



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

ee igh oo oo ar or ur al

· Read the words together.

meet room tail cook hurt arm sigh for

Common exception words

you I be no he my

Check understanding

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

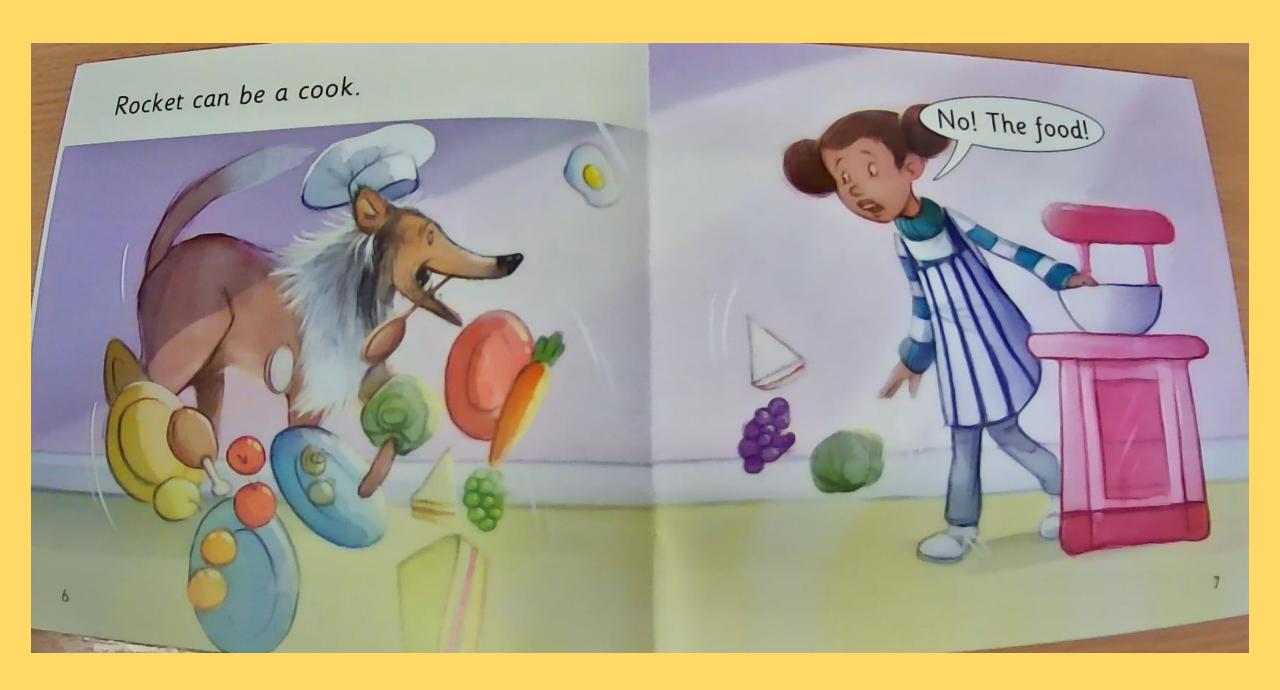
need vet seeds naps

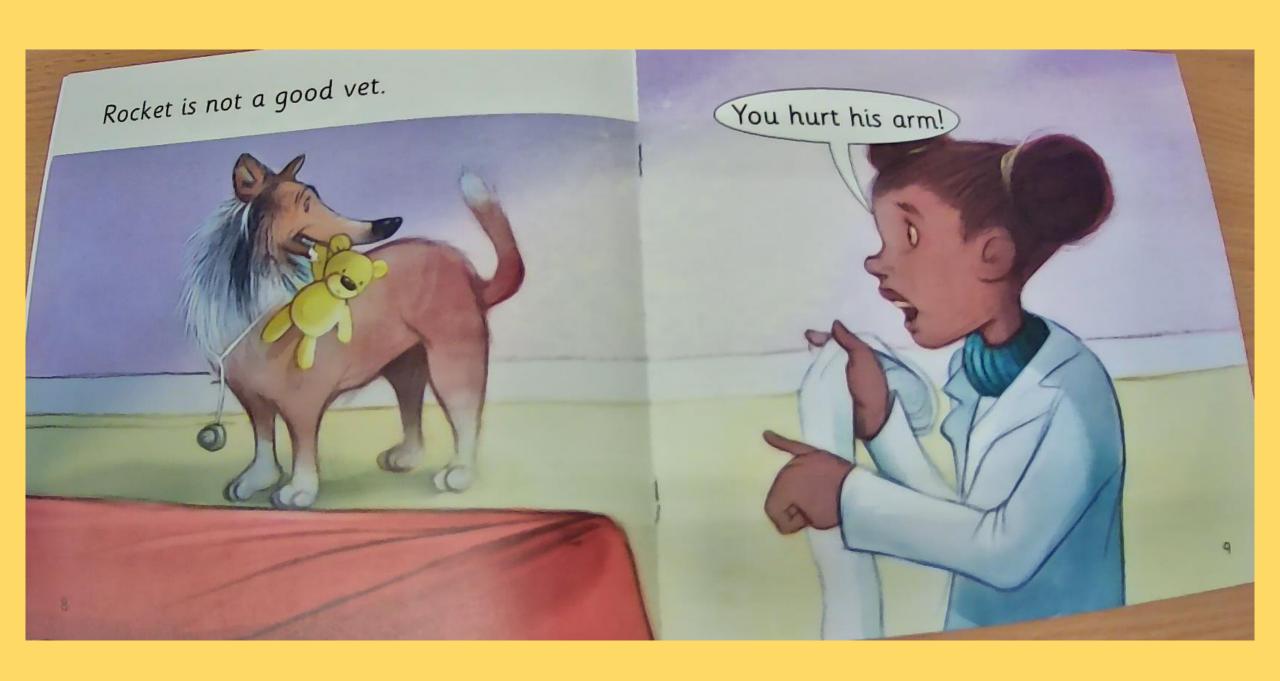
Talk about it

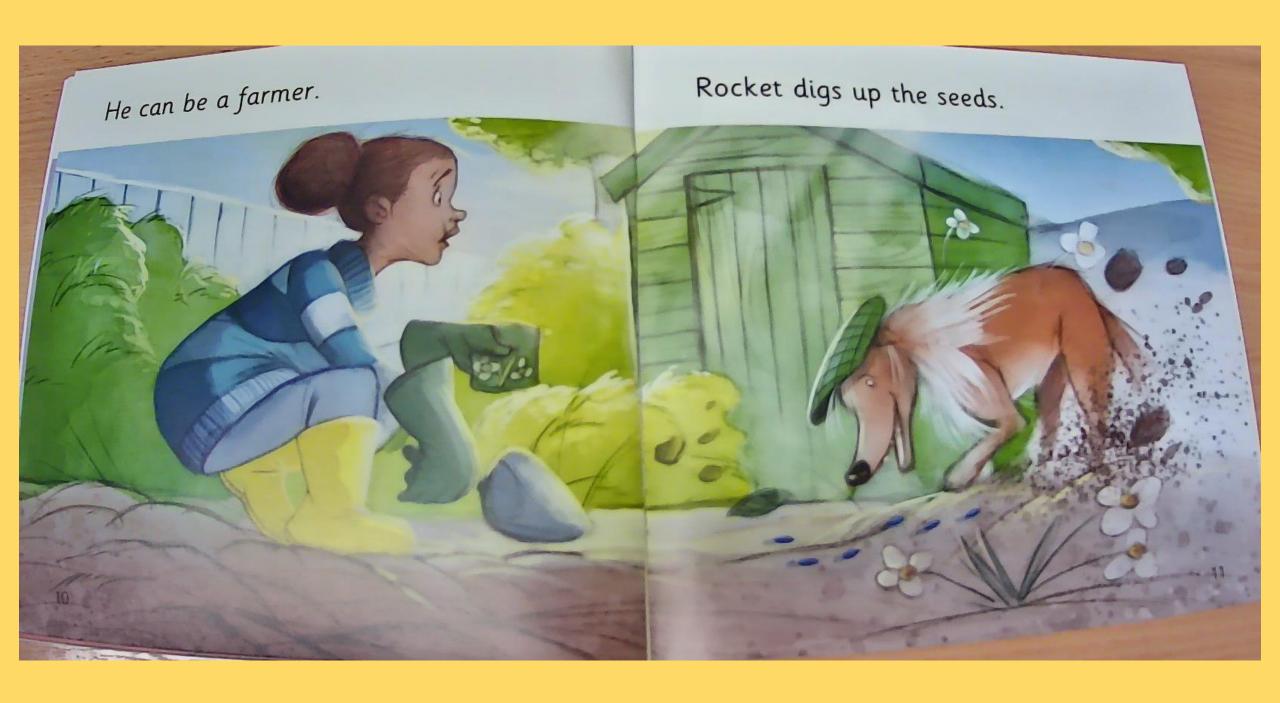
- . Look at the cover together and read the title. Ask your child
 - What sort of job might a dog do? (e.g. look after sheep; help someone who cannot see)
 - What do you think the got is saying to the dog?
 - Look carefully at the illustration. What do you think the dog is thinking?
- Now read the book. Enjoy looking at the pictures and talking about them.

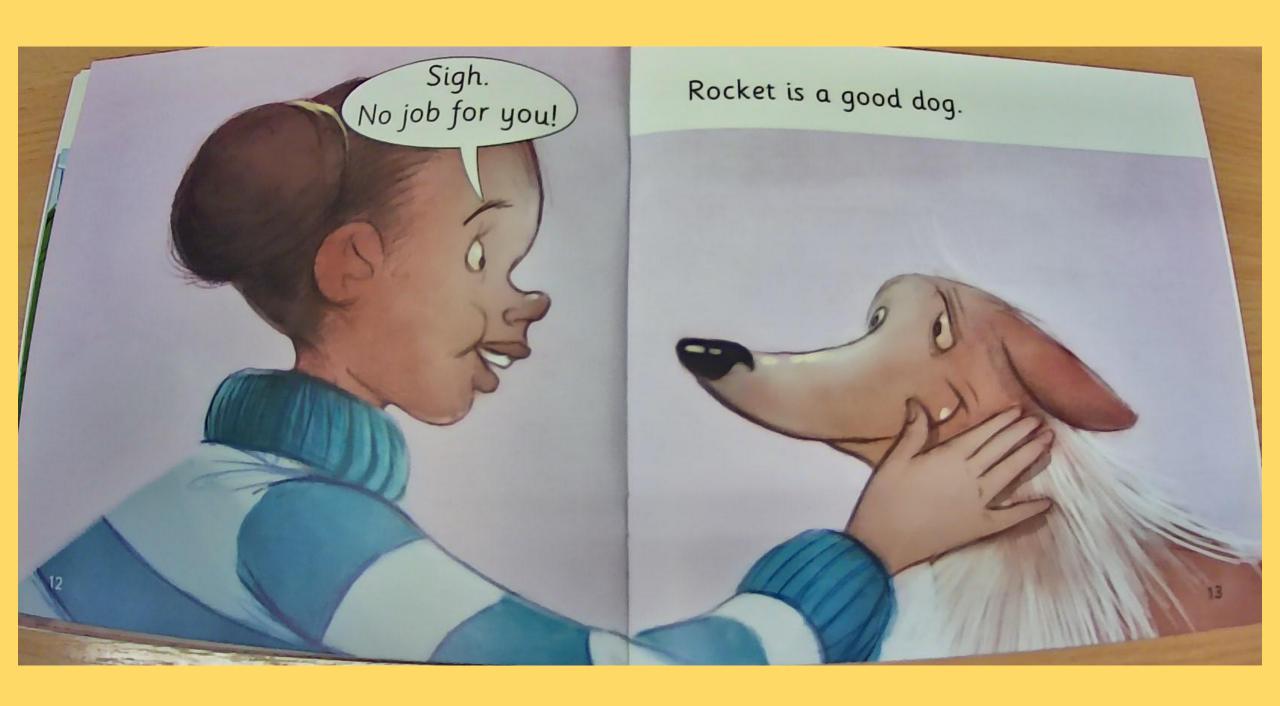


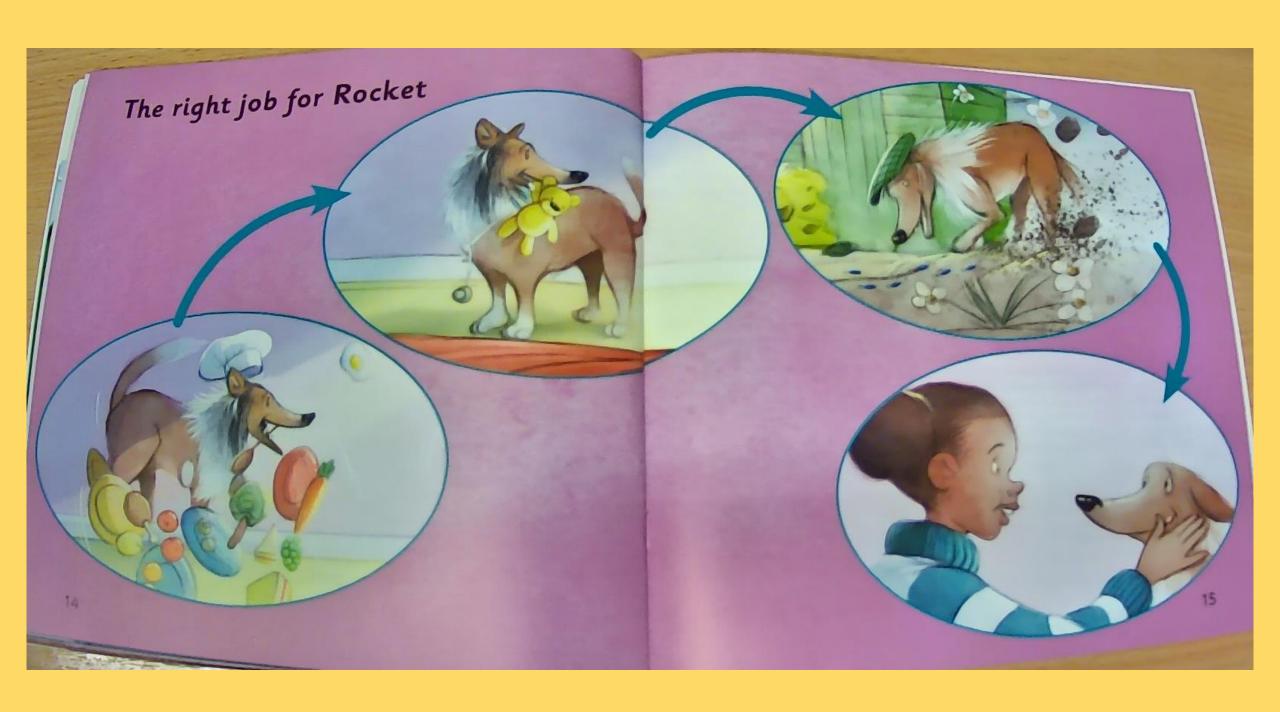














After reading



Letters and Sounds: Phase 3

Word count: 60

Focus phonemes: /ai/ /ee/ /igh/ /oo/ /oo/ /ai/ /os/ hai/ /ei/

Common exception words: my, he, you, I, be, no, the

Curriculum links: Understanding the World

Early learning goals: Reading: read and understand simple sentences, use phonic knowledge to decode

regular words and read them aloud accurately: read some common eregular words

Developing fluency

· Your child may enjoy hearing you read the book.

 Take rums to read a page, but encourage your child to read all the speech bubbles. Remind them to think about how the girl is feeling and to look out for the exclamation marks so that they can read expressively

Phonic practice

- focus on the words with long vowels, beginning on pages 2 and 3. Ask your child which word has the /ee/ sound (meet) and which has the long /oo/ sound. (room)
- Ask your child to find the two letters that make each of these sounds on pages 10-12. /ar/ (firmer), /ee/ (sends), /ligh/ (sigh), /or/ (fir).
- Challenge your child to find words with the long /oo/ or short /oo/ on pages 6-8. (cook.) food, good) Ask your child to read the words aloud.

Extending vocabulary

- · Ask your child:
- s. Read the speech bubble on page 12. Can you sigh?
- a. When might you sigh? (e.g. when you can't go out because it is raining again, when there
- a How do you feel when you sigh? (e.g. disappointed, said)

Comprehension

- . Turn to pages 14-15 and ask the children to tell you the story using each picture as a prompt. Can your child remember what the girl said for any stages in the story?
- · Ask your child:
 - a. On page 5, why has the girl opened a dressing up hos? (she words the day to from up for
 - o On pages 8-9, whose arm did the day hur? (the bear's)
 - o. On pages 10-11, what has the girl been doing? (planning seeb)
 - . What sort of book is this a story or non-fiction! Why do you think this? In a story because it has illustrations and not photos; a itory because there are no facts or labels

Further reading

It is a Fax (Red B/Band 2B) is a non-fiction book that also covers phonemes from Phase 3 of Letters and Sounds.



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