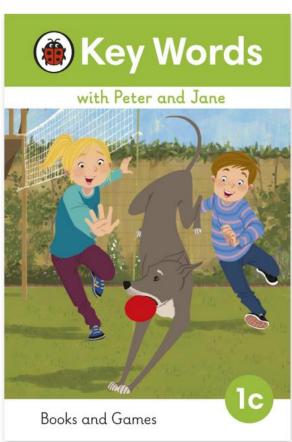
The series that taught generations of children to read, reimagined for the 21st Century



## Series branding and cover looks









- 12 words make up one-quarter of all the words we read and write
- 100 words make up half the words we read and write
- About 300 words account for three-quarters of the words we read and write

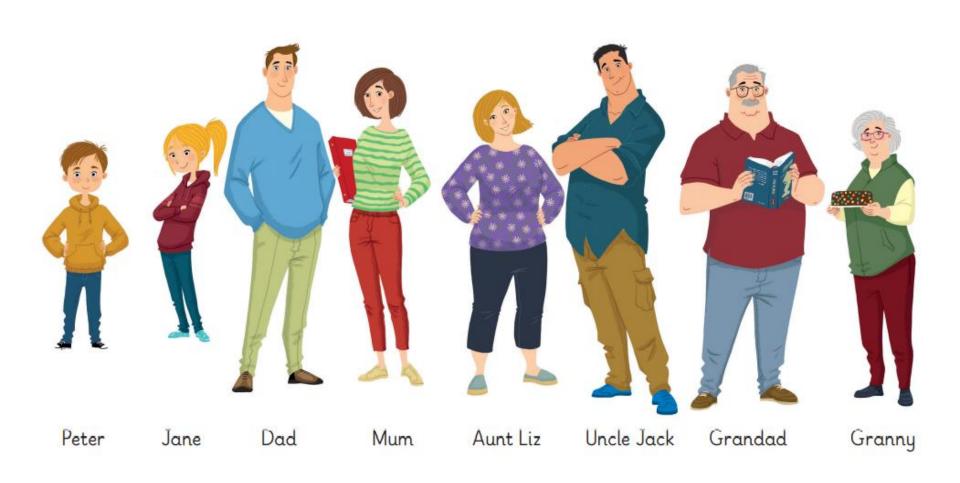




- 300 Key Words introduced and reinforced to practice reading 'on sight'
- New Key Words are steadily introduced throughout Levels 1 to 11
- Key Words are repeated an average of 10 times per book to embed new learning and support fluent reading development
- Once introduced, Key Words continue to be reinforced in later levels
- Level 12 is a consolidation level and contains no new Key Words





















Peter and Jane's house



Back garden



- Around half the Key Words are phonically decodable
- Additional phonically levelled vocabulary is carefully introduced to support and complement the Key Words
- Letters and sounds are introduced gradually, and the number of sounds and syllables is strictly regulated
- Blended approach equips children to understand new words and full sentences quickly and easily
- Develops word-recognition and phonics skills to foster confident, independent reading





- Every Level contains three stories –
   one in each a, b and c book
- To scaffold each level:
- the first spread of the a book introduces
   the new Key Words, and each Key Word is
   also repeated at the foot of the page where
   it first appears
- the b book has no introductory spread, but continues to repeat each new Key Word at the foot of the page where it is first encountered.
- the c book contains the story without these scaffolding features, to encourage independent reading





Level	Age range	New Key Words	Approx. words per spread	Approx. words per book
1	4+	14	3–10	100-150
2	4+	16	7–10	150-200
3	4+	20	10-15	200-300
4	4+	23	10-20	300-400
5	5+	25	20-30	400-600
6	5+	27	20-40	600-800
7	5+	30	30-50	800-1000
8	5+	33	40-60	1000-1200
9	6+	35	45-65	1200-1400
10	6+	37	55-75	1400-1600
11	6+	40	65-85	1600-1800
12	6+	-	70-90	1800-2000



## Sample spreads: Introduction

### **Welcome to Key Words**

Key Words with Peter and Jane has taught generations of children to read, all around the world.

Founded on rigorous educational research, this tried and trusted method introduces 300 high-frequency words or **Key Words**, repeating and reinforcing them to practise reading the words 'on sight'.



- 12 words make up 25% of all the words we read and write
- 100 words make up 50% of the words we read and write
- About 300 words make up 75% of the words we read and write

Around half the **Key Words** are also phonically decodable by children working at this level. Additional phonically levelled vocabulary is introduced alongside the **Key Words** to develop a complete range of reading skills.

This blended approach equips children to understand new words and full sentences quickly and easily, developing their word-recognition and phonics skills to become fluent, independent readers.

#### How to use the books

This easy-to-navigate series contains twelve levels, with three books in each level (a, b, c). By working through the stories in order, 1a, 1b, 1c, 2a, 2b, 2c and so on, children will encounter, practise and consolidate reading all 300 Key Words.

A writing activity for every book is available to download from www.ladybirdeducation.co.uk

### Before reading

Look at the book cover together and read the title.

Ask, "What do you think will happen in this story?"

Turn to the **Key Words** on page 6, and read them out loud with the child. Draw their attention to the shape of the letters, noting the tall letters and those that have a tail.

### **During reading**

Offer plenty of support and praise as the child reads the story. Listen carefully and respond to events in the text.

When a **Key Word** is used for the first time, it is also shown at the bottom of the page. If the child hesitates over a word, point to the **New Key Words** box and practise reading it together. If the word is phonically decodable, you can sound out the letters and blend the sounds to read the word ("d-o-g, dog"). Praise the child for their effort, then return to the story.

Pause every few pages and ask questions to check the child's understanding of what they have read. If they begin to lose concentration, stop reading and save the page for later.

Celebrate the child's achievement and come back to the story the next day.

### After reading

After reading this book, ask, "Did you enjoy the story? What did you like about it?" Encourage the child to share their opinions.

Use the comprehension questions on page 54 to check the child's understanding and recall of the text.



## Sample spreads: Level 3

20

Here is the shop.

Peter and Jane look at the dogs.

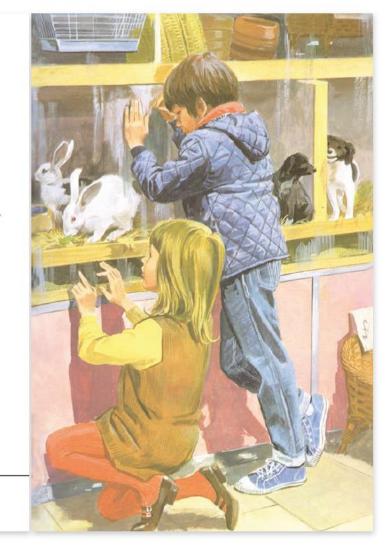
They look at the rabbits.

Look at this one, says Peter.

This is the one we want.

Yes, this is the one.

We want this rabbit.



new words

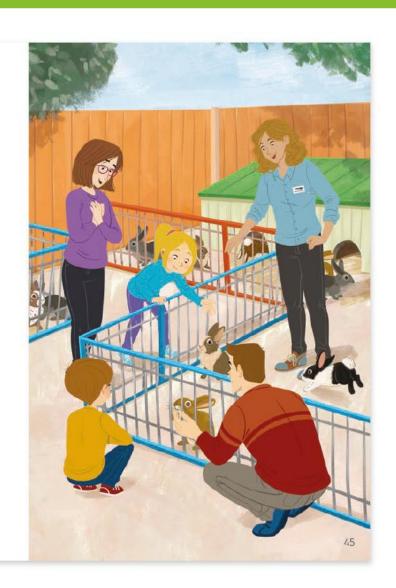
rabbits one



## Sample spreads: Level 3

"This rabbit and that rabbit want homes," Dad says.

Peter and Jane like the rabbits.



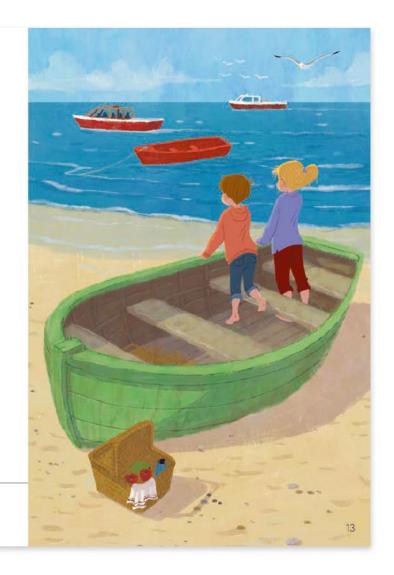


## Sample spreads: Level 4

Jane sees some red boats.

"Look at the red boats, Peter!" says Jane.

"I can see some. They are on the water," says Peter.



**New Key Words** 

ee some re

12





### with Peter and Jane

- 36 Books
- 56 pp
- Online Activity Sheets



9780241510698 9780241510797 9780241510827 9780241510858 978024151089 9780241510919 9780241510940 9780241510971 978024151000 978024151000 978024151000 978024151000 978024151000 978024151000



9780241510735 9780241510773 9780241510803 9780241510834 9780241510865 9780241510896 9780241510926 9780241510957 9780241510988 978024151098 978024151015 9780241511046 978024151077



9780241510742 9780241510780 9780241510810 9780241510841 9780241510872 9780241510902 9780241510933 9780241510964 9780241510995 9780241511022 9780241511053 9780241511084