

Colleen
BIG CAT
Phonics
for Letters and Sounds



Train to Win

Samantha Montgomerie



Before reading



Summeria CP School
Widmore
Reading

Practising phonics: Phase 4

- Your child is learning to read words that contain adjacent consonants with long vowel sounds (e.g. *speed*).
- Read the words together.

sleep crowd sport smart training
coats trails swoops sweeping

Common exception words:

to the have are pull all
by they

Check understanding

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

sled trails Arctic bitter hollers
musher sweeping markers

Talk about it

- Look at the cover together and read the title. Ask your child:
 - What are the dogs doing? (*pulling a sled*)
 - Can you describe what the setting is like? (e.g. *snowy, icy, cold*)
 - Do you think this is a fiction book or non-fiction? Why? (*non-fiction because it shows a photo of real people and dogs*)
 - What do you think it would be like to ride this sled?
- Now read the book. Enjoy looking at the pictures and talking about them.

Sled dogs are big and strong. They have an *instinct* to pull.



This sport is perfect for them. They like training on the trails.



The Arctic is freezing. Storms are bitter.
The **sweeping plains** are steep.

Sled dogs have thick coats to keep out
the chill. They train so they can endure
the trails.

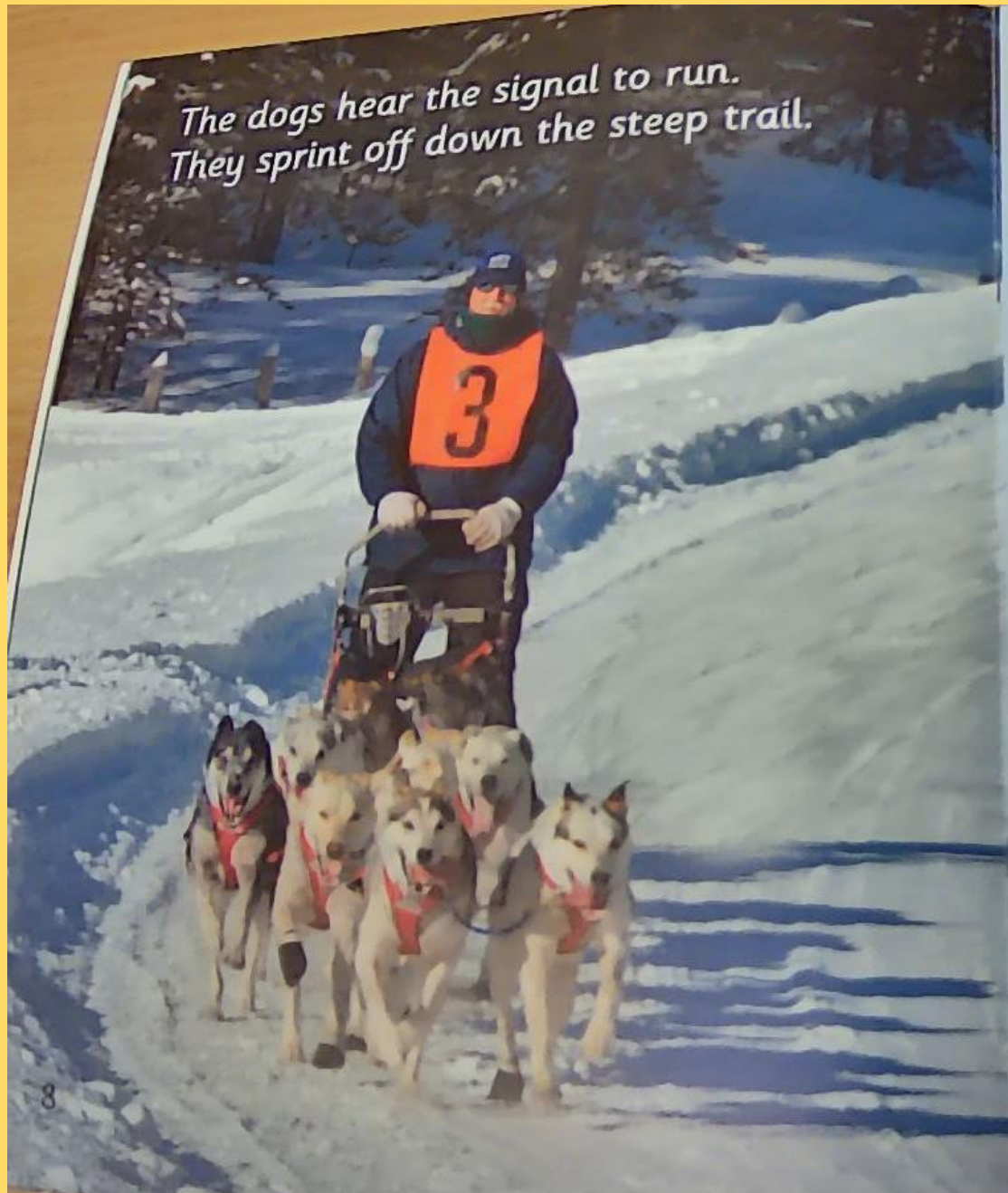


*"All right!" hollers the musher.
The dogs run at speed on
the trail.*

musher

Sled dogs are smart. The musher trains
the dogs to hear orders.

*The dogs hear the signal to run.
They sprint off down the steep trail.*



The dogs set the speed. Swing dogs tug the sled out from trees.



The sled speeds by the markers. The dogs strain harder. They speed off to win.



The sled swoops to the finish. The crowd claps. The dogs yelp.



*Sled dogs train hard. Now they must
sleep and wait to run again.*

Glossary

endure put up with

instinct born to do it with
no thinking

sweeping plains curving flat land

Trail map





After reading



Letters and Sounds: Phase 4

Word count: 170

Focus on adjacent consonants with long vowel phonemes, e.g. /s//p//ee//d/.

Common exception words: to, the, have, are, pull, all, by, they

Curriculum links: Geography; Human and Physical Geography; Science: Animals, including humans

National Curriculum learning objectives: 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; Reading/comprehension: understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done

Developing fluency

- Take turns to read a page, ensuring your child pays attention to full stops, and pauses before starting each new sentence.
- Encourage your child to read with an enthusiastic expression to emphasise the thrill of the sport.

Phonic practice

- Practise reading words ending in -ing by blending one chunk of the word at a time:
train/ing freez/ing sweep/ing
- Challenge your child to read the following words ending in -er, in the same way:
bitz/er mush/er ord/ers
hall/ers mark/ers hard/er

Extending vocabulary

- Ask your child to suggest a glossary definition for the following words. Encourage them to check each word in its context first:
sled (e.g. a form of transport that slides across the snow)
trail (e.g. a marked route through the snow)
musher (e.g. person who race sleds pulled by dogs)

Comprehension

- Turn to pages 14 and 15 and encourage your child to use the photos to describe what the musher and dogs are doing at each place during the race.
- Ask your child:
 - Why must the dogs be able to hear well? (e.g. they need to be able to hear the musher's shouts)
 - Return to page 10. Why do you think there are markers? (e.g. to show which way to go through the snow)
 - Why are the dogs good sled-pullers? (e.g. they are strong, have thick coats and are clever)
 - What have you learnt about sled races?

Further reading

Tasks (Blue/Band 4) is a story that also covers phonemes from Phase 4 of Letters and Sounds.



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