



## Before reading



### Practising phonics: Phase 4

- Your child is learning to read words that contain adjacent consumants with short waste.
- · Read the words together

and truck bump brings ramps strong splits swings trench

Common exception words:

there are all of they the into house do to

### Check understanding

- · Ask your child.
  - o What do these words mean?

stunt grips dumper ramps boom magnets crusher

### Talk about it

- Look at the cover together and read the title. Ask your child:
  - What you think this truck is doing? (e.g. bouncing, jumping)
  - Why do you think all the cars on the ground are crushed? (e.g. trucks have landed.) on them)
- Do you think this is a strong truck? Why? (e.g. yes, its tyres are big and it is strong.) enough to fly into the our
- What do you think you will find out about in this book?
- Now read the book. Enjoy looking at the pictures and talking about them.



### After reading



Letters and Sounds: Phase 4

Word count: 100

Focus on adjacent consonants with short vowel phonemes, e.g. scrap

Common exception words: there, are, all, of, they, the, into, house, do, to

Curriculum links (EFYS): Expressive Arts and Design

Curriculum links (National Curriculum, Year 1): Design and Technology

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

National Curriculum learning objectives: Reading/word reading read occurrently by blending sounds in unfamiliar words containing GPCs that have been taught. Reading/comprehension: understand both the books they can already read accomplety and fluently and those they listen to by checking that the text makes sense to them as they read, and correcting inaccurate reading

### Developing fluency

- Encourage your child to follow the words as you read the first pages with expression.
- Take turns to read a page, encouraging your child to emphasise words that show each. truck's strength.

### Phonic practice

 Practise reading words that contain adjacent consonants. Encourage your child to sound out and blend the following:

brings chiff SWEINGS.

trench Focus on double syllable words. Check your child includes all the sounds, for example check they do not miss "I" in forklift. bucket forklift dumper Magnets **SCHOOLING** 

# Extending vocabulary

 Challenge your child to think of a word with a similar meaning to these verbs. smash (e.g. desmoy squash) shift (e.g. remove, note away, move) splies (e.g. breaks, divides) hift (e.g. raise, corry)

Comprehension

Turn to pages 14 and 15 and use the pictures to name and describe the trucks, and

what they do:

- Ask your chart.

  On page 5, is crushing the cars a waste of money) (e.g. no because they are samp). On people 5, is creating one and a second of reality only as because they are simple. On peoples 6-7, why do you thenk the rock is spile before it is moved to a to that it can · Ask your child
  - What opposite activities are happening on pages 10-117 (e.g. page 10 shaus a house
- being descriped, page 71 shours bricks to build scenething news Discuss which truck your child thinks is the strongest, and why

Scrap Rist (Tellow/Band 3) to a story that also covers phonemes from Phase 4 of Leners and Sounds



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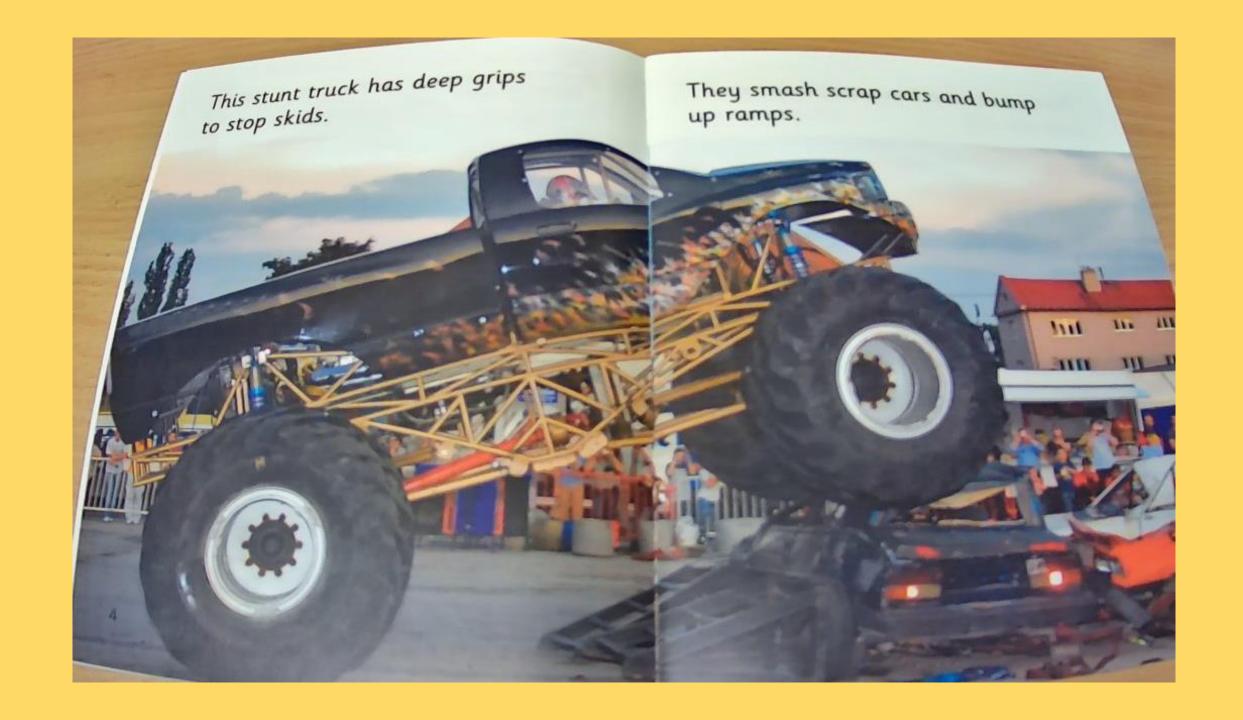
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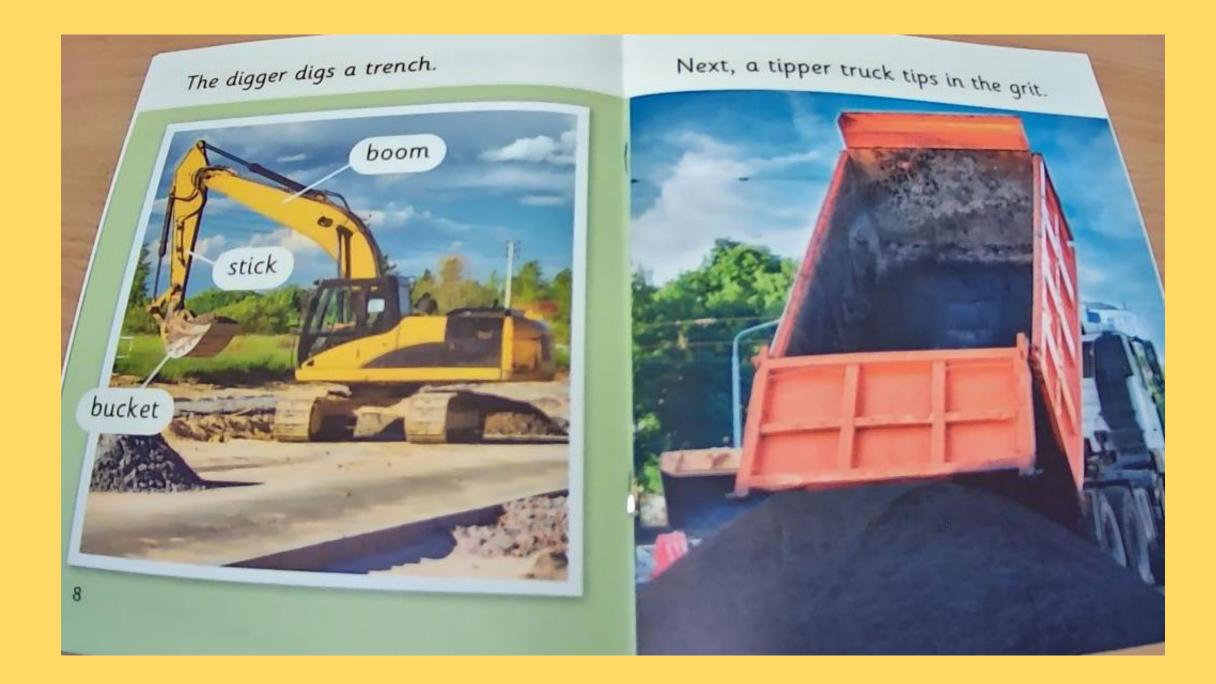


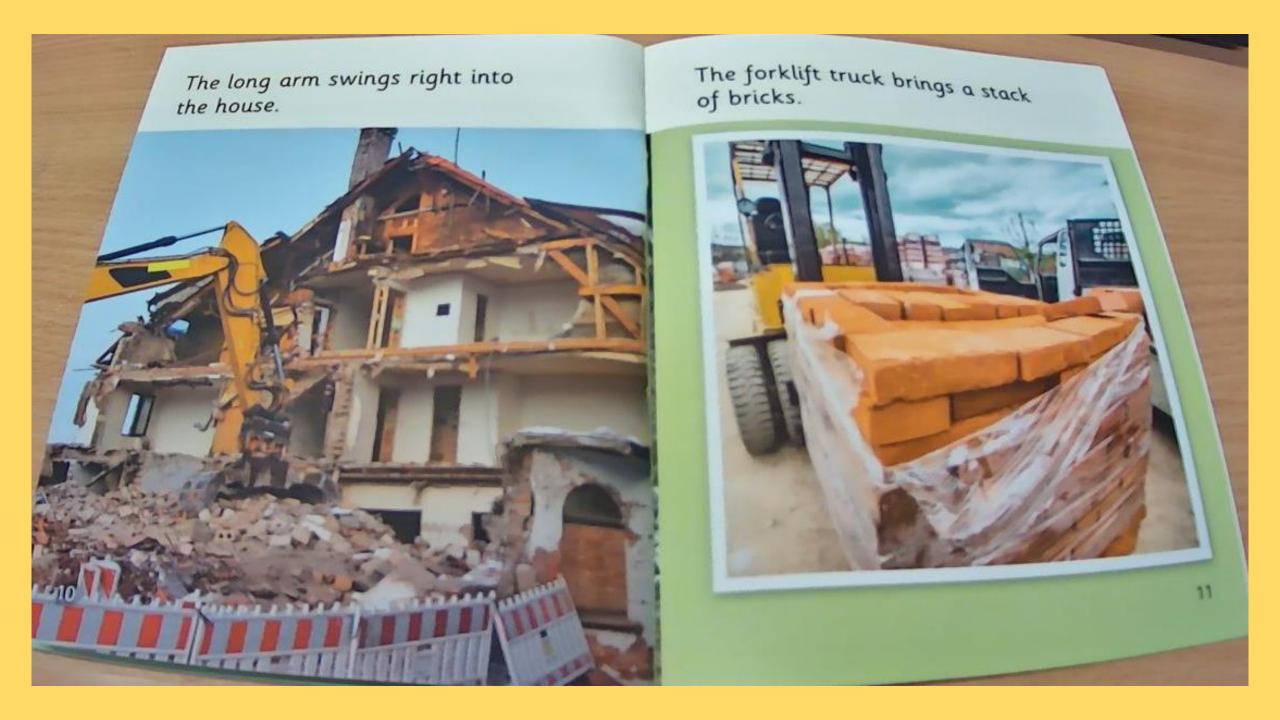
The hammer on this truck splits rocks from the cliff.

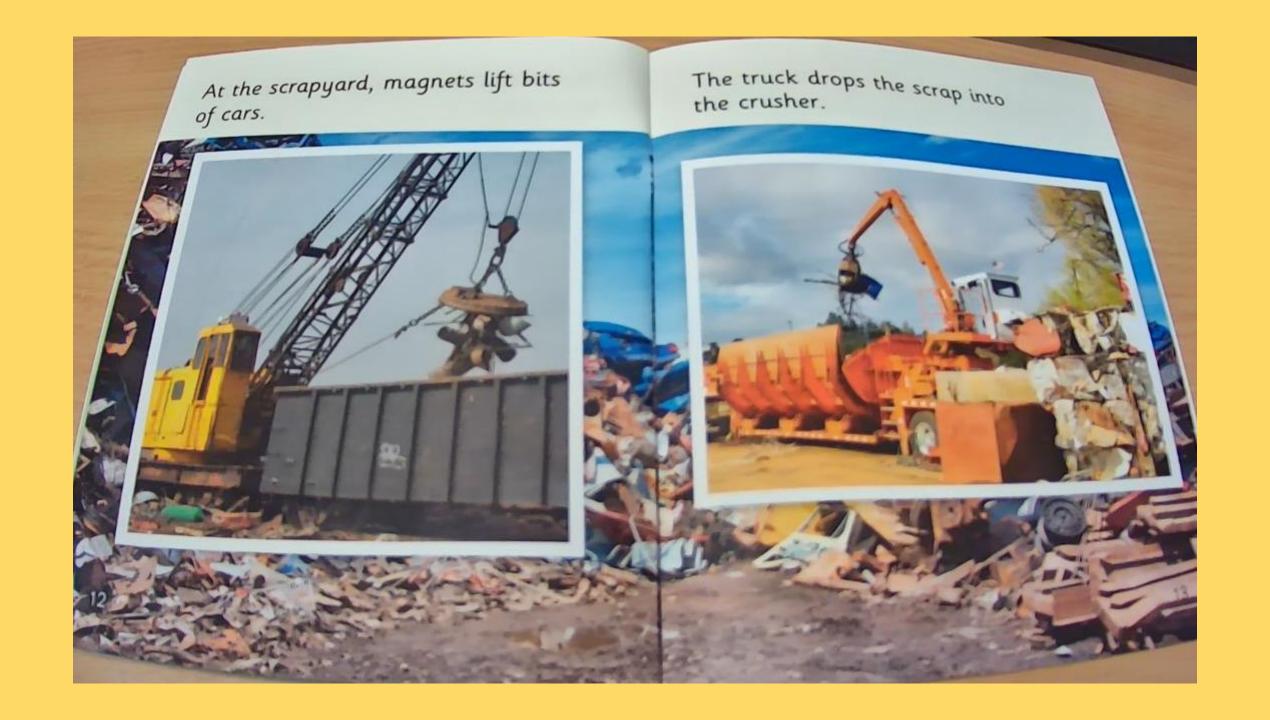


The biggest dumper trucks shift the biggest rocks.













### After reading



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Scrap Rat Chellow/Band. It is a story that also covers phonemes from Phase 4 of Letters. and Sounds



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