



Collins
BIG CAT
Phonics
for Letters and Sounds

Not in Otter's Pocket



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Practising phonics: Phase 5

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

/igh/ i, i-e	/eel/ ea	/url/ ir, or, ear
/ai/ ay, ey	/ar/ a	/ear/ ere, eer
/oa/ o, o-e,	/or/ aw,	/el/ ea
/oo/ ue, ew	augh, al	/ol/ a
/ow/ ou	/air/ ere	/u/ o-e

- Read the words together.

grey stone threw caught high safe
day leapt dived here searched over
was claws said blue squeaked
gasped where twirling world some

Common exception words:

the into put my he said one where oh

Check understanding

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

claws seaweed urchin armpit pouch

Talk about it

- Look at the cover together. Ask your child:
 - What creatures can you see? (otter, crab, snail)
 - What is the otter doing? (lying in the water and throwing a stone)
- Read the title together and discuss what the story might be about.
- Now read the book. Enjoy looking at the pictures and talking about them.

Sea Otter had a smooth, grey stone.
He twirled it in his paws.
He threw it high and caught it.



He kept it safe in his armpit pocket.



"It's the best stone in the world!" he said.

One day, Otter went swimming.
He leapt and dived and floated.

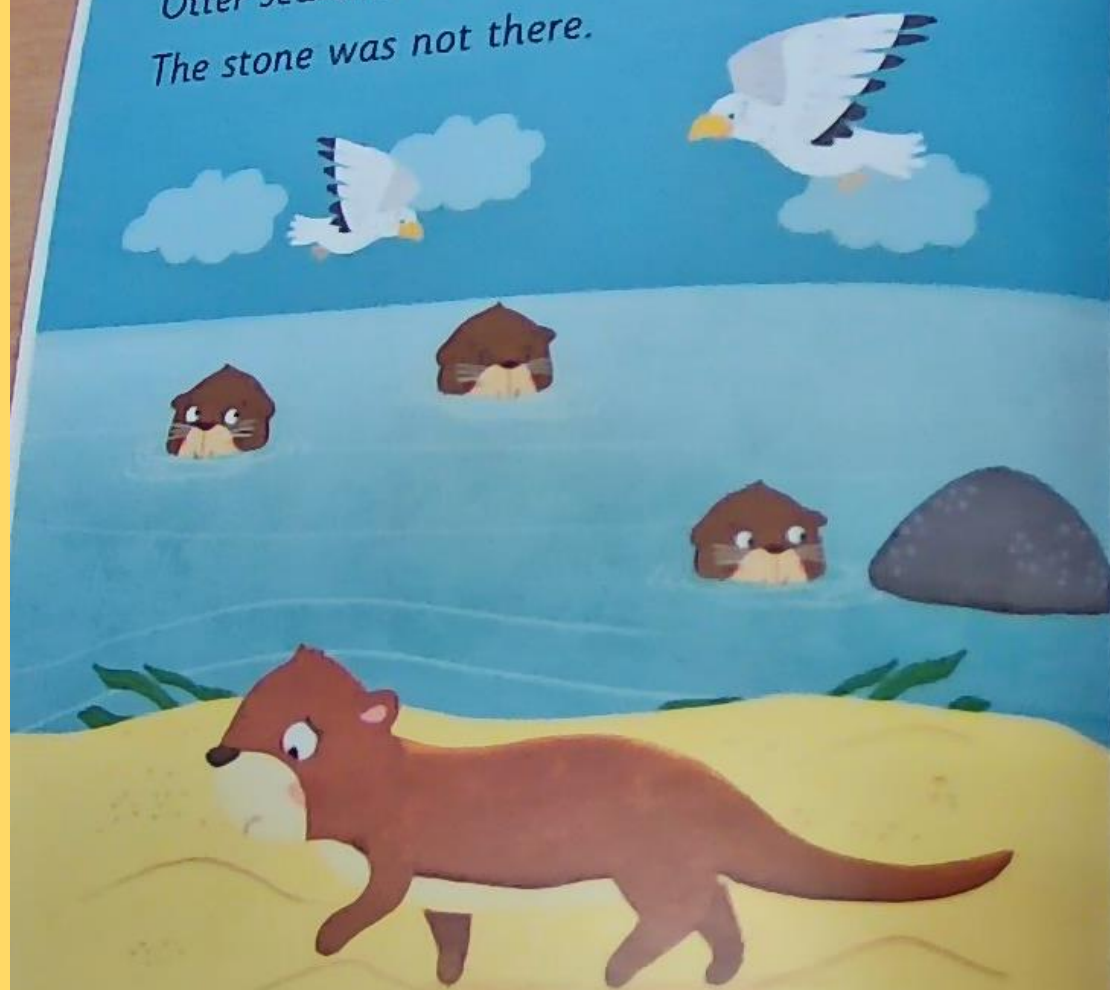


Then he peered in his pocket.



"My stone is not here!" he exclaimed.
"I wonder where it is."

Otter searched all over the beach.
The stone was not there.



He scooped up a new stone.
It was the right size.



Oh dear!

It was not a stone. It was a crab!
"Ouch!" yelled Otter. "This has claws."



Otter looked stern.
"I don't want claws in my pocket," he said.



Otter poked around in some seaweed.



He saw a bright blue stone.



Oh dear!

It was not a stone. It was an urchin!
Otter squeaked, "This has spikes!"



He frowned and put it down.



"I don't want spikes in my pocket,"
he complained.

Next, Otter peered into a pool.



He found a small, brown stone.

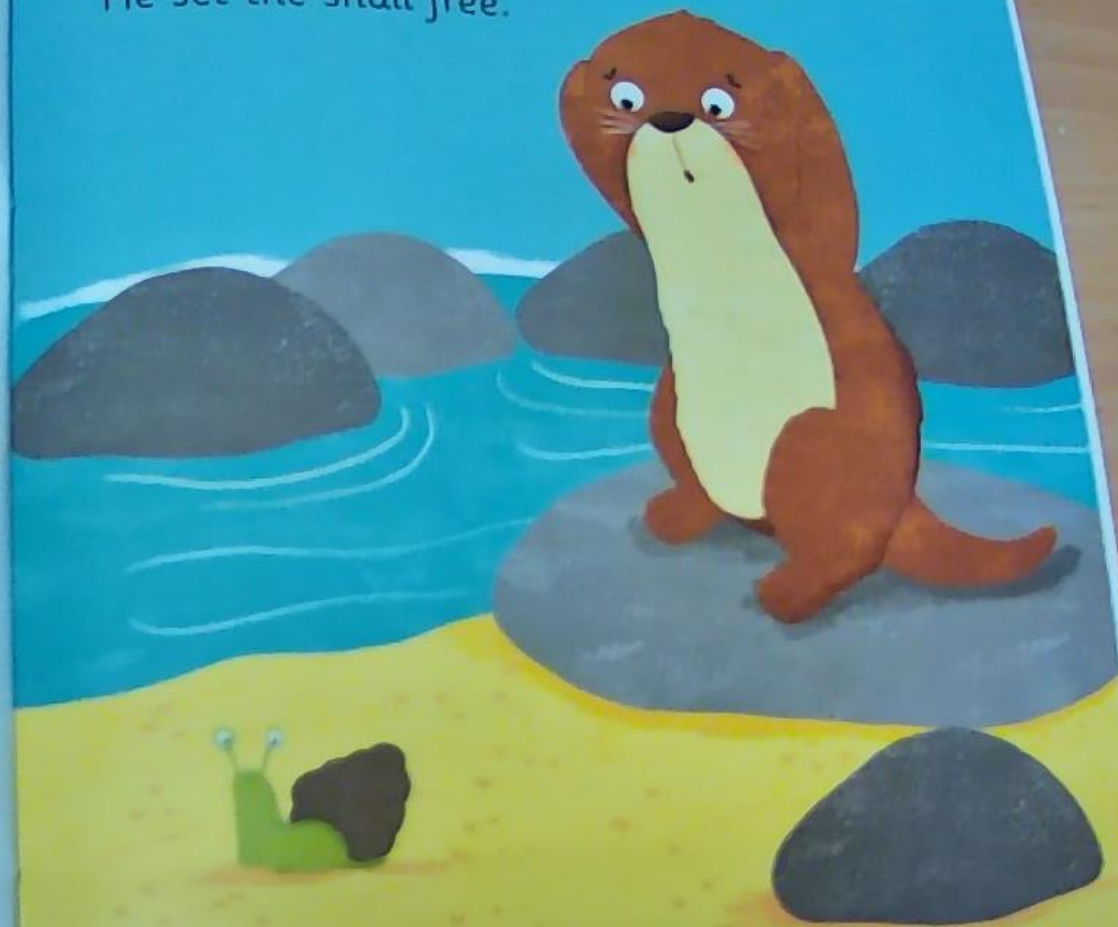


Oh dear!

It was not a stone. It was a sea snail!
Otter gasped, "This makes slime!"



He set the snail free.

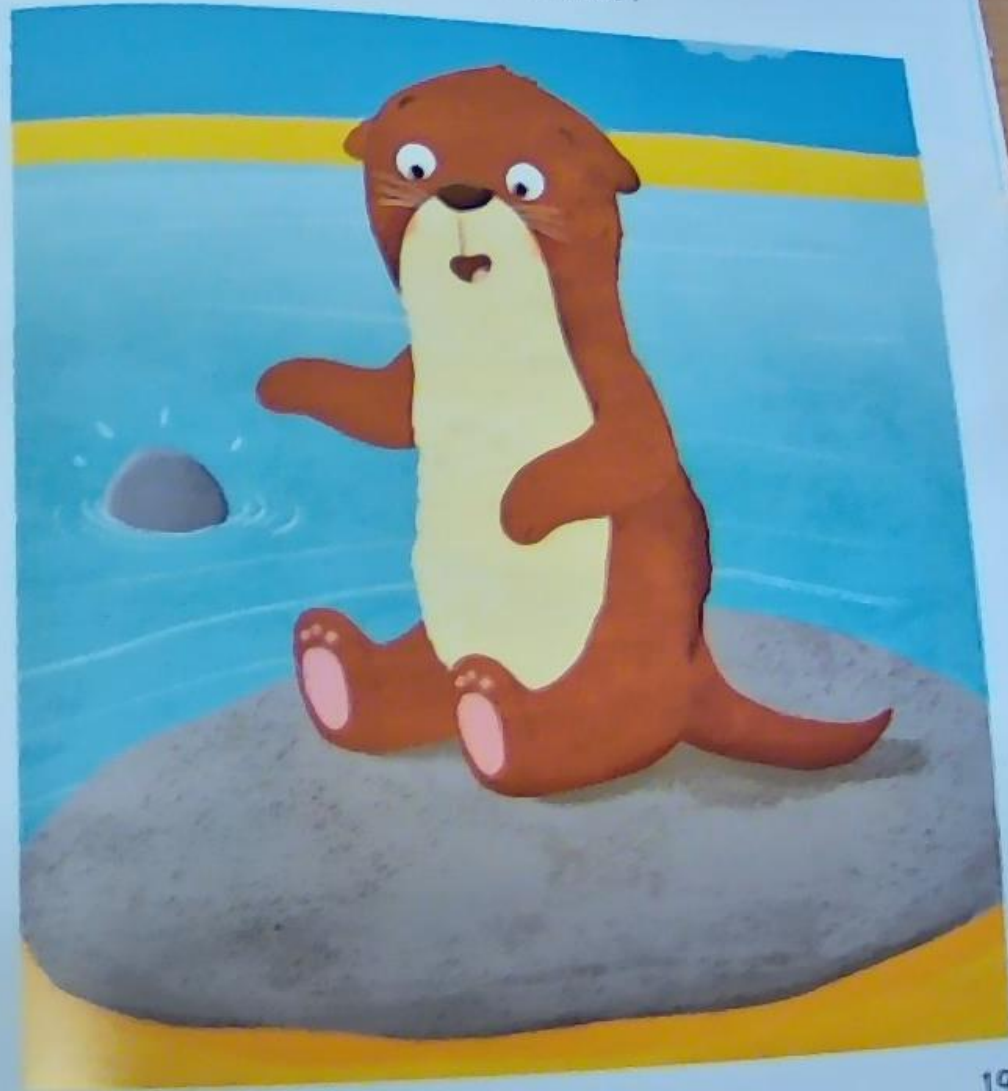


"I don't want slime in my pocket,"
he groaned.

Otter wiped away a tear.



Then, he saw something ...
"My old stone!" cheered Otter.

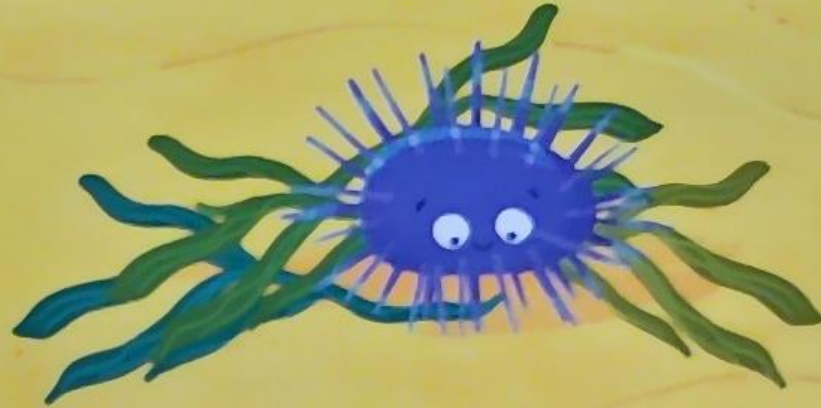


He started twirling it in his paws.
He threw it high and caught it.



He tucked it into his armpit pouch.
"It's the best stone in the world!" he said.







After reading



Letters and Sounds: Phase 5

Word count: 250

Focus phonemes: /igh/ i, i-e /ai/ ay, ey /oa/ o, o-e /oo/ ue, ew /ow/ ou /ee/ ea /ar/ a /or/ aw, augh, al /air/ ere /ur/ ir, or, ear /ear/ ere, eet /e/ ea /o/ o /u/ o-e

Common exception words: the, into, put, my, he, said, one, where, oh

Curriculum links: Animals, including humans

National Curriculum learning objectives: Reading/word reading: read other words of more than one syllable that contain taught GPCs; Reading/comprehension: understand both the books they can already read accurately 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

- Your child may enjoy hearing you read the book.
- Each take the part of the narrator or Otter. Encourage lots of expression to add drama to the story.

Phonic practice

- Look together at pages 2 and 3. Ask your child to find the two words that contain the /ur/ sound. (**twirled, world**) Point out that the spellings are different. (ir, or)
- Repeat the challenge for the following pages:
 - On page 2, find two words that contain the /oo/ sound. (**smooth, threw**)
 - On page 4, find two words that contain the /e/ sound. (**went, leapt**)
- Challenge your child to find words with matching sounds with different spellings.

Extending vocabulary

- Look together at page 9 and ask your child to mime Otter looking **stern**. Ask: Can you think of a synonym for **stern**? (e.g. cross, grumpy)
- Look together at the following words and, after your child has mimed the focus word, ask them to suggest a synonym:
 - Page 14: **peered** (e.g. peeped, looked, spied)
 - Page 18: **wiped** (e.g. cleaned, dried)
 - Page 20: **twirling** (e.g. spinning, turning, twisting)

Comprehension

- Look together at pages 22 and 23. Ask your child:
 - What are these things?
 - What did Otter think of them?
- What problem does Otter have in this story? (*he loses his stone*)
- Which two creatures would hurt Otter if he put them in his pocket and why? (*the crab because it had claws; the urchin because it had spikes*)
- Which part of the story do you like best, and why?

Further reading

Bear Spotting (Green/Band 5) is a non-fiction book that also covers phonemes from Phase 5 of Letters and Sounds.



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