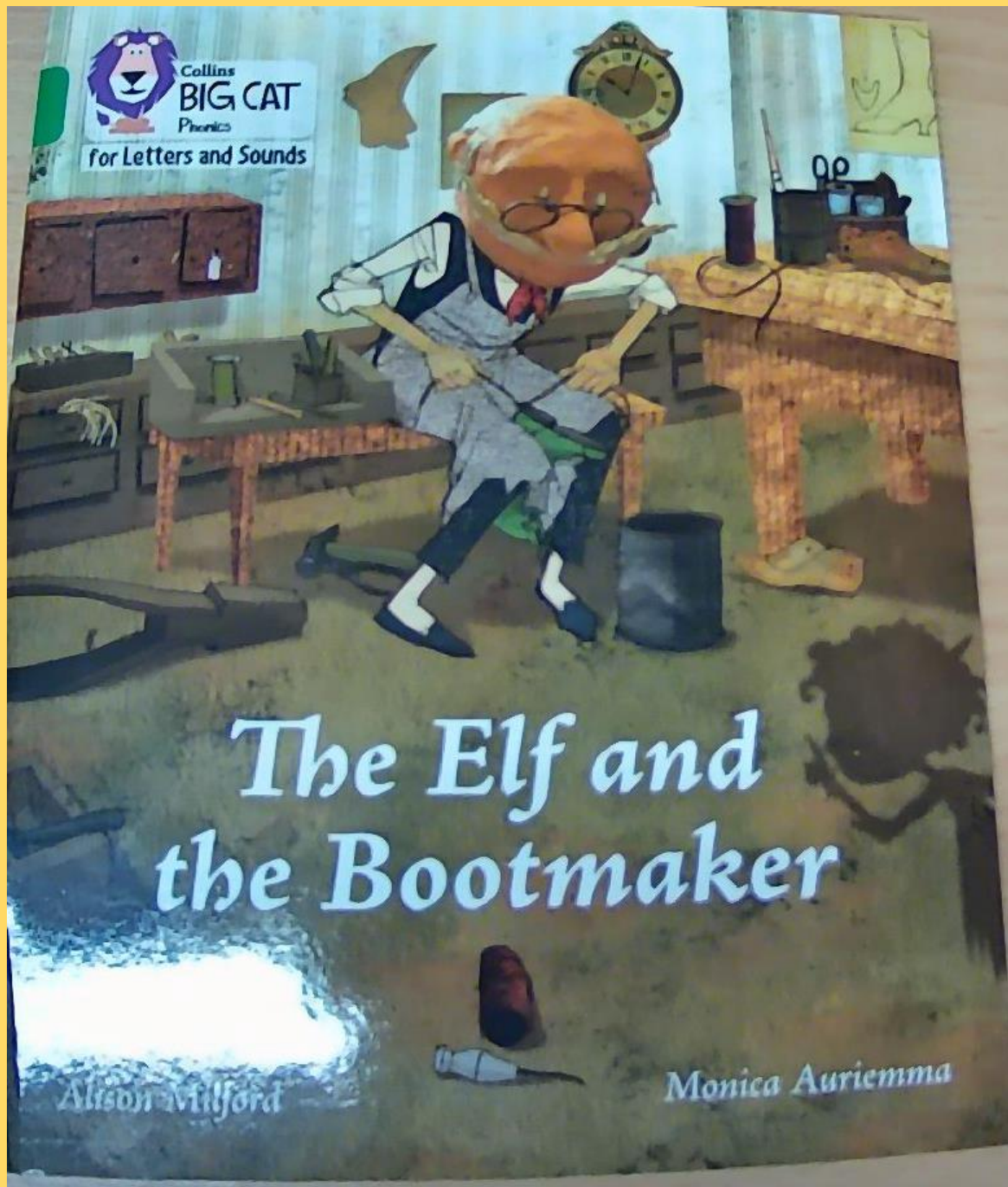




Collins
BIG CAT
Phonics
for Letters and Sounds



The Elf and the Bootmaker

Alison Milford

Monica Auriemma

Practising phonics: Phase 5

- Point and say each phoneme (letter sound) together.
- Your child is learning that phonemes can be written in different ways.

/ai/ a-e ay ey	/oi/ oy	/ur/ ir or ear
/igh/ i-e i	/e/ ea	/air/ ere are
/oa/ o o-e	/i/ y	/ow/ ou
/ee/ ea	/ar/ a	/u/ o-e
/oo/ ue ew ui	/or/ aw al	
u-e ou		

- Read the words together.

grey time beads blue new suitcase cubes
feathers crystals last yawn twirl work
pearls shared

Common exception words:

of to the into my he she we said were one
what once

Check understanding

- Ask your child what these words mean.

bootmaker peered fortune swish leather scrap

Talk about it

- Look at the cover and title with your child. Ask:
 - Have you ever heard the story 'The Elves and the Shoemaker'? If so, can you remember what happened? If not, what do you think this story might be about?
 - Can you think of a time you have helped someone - How did it make you feel?
- Now read the book. Enjoy looking at the pictures and talking about them.

The Elf and the Bootmaker



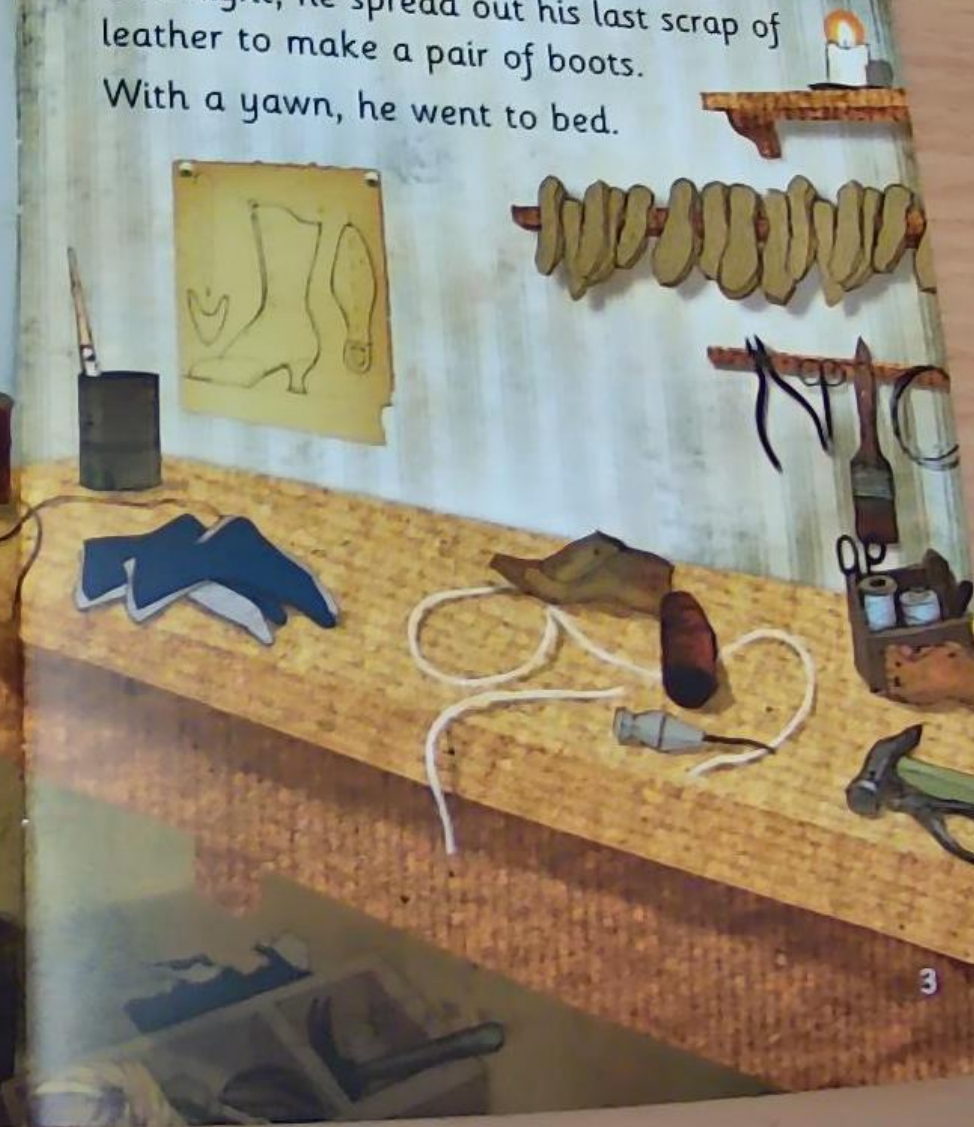
Written by Alison Milford
Illustrated by Monica Auriemma

Collins

Once upon a time there was a bootmaker.
He was hard up.



One night, he spread out his last scrap of
leather to make a pair of boots.
With a yawn, he went to bed.



At midnight, an elf crept into the shop
and set to work.



Inside the bag were feathers, hooks, cord ...



beads and pearls.



Pat each one to finish
the boots.





Next morning, the bootmaker found a fine pair of blue boots.



A girl gave him three gold coins for them.
"Now I can twirl!" she said.

The bootmaker used the coins for leather to
make new boots.
At midnight, the elf set to work.



We need to stroke the
wool and saw up wooden
cubes. Then swish the glue
and stick on the crystals.



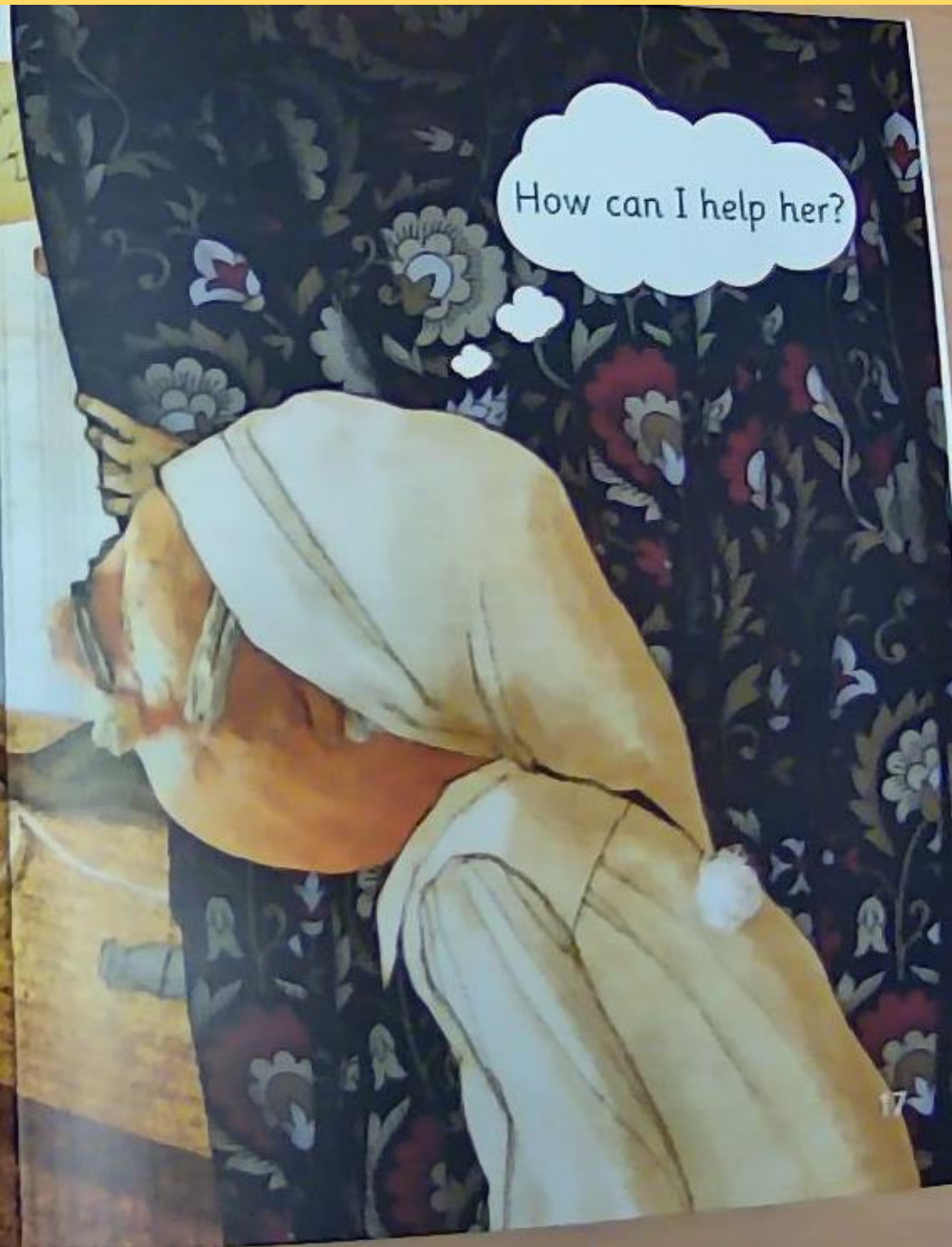
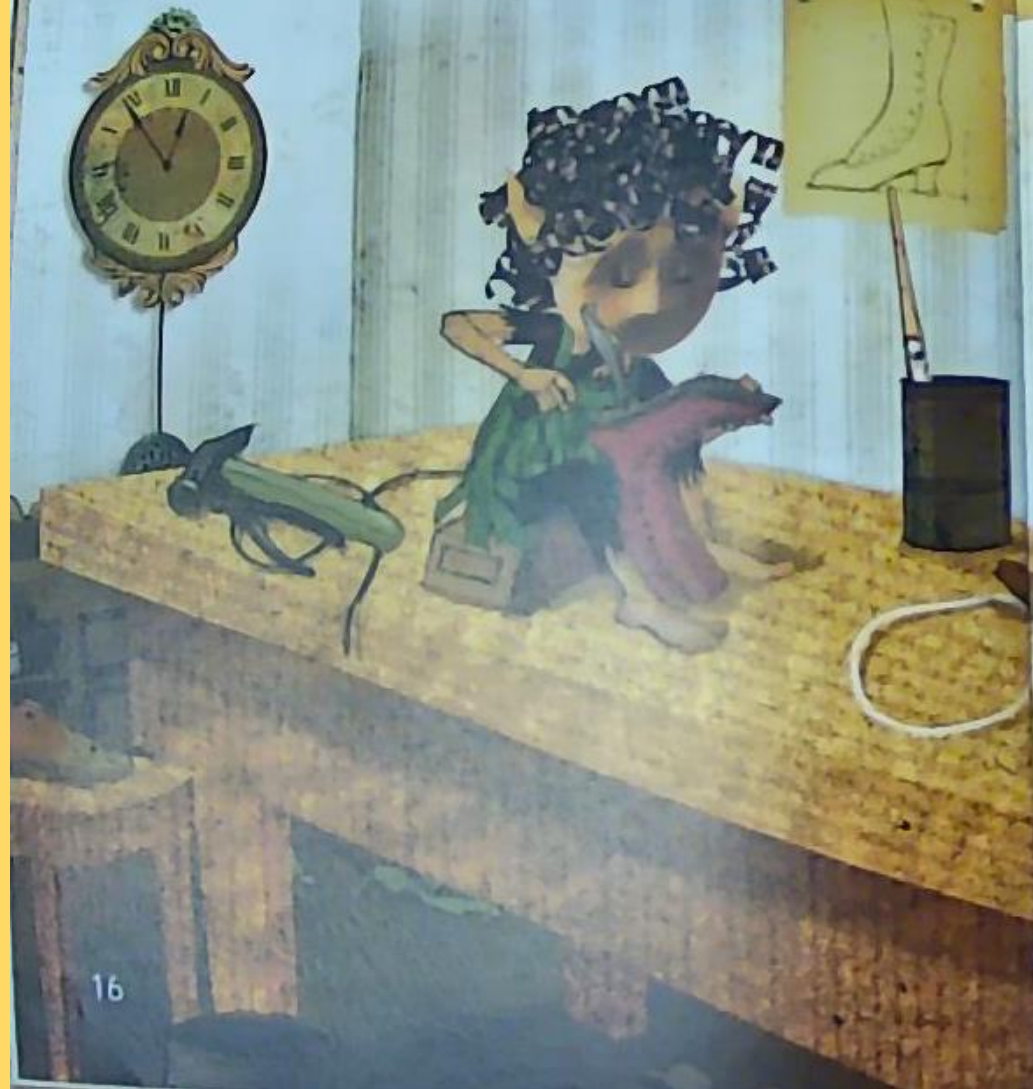


The next morning, the bootmaker sold
the slippers and football boots.

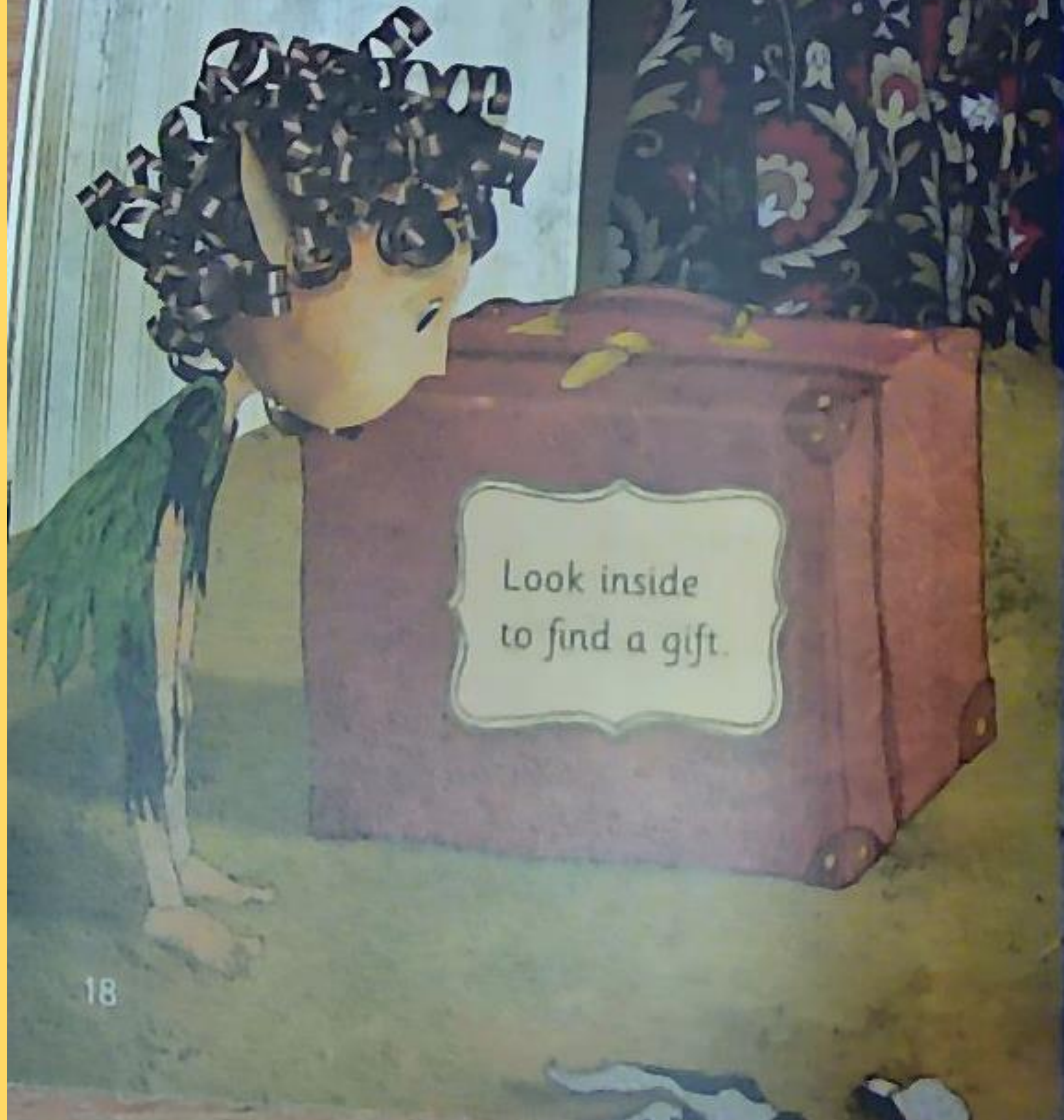


Soon he was selling boots of all shapes
and sizes. He became a rich man.

One night, the bootmaker saw the kind elf.
She was in rags and shivering from the cold.



The next night,
the elf saw a suitcase.



The elf peered in and jumped with joy.
"Yippee!" she cheered. "My wish
has come true."



Inside was a smart new outfit
and grey boots.



The elf skipped off down the street.



From that day on, the bootmaker shared his
fortune with those in need.

What's in the bag?





After reading



Letters and Sounds: Phase 5

Word count: 306

Focus phonemes: /ai/ ay, ey, a-e, /igh/ i, l-e, /oa/ o, o-e, /oo/ ue, ew, ui, u-e, /ee/ ea, /oi/ oy, /ow/ ou, /e/ ea, /i/ y, /u/ o-e, /ar/ a, /or/ aw, al, /air/ ere, are, /ur/ tr, or, ear

Common exception words: of, to, the, into, my, he, she, we, said, were, one, what, once

Curriculum links: PSHE

National Curriculum learning objectives: Spoken language: listen and respond appropriately to adults and their peers; Reading / Word reading: apply phonic knowledge and skills as the route to decode words, read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, read common exception words, read other words of more than one syllable that contain taught GPCs, read aloud accurately books that are consistent with their developing phonic knowledge; Reading / Comprehension: develop pleasure in reading ... making inferences on the basis of what is being said and done

Developing fluency

- Your child may enjoy hearing you read the story.
- Point to a question mark and model how to read a question.
- Now ask your child to read some of the story again, reading the questions with appropriate expression. You could suggest that your child acts out the instructions given by the elf to the reader.

Phonic practice

- Ask your child to sound out each of the following words:
t/w/tr/l w/or/k p/ear/l/s
- Ask your child:
 - Can you tell me which sound is the same in each word? (/tr/)
 - Can you remember different ways to write the phoneme /tr/? Can you point to the grapheme (letter or letters) that represent the /tr/ sound in each word (tr, or, ear)?

Extending vocabulary

- Read page 2 to your child. Ask them what **hard up** means. Can they think of another word that could be used instead of **hard up**? (e.g. poor)

- Look at the elf's smart new outfit (page 20). Ask your child if they can think of any other words to describe the outfit. (e.g. warm, colourful)

Comprehension

- Turn to pages 22 and 23 and look at the items that came out of each bag. Can your child remember who gave each present and who they gave it to?
- Ask your child:
 - How did the elf help the bootmaker? (by making boots for him that he could sell)
 - Why do you think the elf helped the bootmaker?
 - How do you think the elf felt at the end of the story? Why?
 - What do you think will happen next?

Further reading

Monster Treat (Green/Band 5) is another fiction book that also covers phonemes from Phase 5 of Letters and Sounds.



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