



Reinforces the phonemes and camera words that have been taught in Unit 2. This covers the phase 2 phonemes and representations: g o c k ck e u r. Children use automatic phonics skills to read a story and extend comprehension.

Purpose of this book
During the week your child has been learning the new phonemes and camera words shown on page 1. Your child has had lots of experience reading single words, short captions and sentences containing these phonemes and camera words. This book moves your child on to using these skills in a story.

Pronouncing the phonemes
It is important to pronounce each of the phonemes correctly. In the book the target phonemes being practised are:

Phoneme	As in the word	Phoneme	As in the word
g	got	ck	duck
o	on	e	end
c	cat	u	up
k	kit	r	rip

How to use this book
Start with the book closed. Tell your child he / she is going to read a story. Ask your child what the story may be about. Are there any clues in the title? Discuss the dog on the cover. Ask what sorts of things dogs get up to and what this dog might do in the story.

Turn to page 1 and have your child practise the phonemes. When confident, your child should practise reading the decodable words. Encourage your child to blend the phonemes and then say the whole word. If your child gets stuck, a gentle reminder of the phoneme that each letter represents will help. Then run your finger along the word and say it out loud. Next, practise reading the camera words. Remember these are not fully decodable.

Turn to the first page of the story. You will notice all camera words are in bold.

When your child is familiar with the story, move on to 'After Reading' at the back of the book. Work through the retell and the questions for discussion. The discussion is designed to reinforce the early comprehension strategies:

Comprehension Strategy	What it means
Creating Sensory Images	I can imagine
Inference	I can work it out
Background Knowledge	I can use what I know
Vocabulary	I am learning new words

Read it! Spell it!
Remember, if a child can read a word he / she can attempt to write it. You may also like to dictate this story to your child.

Clear parent's instructions, should you want to send the books home. This ensures that the school and parents are partners in learning.

New Phonemes
g o c k ck e u r

New Decodable Words

rug	runs	trots
dog	gets	smug
mud	must	kicks
Kit	raps	picks
Red	rock	scamp
nods	muck	stomps

New Camera Words

she	be	we
was	me	my

On this page the child has more practice blending known phonemes to read words. All the camera words in the story are also shown, so that children are sure to succeed on their first reading.



...And off they go. You'll see we have emphasised the camera words - putting them in bold. This is so children know that they cannot just rely on phonic knowledge alone.



The stories are also a great opportunity to practice reading with expression skills too. There are also further opportunities to widen vocabulary.



The illustrations are bright, energetic, and loved by children. You will notice that the illustrations extend and support the story. They are not there to TELL the story. This means children can not rely on the pictures to guess unknown words.

After Reading

Retell:
Ask your child to retell the story in as much detail as he / she can. Details include: characters, setting, and story sequence. Ideally this retell should be in the sequence in which the events occur.

Questions for Discussion:

- 1 What is the dog's name? How do you know?
- 2 What does Kit mean when she calls Red the "top dog"?
- 3 I wonder why she thinks Red is the best dog?
- 4 Why is Red a good name for Kit's dog?
- 5 Why do you think Red went into the mud?
- 6 What is a scamp? Is that a good word to describe Red?
- 7 Can you find two pages where Kit is mad?
- 8 Why do the words Kit and Red start with a capital letter?
- 9 What would mud feel like? Have you ever played in the mud?
- 10 Look at page 10. How do you know Red is smug?

Extra guided reading activities are included: a retell and comprehension questions covering the early skills of: creating sensory images, drawing inference, background knowledge and vocabulary expansion. You can also use the books for the level 1 and 2 reading assessment from Assessing Pupil's Progress (APP).