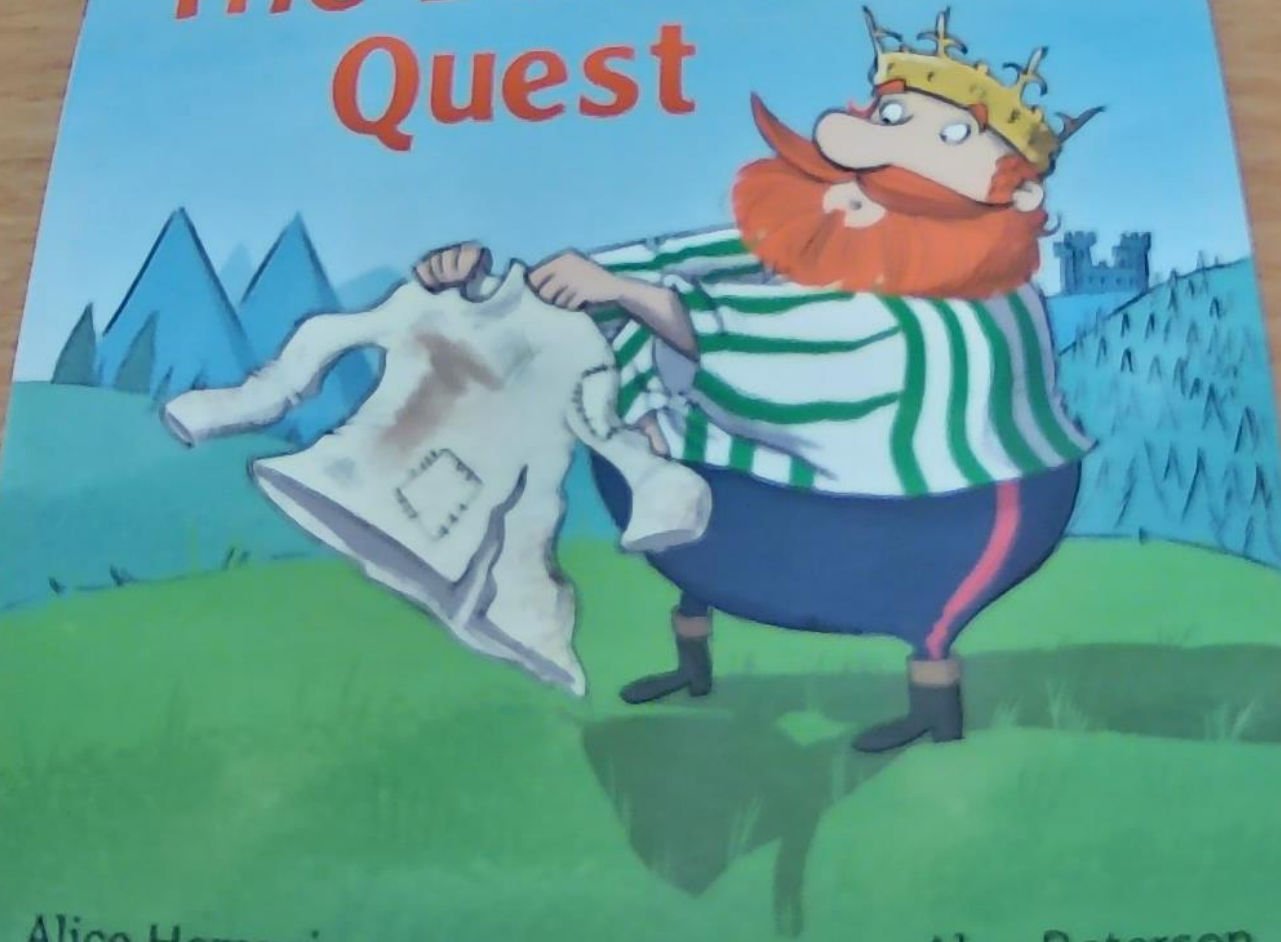


Collins
BIG CAT
Phonics
for Letters and Sounds

The Best Vest Quest



Alice Hemming

Alex Paterson

Practising phonics: Phase 4

- Your child is learning to read words that contain adjacent consonants (e.g. vest).
- Read the words together.

vest splash soft smells fresh ended went
snug scrub

Common exception words:

of to the I all my be was little

Check understanding

- Ask your child what these words mean.

quest snug mend scrub

Talk about it

- Ask your child:
 - Do you have a favourite piece of clothing? (e.g. a sports top or a T-shirt with a favourite character on it)
 - Why do you like it?
 - How would you feel if it got ripped?
- Now read the book. Enjoy looking at the pictures and talking about them.

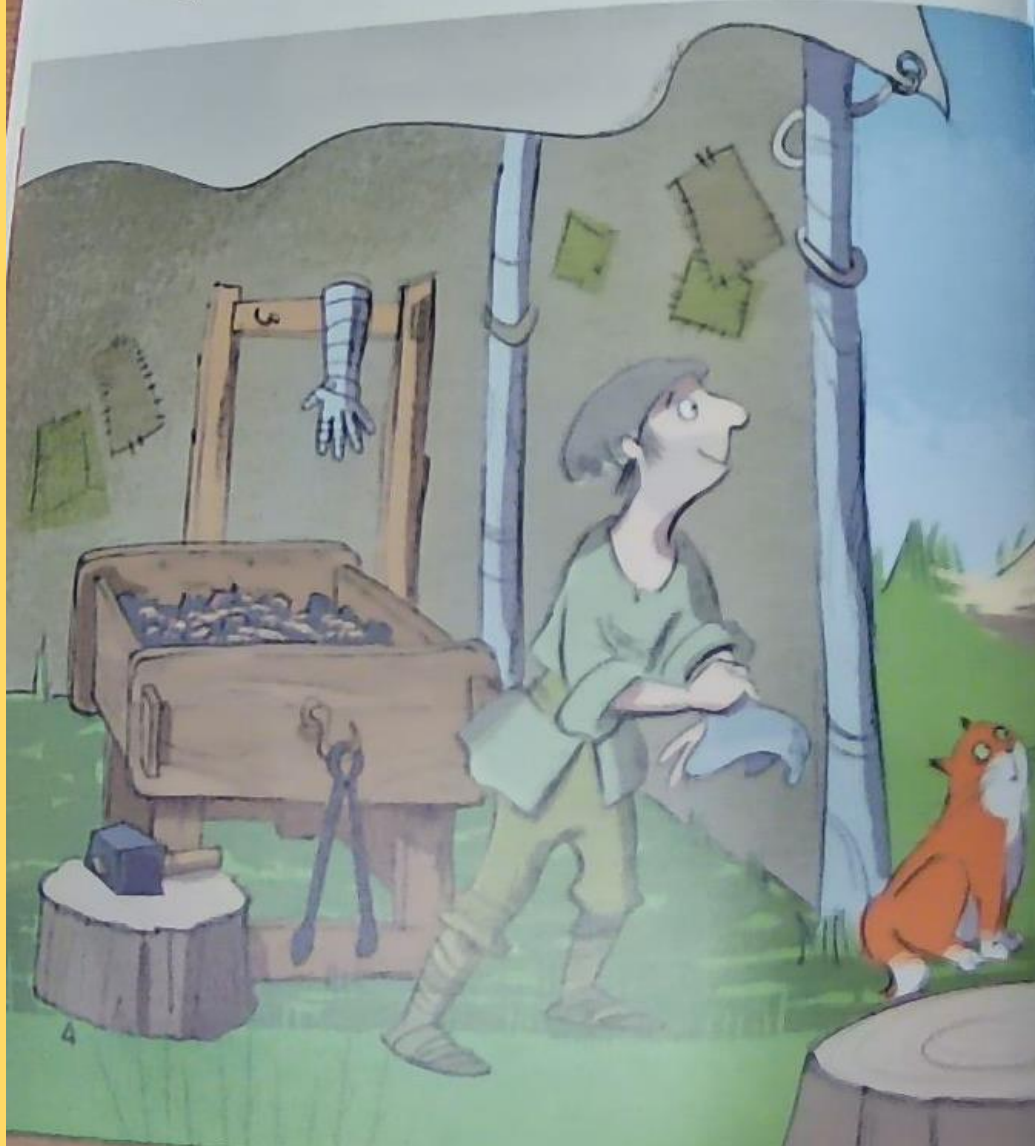
King Chester's vest had a rip and
a food splash.



I am on a quest
for a better vest!



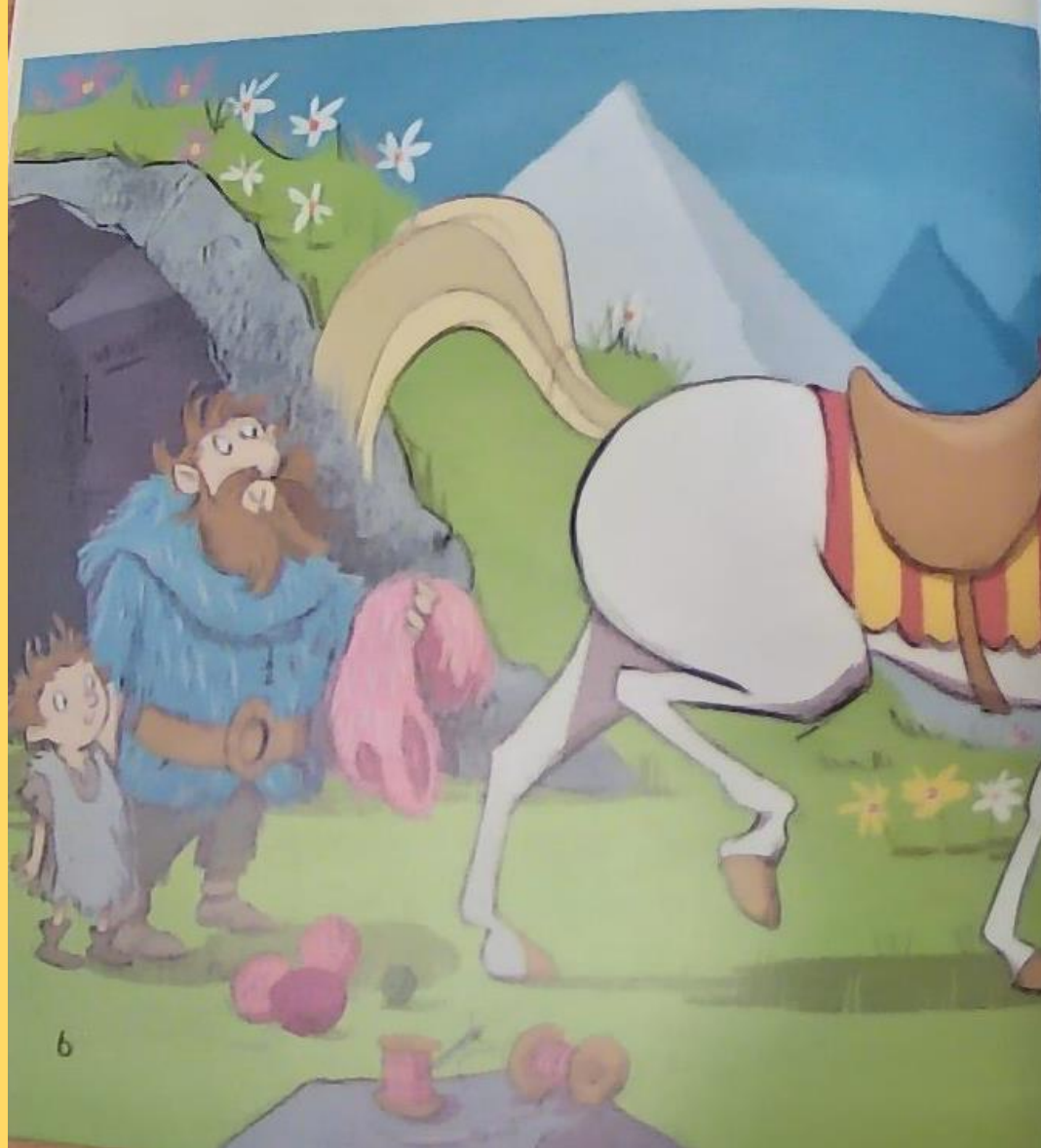
King Chester got a metal vest.



This vest is too hard!
The Best Vest must
be soft.



The next vest was as soft as a kitten.



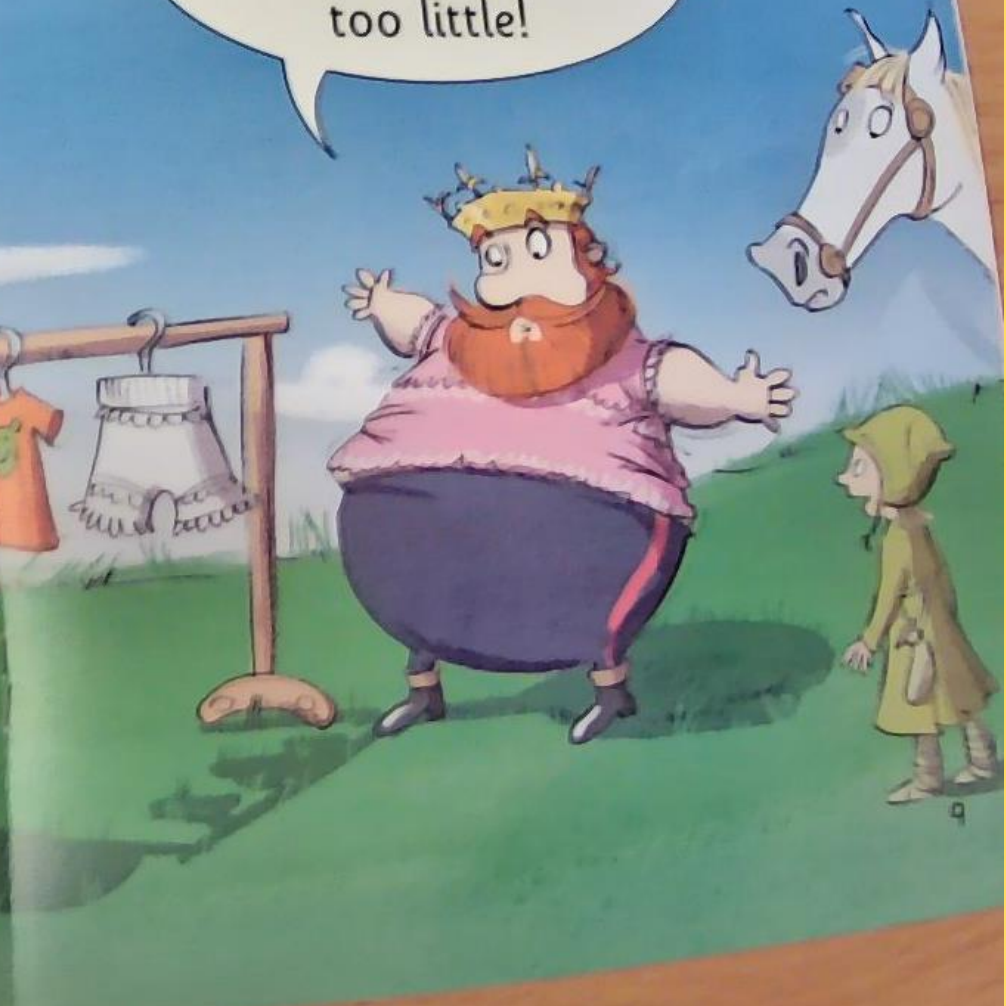
This smells horrid!
The Best Vest
must be fresh.



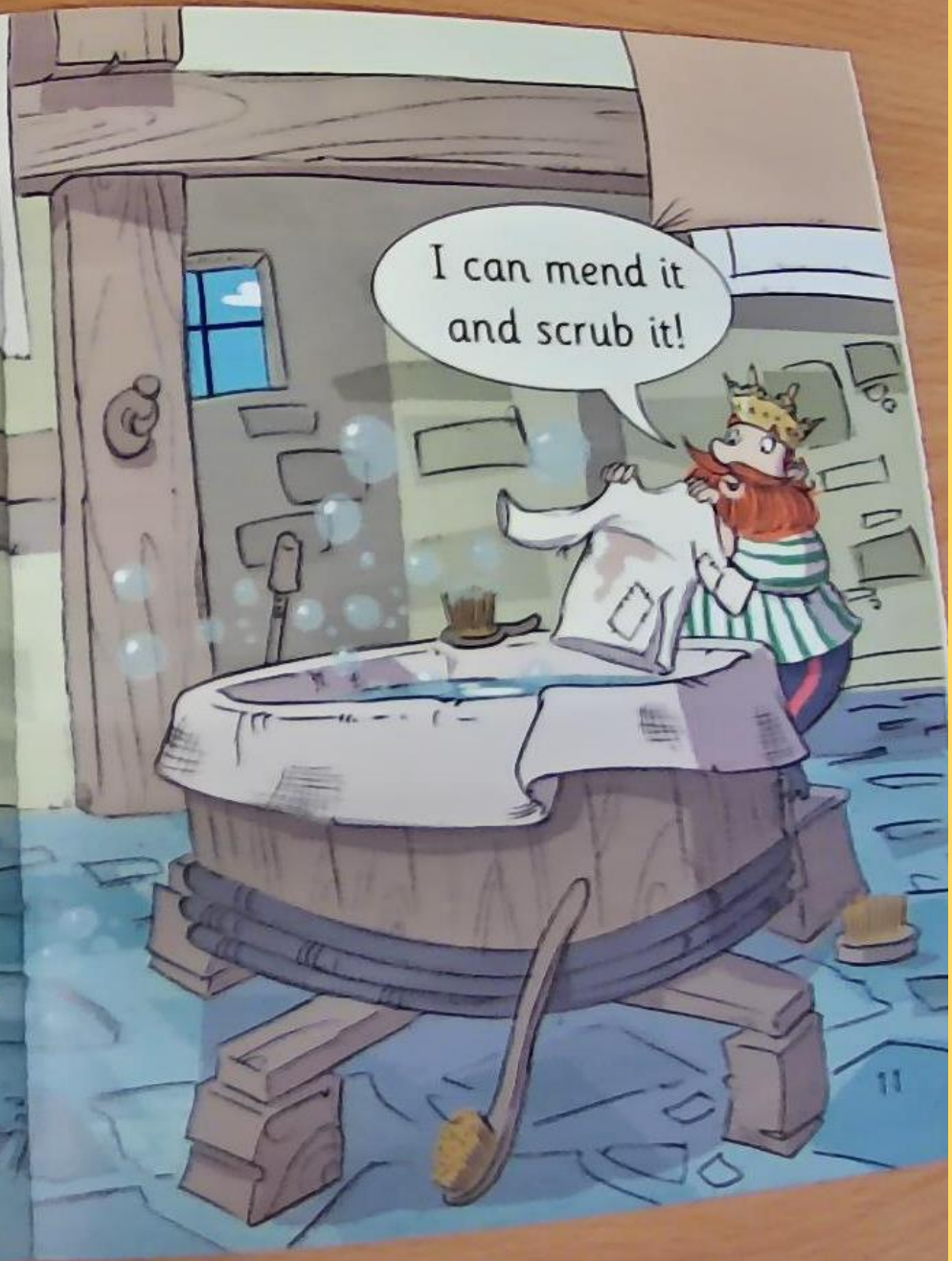
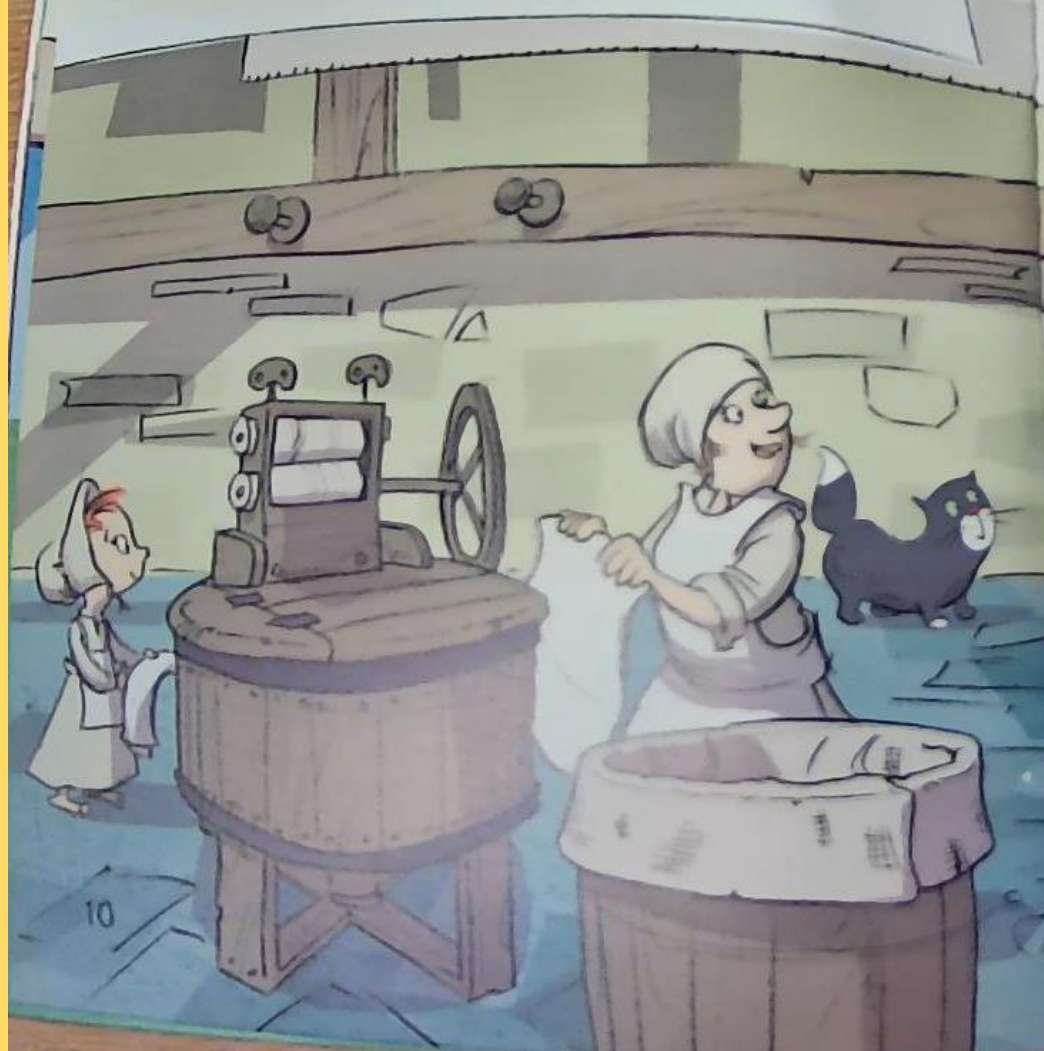
Then King Chester got a tight
pink vest.



This smells good,
but it is far
too little!



In the end, King Chester went back
to **his** soft, snug vest.



The quest had ended.

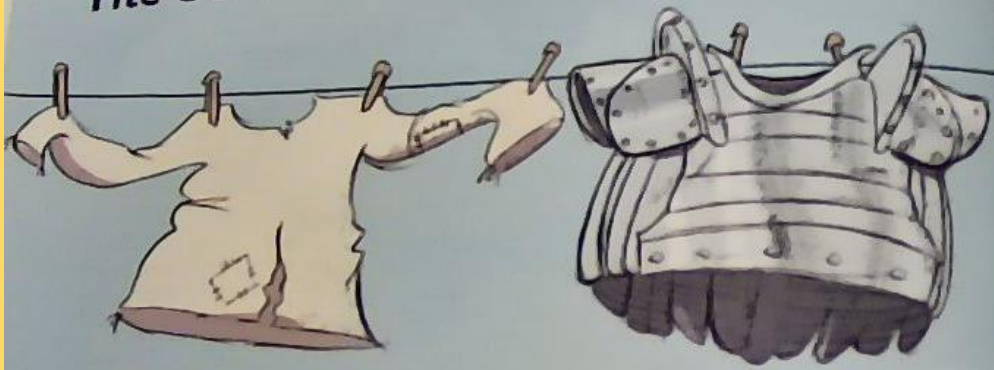


12



13

The best vest



After reading

Letters and Sounds: Phase 4

Word count: 100

Focus on adjacent consonants with short vowel phonemes, e.g. /v/ /e/ /s/ /t/

Common exception words: of, to, the, I, all, my, was, be, little

Curriculum links (EYFS): Understanding the World: People and Communities

Curriculum links (National Curriculum, Year 1): Geography: Human and Physical Geography

Early learning goals: Listening and attention: children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions; Understanding: answer 'how' and 'why' questions about their experiences and in response to stories or events; Reading: read and understand simple sentences, use phonic knowledge to decode regular words and read them aloud accurately, read some common irregular words

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 aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; Reading/comprehension: develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences

Developing fluency

- Your child may enjoy hearing you read the book.
- You may wish to read alternate pages, encouraging your child to read with expression.

Phonic practice

- Practise reading words that contain adjacent consonants. Model sounding out the following word, saying each of the sounds quickly and clearly. Then blend the sounds together.
s/a/r/t
- Ask your child to say each of the sounds in the following words. Now ask them to blend the sounds together.
s/n/u/g m/e/n/d v/e/s/t s/ch/u/b
- Now ask your child if they can read each of the words without sounding them out.

Extending vocabulary

- Ask your child to spot the two pairs of opposites in the list of words below.
hard vest soft little big next (hard/soft, little/big)

Comprehension

- Look at pages 14–15 together. Ask your child:
 - Can you remember what was wrong with each of the different vests? (first vest: rip and food splash; metal; too hard; next vest: smelled horrid; tight, pink vest: too little)
 - What did the king do to his soft, snug vest before he wore it again? (he washed and mended it)
 - If you were King Chester, which vest would you have worn? Why?

Further reading

In the Frog Bag (Yellow/Band 3) is a fiction story about finding the best home that also covers adjacent consonants with short vowel phonemes from Phase 4 of Letters and Sounds.



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Published by Collins
An imprint of HarperCollinsPublishers
The News Building
1 London Bridge Street
London
SE1 1JL

Browse the complete Collins catalogue at
www.collins.co.uk

© HarperCollinsPublishers Limited 2018

10 9 8 7 6

ISBN 978-0-00-825156-7

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British Library Cataloguing in Publication Data
A catalogue record for this publication is available from the British Library.

Author: Alice Hemmery
Reading ideas author: Rachel Ross
Illustrator: Alex Thomson (Pumpkin Patch Illustrations)
Series editors: Charlotte Bailey and Emily Gallo-Murray
In-house commissioning editor: Sarah Thomas
Commissioning editor: Catherine Baker
In-house project lead: Amy Wright
Project manager: Emily Thomson
Copyeditor: Sally Hyland
Proofreader: Guyana Ivey
Designer: Gail Orange Ltd
Production controller: Sarah Baker
Printed in Great Britain by William the Printers

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