



Collins  
**BIG CAT**  
Phonics

for Letters and Sounds

# Hush!



Liz Miles  
Elif Balta Parks



## Before reading



Summerlea CP School  
Windsor Drive  
Rustington, BN16 1BW

### Practising phonics: Phase 3

- Your child is learning that one sound can be represented by two or more letters.
- Point and say each phoneme (letter sound) together.

j qu ch sh th ng

- Read the words together.

Josh posh chops bang  
thuds quack

Common exception word:

the

### Check understanding

- Ask your child:
  - What do these words mean?

hush thuds den shock

### Talk about it

- Look at the front cover together. Ask your child:
  - Have you ever built a den? (e.g. yes, I built a den from the sofa cushions at home)
  - What could you build a den from? (e.g. sticks, wood, furniture, blankets, cushions)
  - What activities can you think of that are easiest to do when it is quiet? (e.g. reading, sleeping, fishing, bird-watching, homework)
- Now read the book. Enjoy looking at the pictures and talking about them.



Mum chops the logs.





Josh has a den.



A duck runs in!





Josh has a shock.

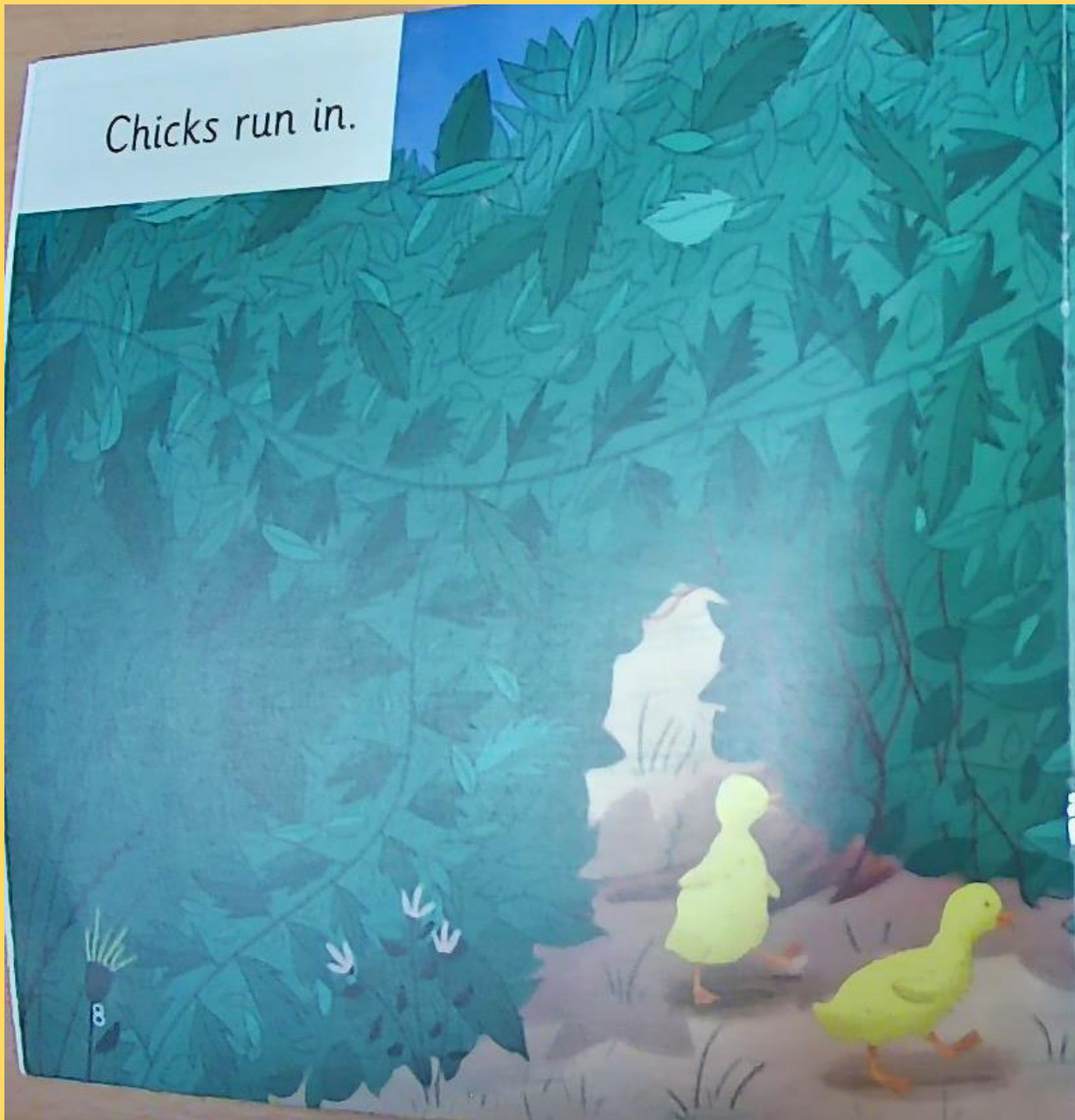
Hush!

Quack!





Chicks run in.



Hush!

Peck! Peck!





A big thing thuds.



Josh runs.





A big thing thuds.



Josh runs.





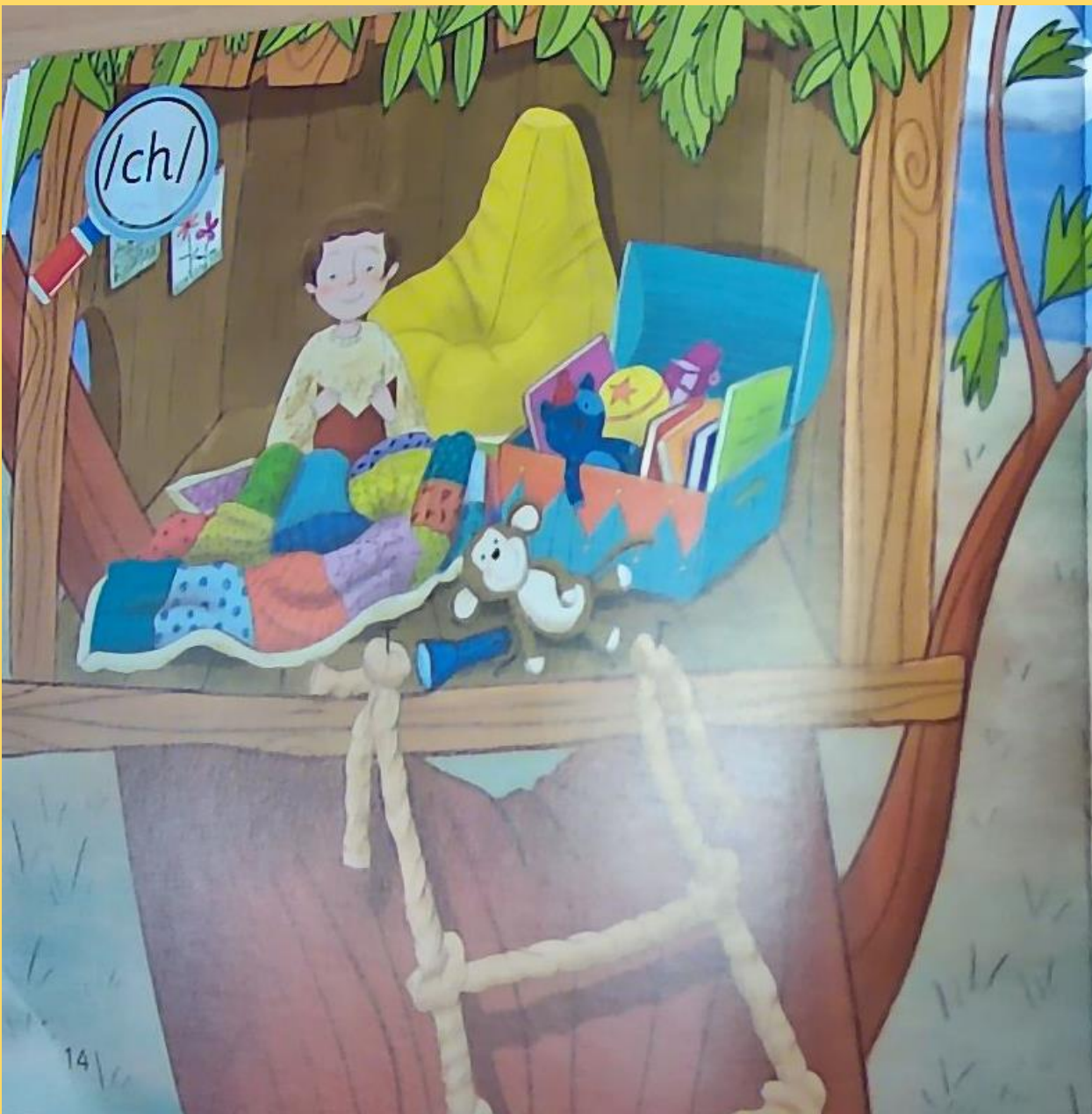
Josh has a posh den.



Mum!









## After reading

Letters and Sounds: Phase 3

Word count: 39

Focus phonemes: /j/ /qu/ /ch/ /sh/ /th/ /ng/

Common exception word: the

Curriculum links: Understanding the World: The World

Early learning goals: Reading: use phonic knowledge to decode regular words and read them aloud accurately; demonstrate understanding when talking with others about what they have read

### Developing fluency

- Model saying the sound effects with expression. For example: **hush, bang, quack, peck.**
- Encourage your child to sound talk and then blend each of the words, e.g. qu/a/ck **quack**. It may help to point to each sound as your child reads.
- Then ask your child to reread the sentence with expression to support fluency and understanding.

### Phonic practice

- Ask your child to tell you which words have a /sh/ sound in:
  - chops ship duck sink posh fish shock (ship, posh, fish, shock)
- Look at the "I spy sounds" pages (14-15) together. Discuss the picture with your child. Can they find items/examples of words that use the /ch/ and /qu/ sounds? (e.g. torch, chimpanzee, chest, chair, bench, quilt, quack, quiet)

### Extending vocabulary

- Ask your child:
  - What words could you use instead of **hush** when asking someone to be quiet? (e.g. shush, be quiet, be silent, be soundless, be noiseless)
  - Can you think of any words to describe a loud noise? (e.g. bang, thud, thump, boom, crash, smash, roar, clatter, clang)
  - Sort the following words into loud noises and quiet noises:
    - bang clatter whisper murmur boom crash buzz hum (loud - bang, clatter, boom, crash; quiet - whisper, murmur, buzz, hum)

### Comprehension

- Ask your child:
  - What is Josh trying to do throughout the story? (read his book quietly)
  - How do the ducks and chicks make Josh feel and why? (e.g. Josh is annoyed because the ducks and chicks are noisy and he wants it to be quiet so he can read his book)
  - What was Josh's mum making? (a special den/a treehouse/somewhere for Josh to read)
  - What does Josh think of his new den and how do you know? (e.g. he is really pleased because he is smiling)
  - Where do you like reading best? (e.g. in the library, in my bedroom, in the reading corner, in the garden)

### Further reading

*Jig and Jog* (Red A/Band 2A) is a non-fiction book that also covers phonemes from Phase 3 of Letters and Sounds.



Published by Collins  
An imprint of HarperCollinsPublishers  
The Atrium Building  
1 London Bridge Street  
London  
SE1 9GF

Browse the complete Collins catalogue at  
[www.collins.co.uk](http://www.collins.co.uk)

© HarperCollinsPublishers Limited 2020

10 9 8 7 6 5 4 3 2

ISBN 978-0-00-833764-1

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the Publisher or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency Ltd, 90 Tottenham Court Road, London, W1P 0LP.

British Library Cataloguing in Publication Data  
A catalogue record for this publication is available from the British Library.

Author: Lili Miles  
Reading scheme author: Catherine Gray  
Phonics reviewer: Rachel Moss and Catherine Miles  
Illustrator: Ed Nola-Parks (Advocate)  
Commissioning editor: Susanash Dredman  
In-house commissioning editor: Sarah Thomas  
In-house editor: Nicholas Ford  
Project manager: Emily Rowan  
Proofreader: Gaynor Gray  
Designer: 24Seven Publishing Services Ltd  
Production controller: Katherine Willard

Printed in Great Britain by Martin the Printer

Collins would like to thank the teachers and children at Hampton Keston Primary School, St. Andrew's Church of England Primary School and West Wood Primary School who took part in the development of Collins Big Cat.

Get the best Collins Big Cat news at  
[www.collins.co.uk/collinsbigcat](http://www.collins.co.uk/collinsbigcat)



MIX  
Paper from  
responsible sources  
FSC® C007454

This book is produced from independently certified FSC™ paper to ensure responsible forest management.

For more information visit: [www.harpercollins.co.uk/green](http://www.harpercollins.co.uk/green)