Getting Started

Pam's Dog

2

Spot

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 and short captions 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
r	red	f	fat
l	lamp	h	hat
d	dog	i	in
b	big	u	up

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 in the top lozenge. 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 where the phonemes 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 onto '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.

New Phonemes

r l d b f h i u

New Decodable Words

dog	him	from
pup	big	blabs
but	fat	trots
bit	hit	lumps
mud	hops	flops
mad	brags	scolds

New Camera Words

day   of   a

he   today   for

1

Spot's **a** dog. **He**'s Pam's pup.

2

"**The** top dog," **she** brags.

3

Pam stamps. **She** acts mad.

Spot hops from **the** mud **to** Pam.

"Stop, Spot, stop!" **she** blabs at him.

She scolds Spot. **He** flops. It's **a** bad **day for** Spot.

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:

❶ Where are Pam and Spot?

❷ What does Pam mean when she calls Spot the "top dog"?

❸ I wonder why she thinks Spot is the best dog?

❹ What is a scamp?

❺ Why do you think Spot went into the mud?

❻ What would the mud feel like?

❼ Why is Pam mad?

❽ Why does Pam hug Spot?

❾ How does Spot feel when Pam hugs him?

❿ Why is Spot a good name for Pam's dog?

Reinforces the phonemes and camera words that have been taught in Unit 2. Children use automatic phonics skills to read a story and extend comprehension.

Clear parent's instructions, should you want to send the books home. This ensures that the school and parents are partners in learning.
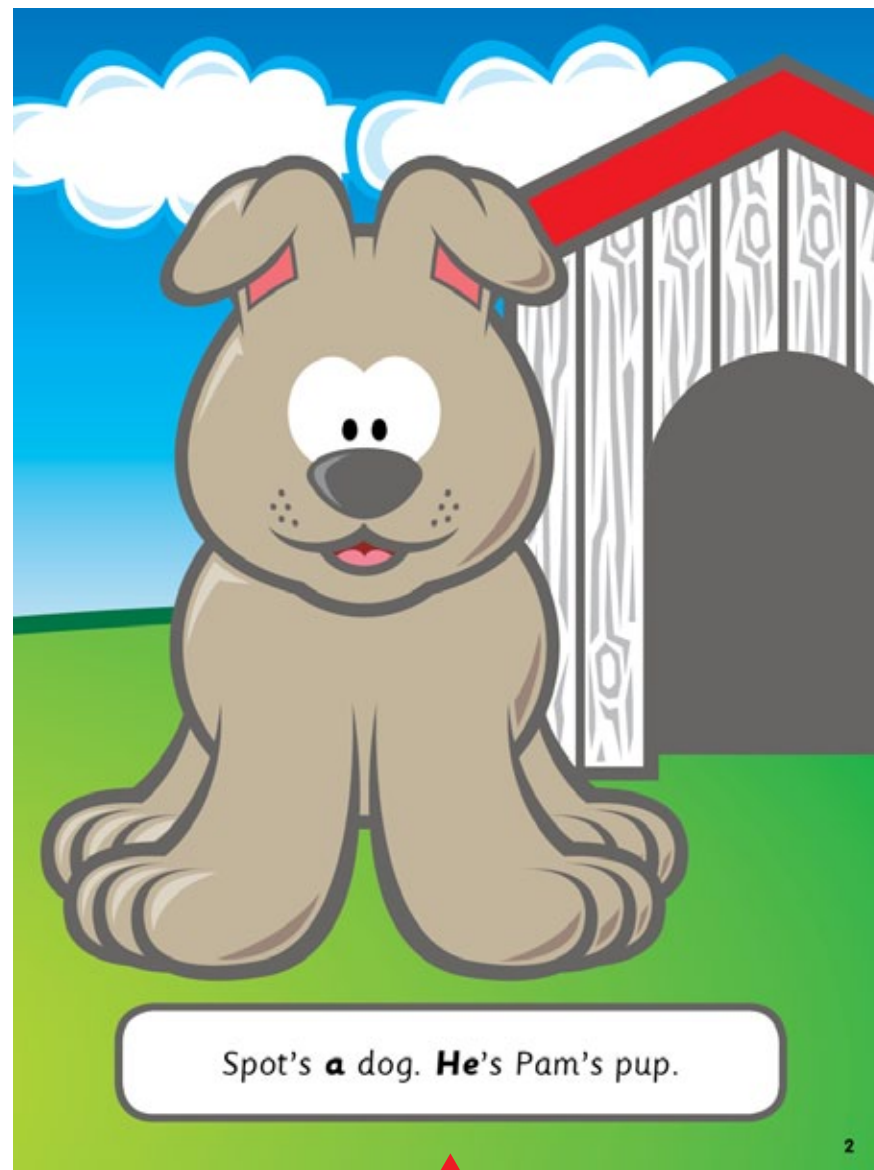
On this page the child has more practice blending known phonemes to read words. All the camera words in the story are also shown, so that children are sure to succeed on their first reading.

...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 cannot rely on the pictures to guess unknown words.

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.