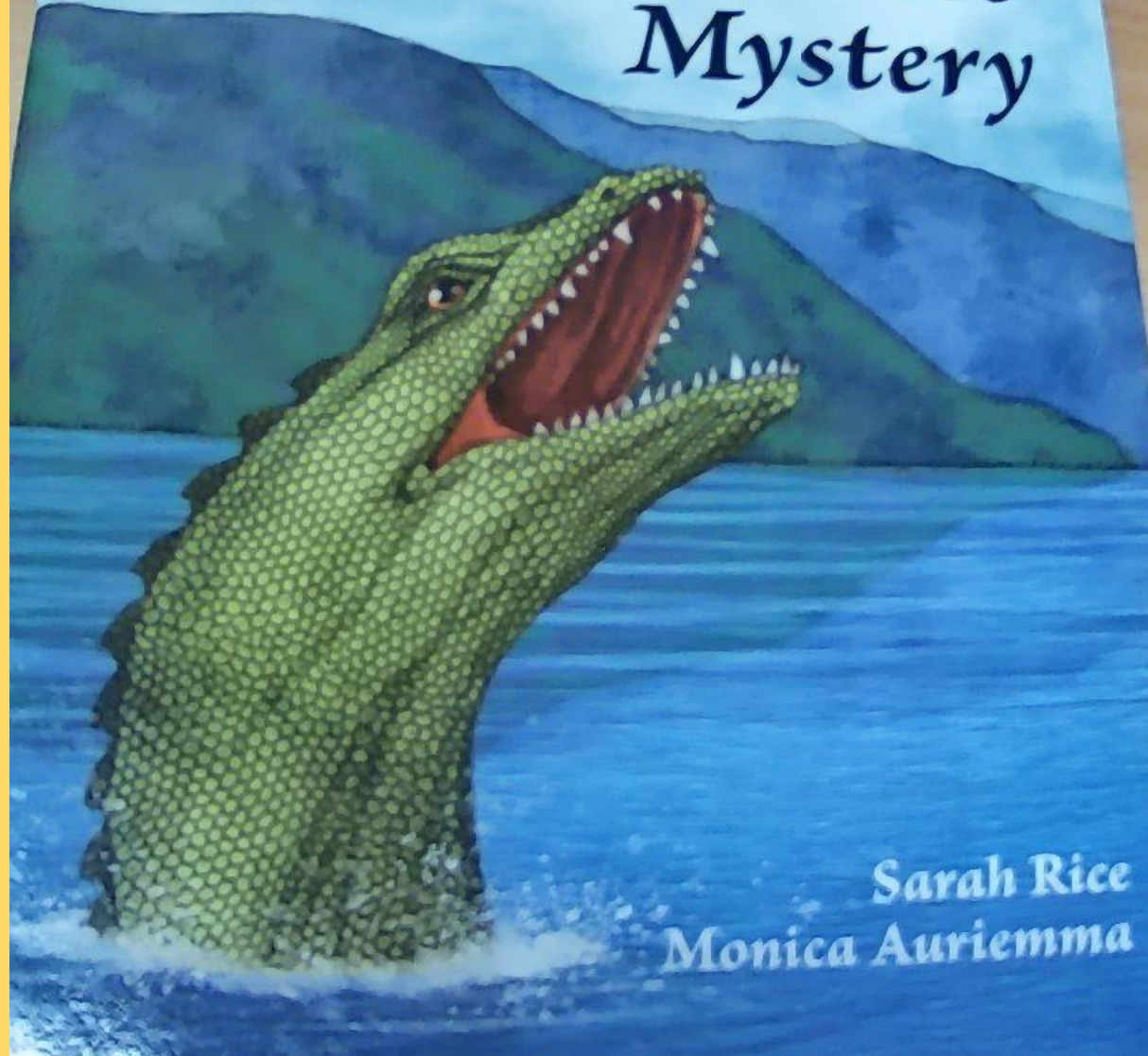


 Collins  
**BIG CAT**  
Phonics  
for Letters and Sounds

# The Loch Ness Mystery



Sarah Rice  
Monica Auriemma



## Practising phonics: Phase 5

### Before reading

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

/v/ ve	/ee/ y, e	/w/ wh	/l/ le
/j/ g, ge	/f/ ph	/lgh/ y	/s/ se
/c/ ch	/ch/ tch, t		

- Read the words together.

have biologists strange loch he elephant  
catch creature when by samples glimpse

Common exception words:

of to the are said were their people

### Check understanding

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

biologists prominent analysis phenomenon  
allegedly hoax

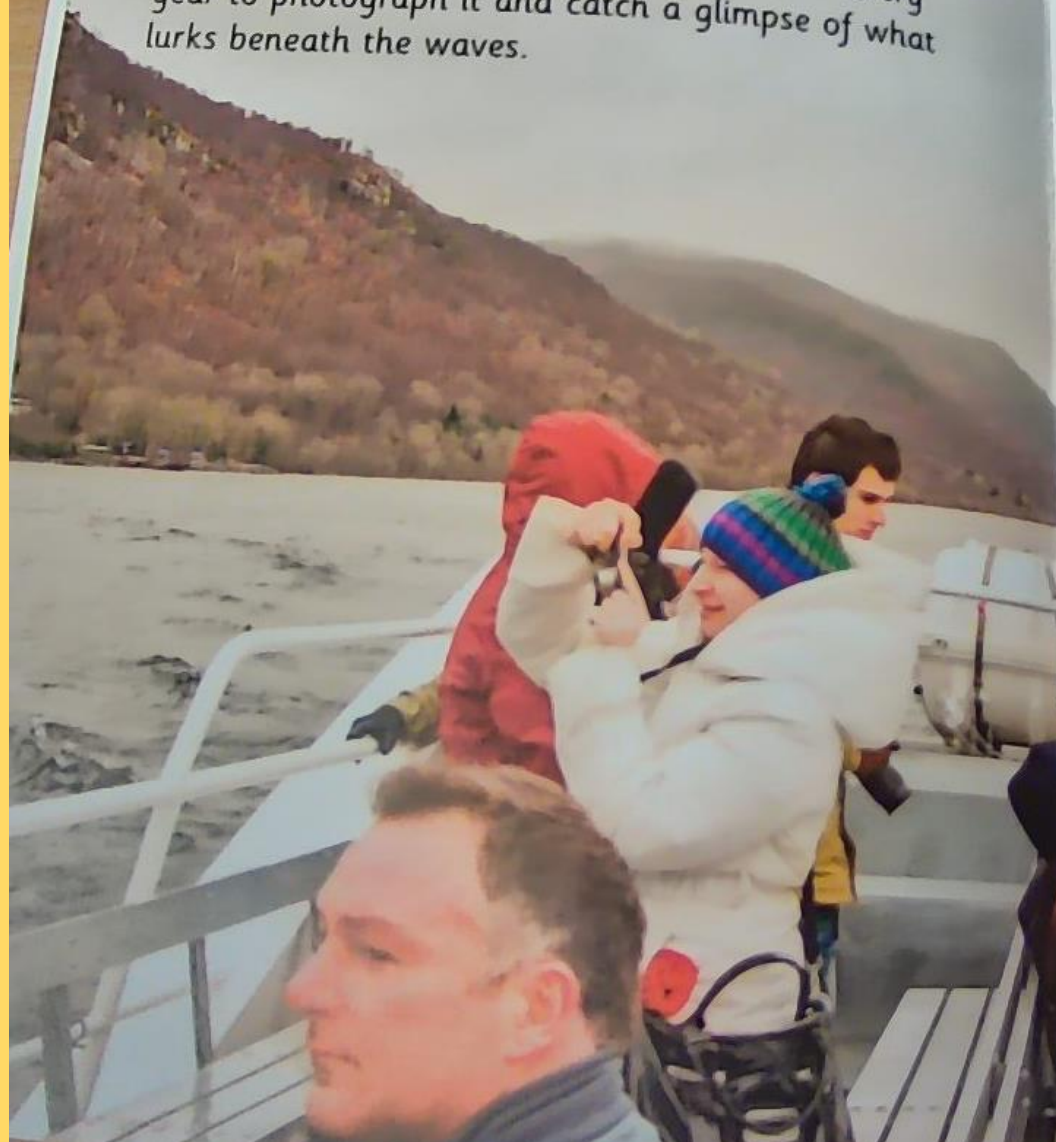
Summerlea CP School  
Windsor Drive  
Ruslington, SN41B 3BW

### Talk about it

- Look at the cover together.
- Ask your child:
  - Do you know what a loch is? (If not, explain that **loch** is the Scottish word for **lake**).
  - Have you heard of Loch Ness?
  - What do you think the Loch Ness mystery could be? (If necessary, explain what the word **mystery** means.)
  - Have you ever visited a loch or a lake?
- Now read the book. Enjoy looking at the pictures and talking about them.
- There are lots of interesting words in this book. Ask your child to find one (e.g. emerging, murky, hoax). Can they think of another sentence using the interesting word they found?



Have you heard the mystery of Loch Ness?  
Thousands of tourists visit this Scottish loch every  
year to photograph it and catch a glimpse of what  
lurks beneath the waves.



They are all searching for the Loch Ness Monster.





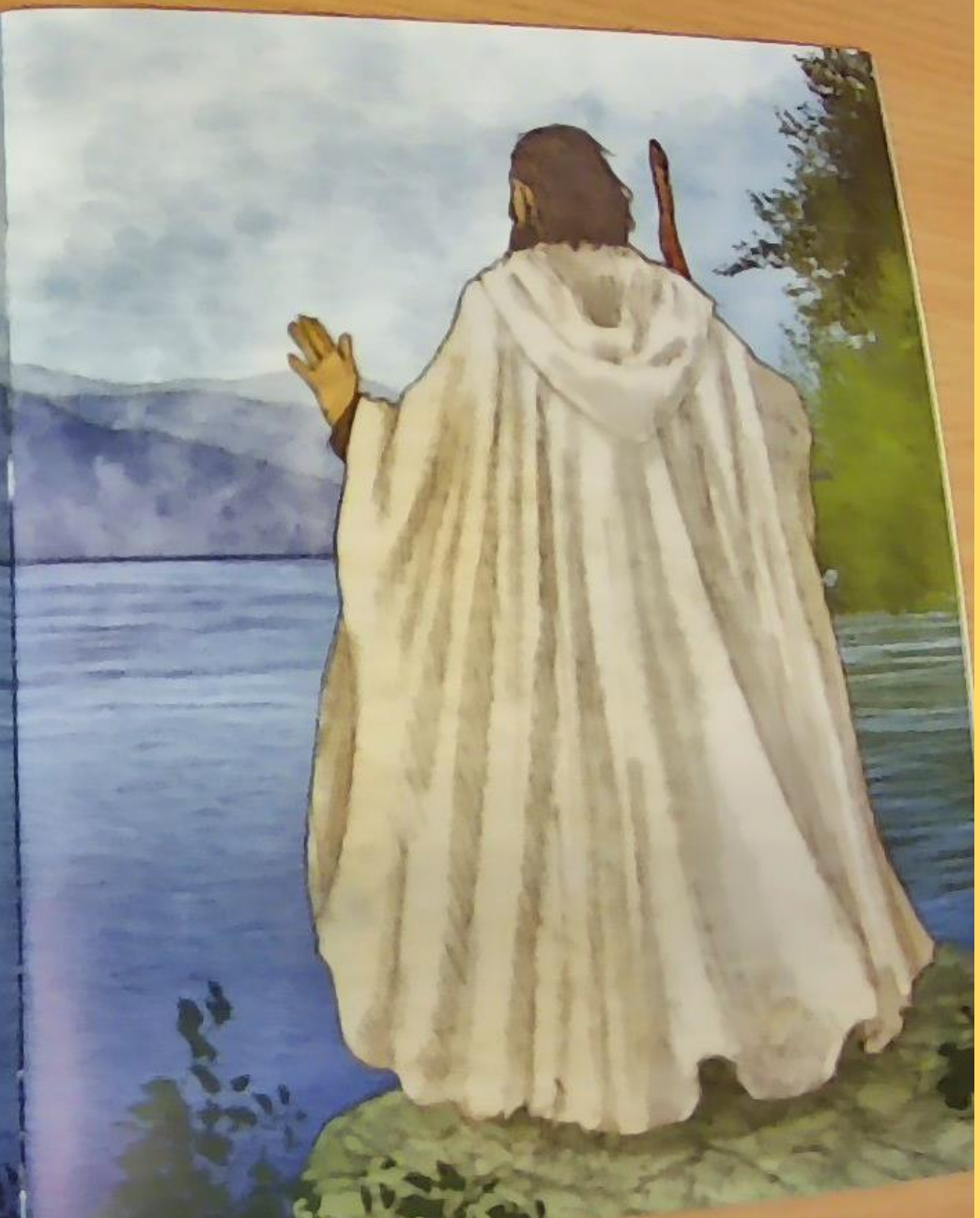
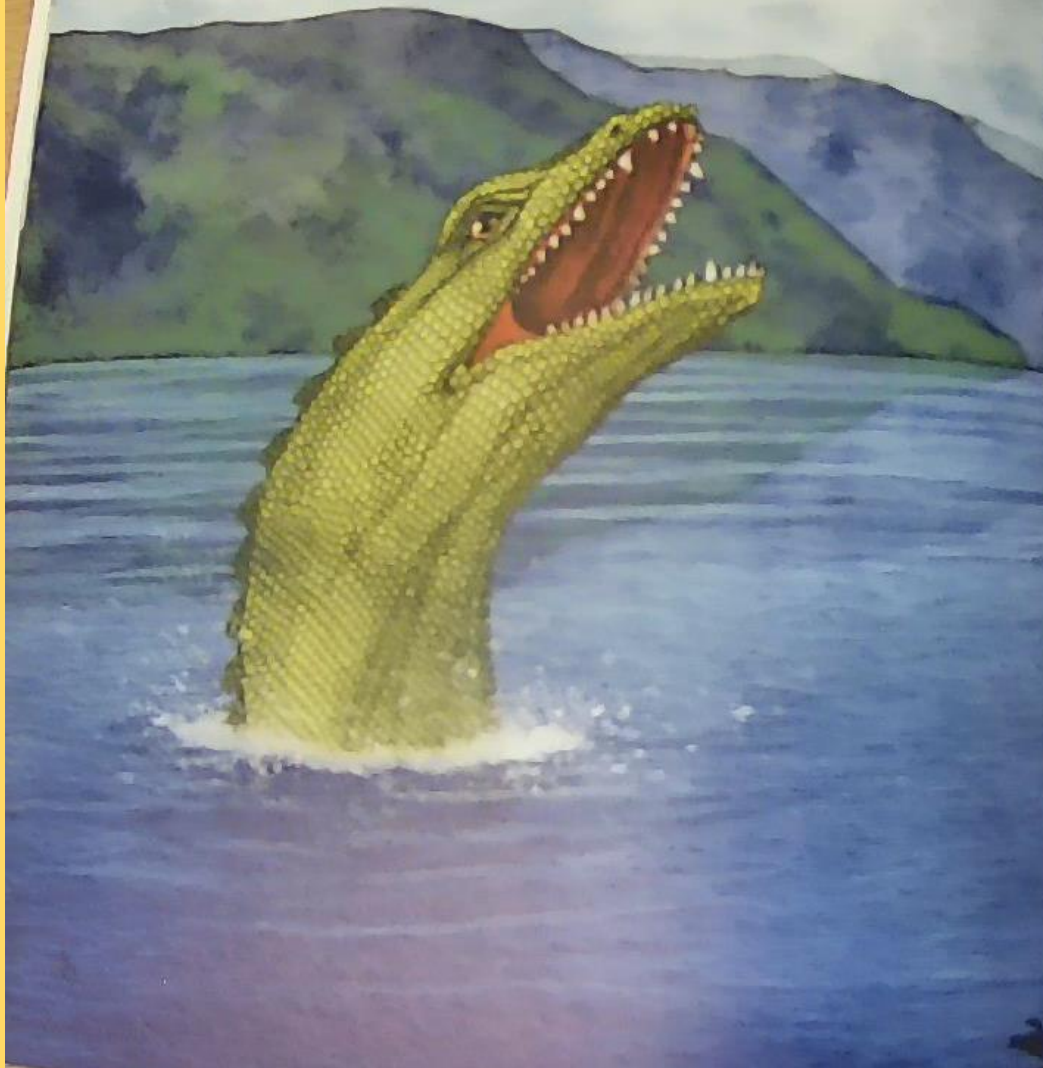
*Loch Ness is a large, deep lake in the Scottish Highlands.*

**Fact!**

Loch is the Scottish word for lake.



The mystery of the Loch Ness Monster began over a thousand years ago. A man called Saint Columba claimed he encountered a strange creature in the loch.





The story became prominent in the 1930s, when tourists said they saw a creature with a large body, wavy neck and skin like an elephant.



**Fact!**  
The Loch Ness Monster  
is also called Nessie.



*In 1934, a photograph was captured by a surgeon called Robert Wilson. It showed the creature's head and neck emerging from the murky depths.*





Analysis of the photograph showed it was a hoax –  
it was not a real monster.

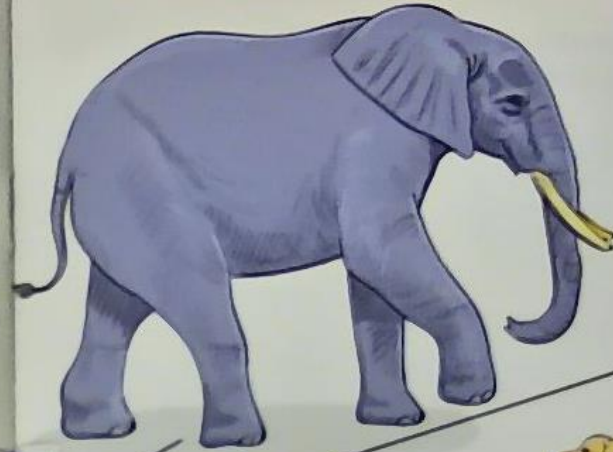
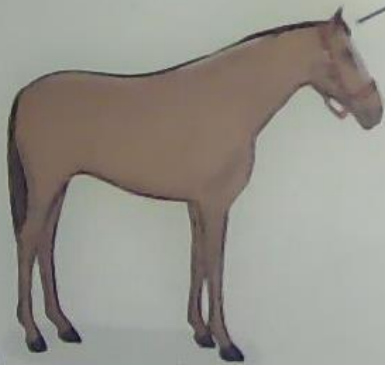
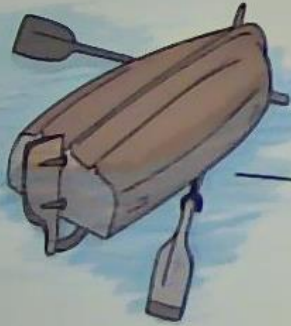
The waves were too  
small to be made by  
a large creature.



It was actually a plastic  
head on a toy boat.

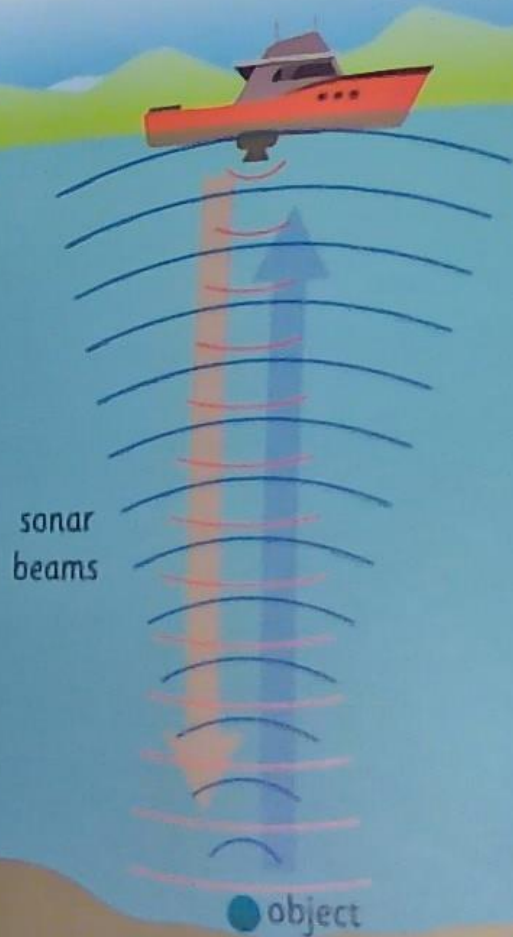


The surgeon's photograph was fake, but other people  
have allegedly spotted the monster in the loch.  
What could it be?





*From the 1970s, extensive searches of the loch were conducted using sonar beams to catch images of objects.*

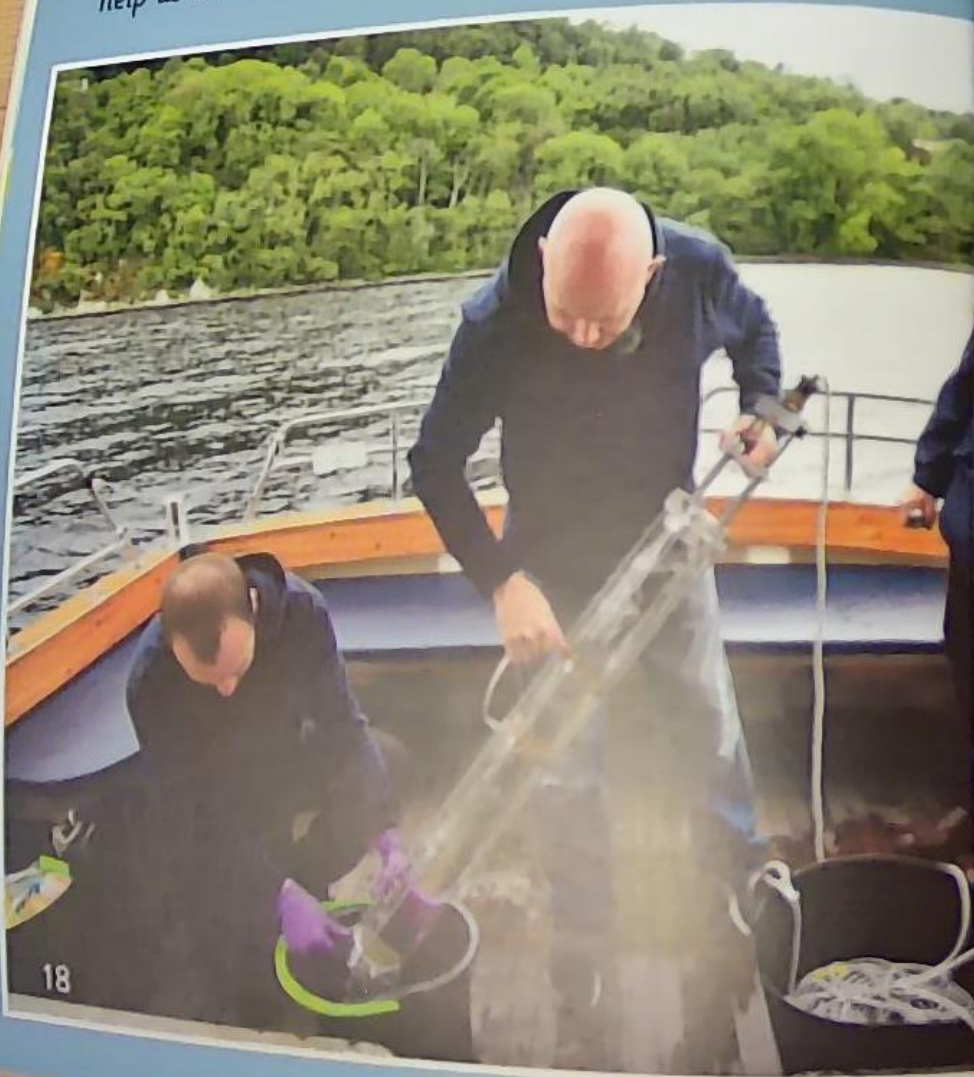


In 1975, a large object was captured on screen, but researchers couldn't confirm whether it was the monster.

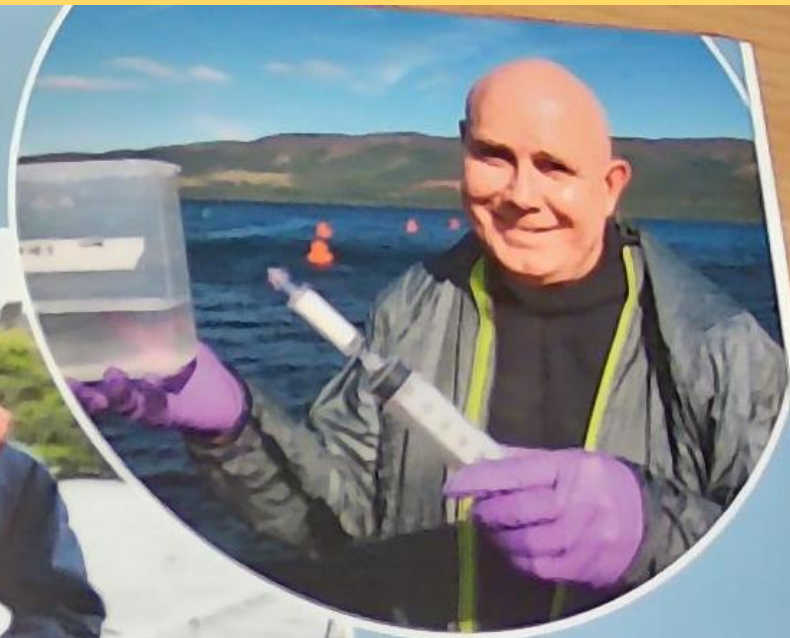




*In 2018, biologists from around the world tested samples from Loch Ness. Their analysis continues to help us understand what lives in the loch.*



18



**Fact!**

These biologists study life under lakes and seas.

19



*No photographs or sightings of Nessie have been confirmed.*  
*However, interest in the phenomenon of a monster in the loch continues.*





## Timeline



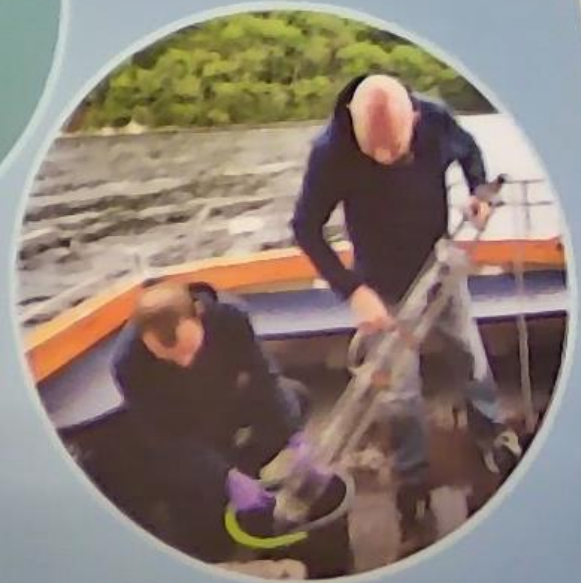
1000 years ago



1930s



1970s



2018



After reading

Letters and Sounds: Phase 5

Word count: 300

Word count: 300  
Focus phonemes: /v/ ve /j/ g, ge /c/ ch /ee/ y, e /f/ ph /ch/ tch, t /w/ wh /igh/ y  
/l/ le /s/ se

Common exception words: of, to, the, are, said, were, their, people

Curriculum links: Science, Geography

**National Curriculum learning objectives:** Spoken language: use relevant strategies to build their vocabulary; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; Reading/word reading: respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes; Reading/comprehension: understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher; discuss the significance of the title

### Developing fluency

- Your child may enjoy hearing you read the book.
- Model reading the first two pages with lots of expression and interest about the mystery of the Loch Ness Monster.
- Now ask your child to read pages 6 and 7 or 8 and 9 to you using lots of expression to tell you about the history of the Loch Ness Monster.

## Phonic practice

- Ask your child what this letter sound is: /j/. Say it together a few times.
- Now read page 4 to your child. Ask them to listen out for the letter sound /j/. When they hear it, ask them to repeat the word to you. (large)
- Look at the word **large** together. Ask your child which letters stand for the letter sound /j/. (ge)
- Now do the same thing with page 10. (surgeon, emerging)

### Extending vocabulary

- Read page 2 again. Ask your child if they can think of another word that could be used instead of **lurks**. (e.g. *hides*) Now ask them if they can think of another word that could be used instead of **glimpse**. (e.g. *view, sight*)

### Comprehension

- Ask your child:
  - What is the Loch Ness mystery? (the mystery is whether there is a monster in the lake)
  - Where is Loch Ness? (Scotland, the Scottish Highlands)
  - Can you remember who first claimed to see the monster? (Saint Columba)
  - Do you think the Loch Ness Monster exists? Why?

### Further reading

**Further reading**  
*Smart Gadgets (Orange/Band 6)* is a non-fiction book that also covers phonemes from Phase 5 of Letters and Sounds.



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