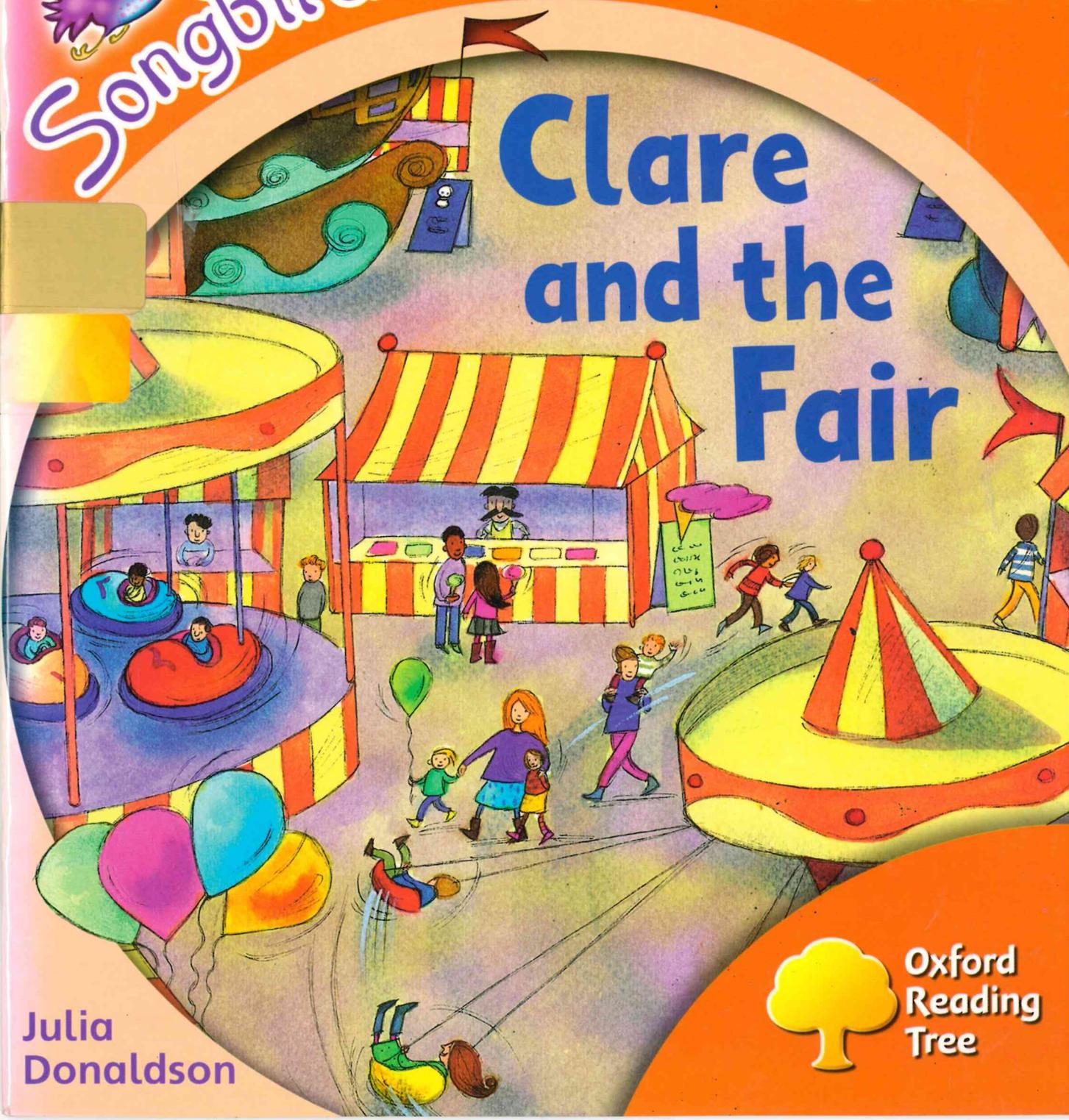


 Songbirds

Phonics

# Clare and the Fair



Julia  
Donaldson



Oxford  
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### Talk together

Ask your child to

- Point to each letter pattern in the box on the back cover and say the sound that it makes in words. Tell your child that each of these letter patterns can make the same sound. Stress that some letter patterns can make more than one sound.
- Look out for these letter patterns in the story and try and remember the sound they make.

### Reading the story

Remember children learn best when reading is relaxed and enjoyable so give lots of praise.

- Encourage your child to try to read any words they don't recognize by saying the sounds of each letter pattern separately (e.g. *C - l - are*), then running the sounds together quickly. If they find it difficult to say the sounds, say the sounds for them first and then see if they can hear the word.
- Explain that it is important when running the sounds in a word together to check to see if it sounds like a real word as some words are less regular (e.g. *come*). Read these words to your child if they don't recognize them. Point out the letters that make the usual sound in each word (e.g. the *c* in *come*). This will help your child to remember these words.

# Clare and the Fair

## Two Poems

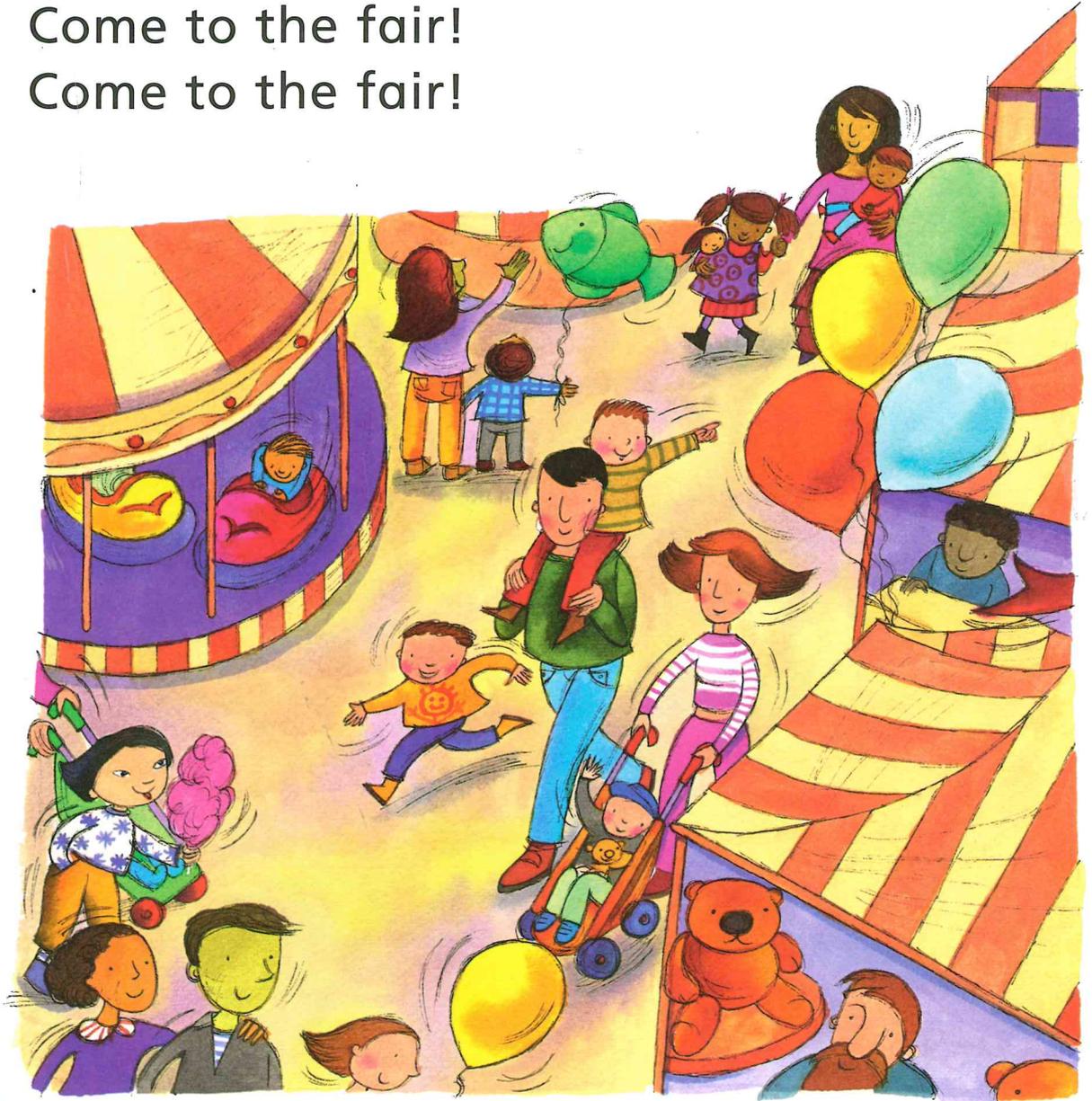
Come to the Fair ..... page 2

Clare! Clare! ..... page 12

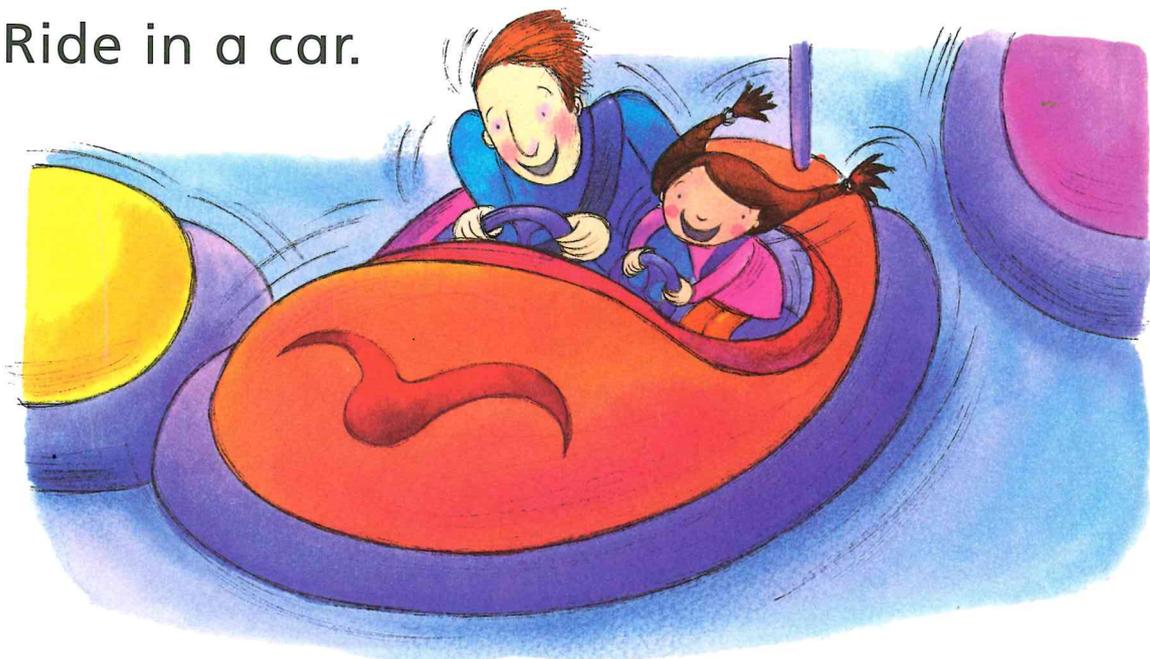


# Come to the Fair!

Come to the fair!  
Come to the fair!



Ride in a car.



Ride in a chair.

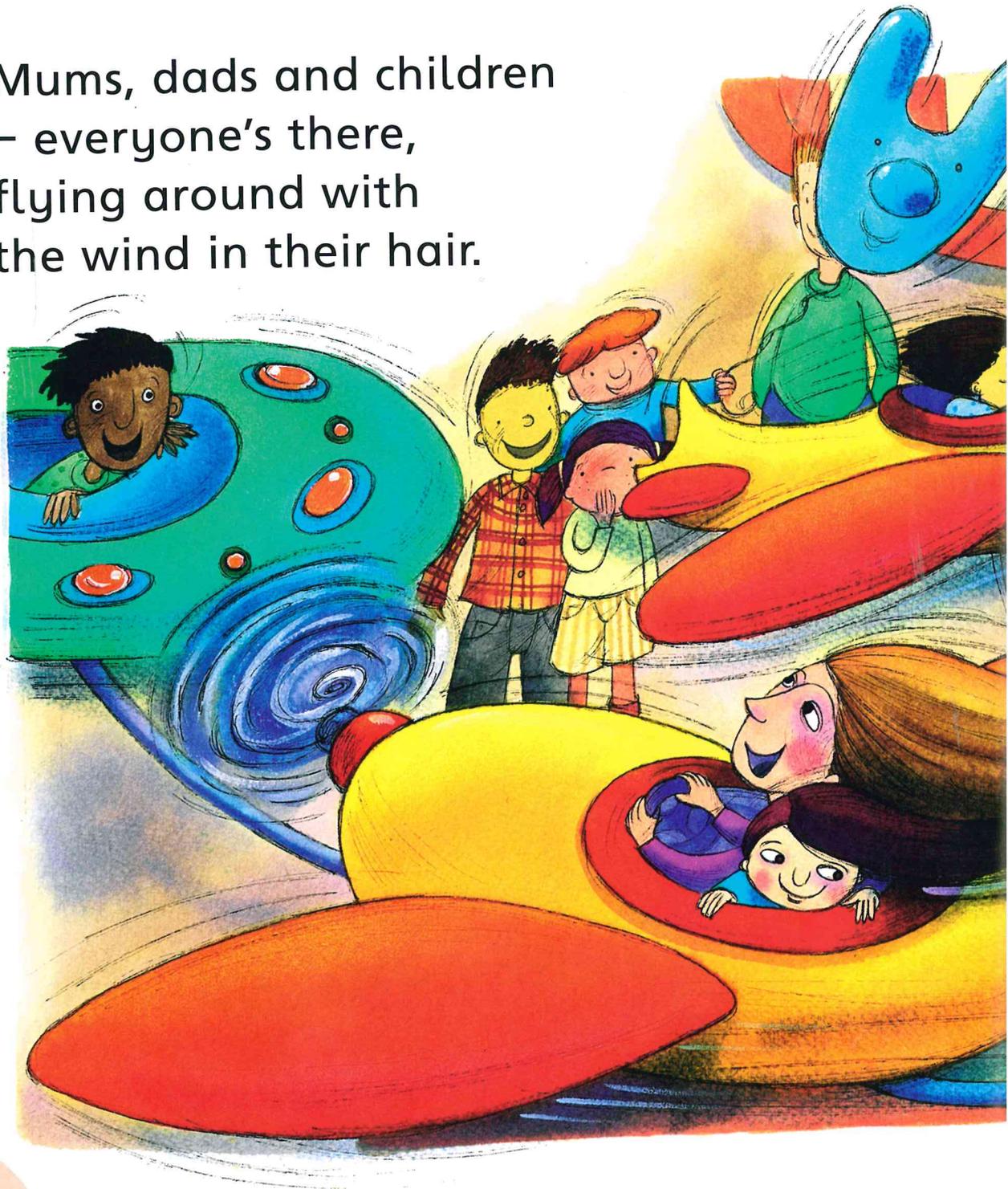


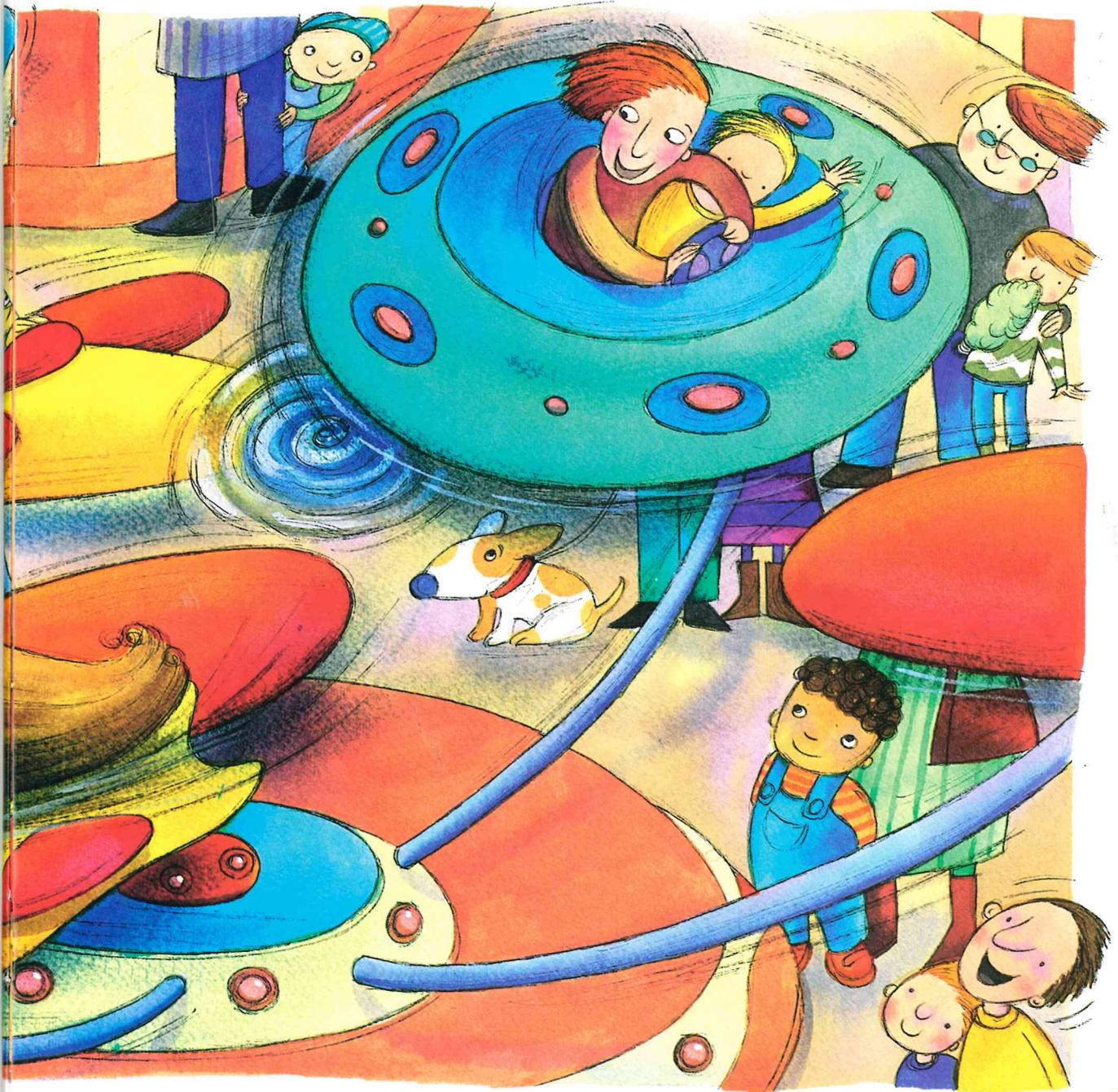
Down to the ground and  
up in the air!





Mums, dads and children  
– everyone's there,  
flying around with  
the wind in their hair.

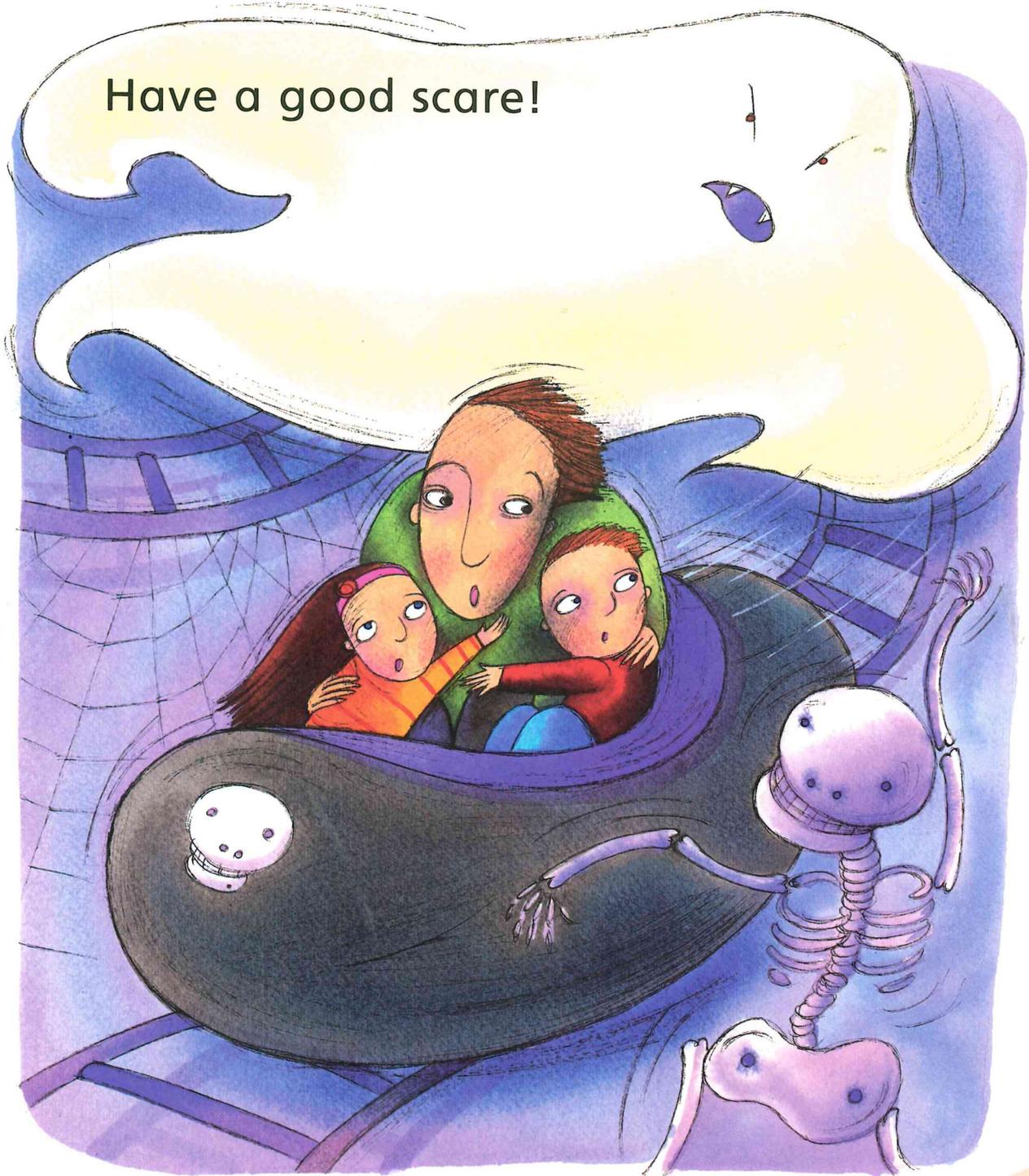




Have a good stare.



Have a good scare!



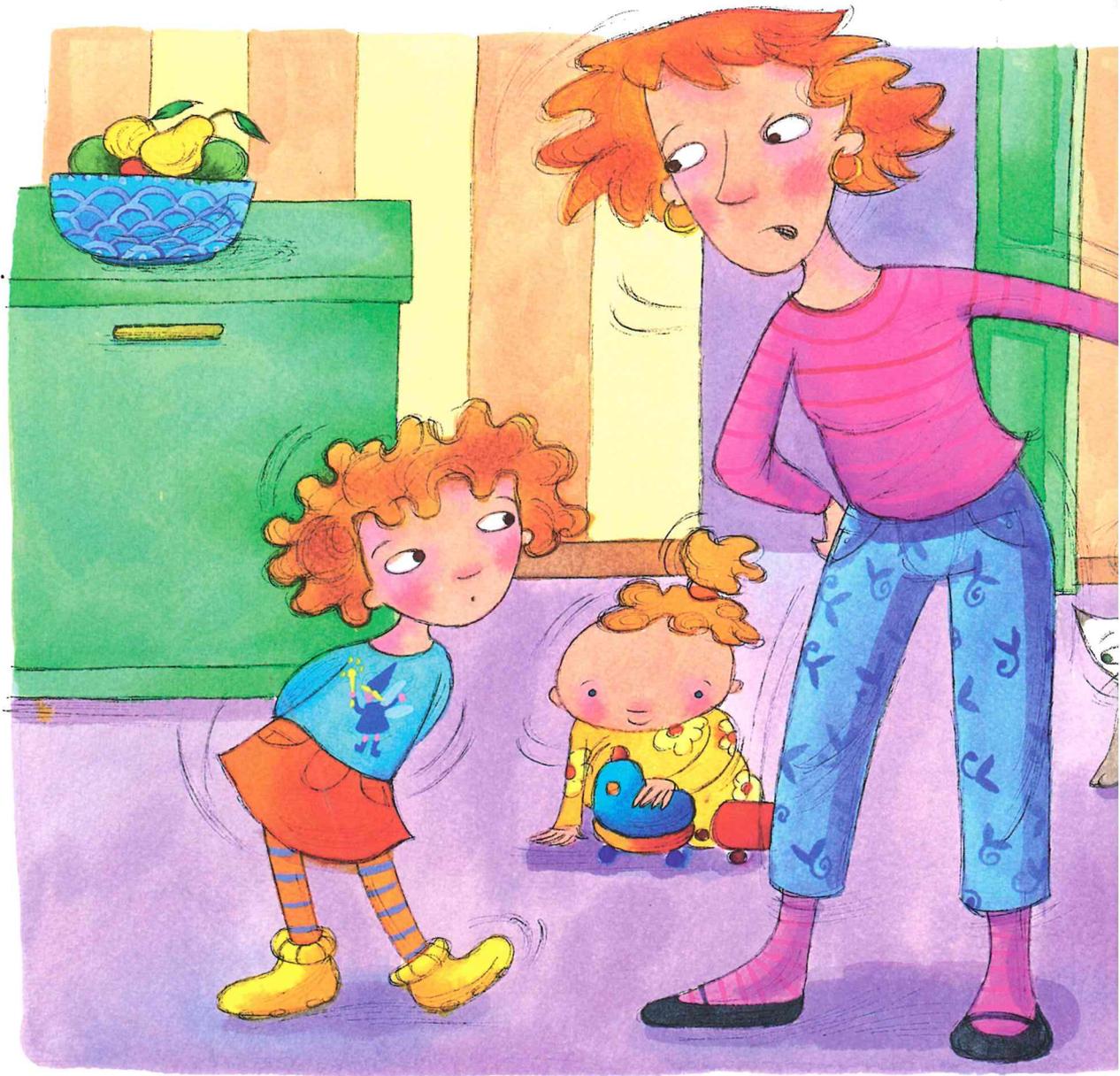
You might win a fairy.  
You might win a bear.



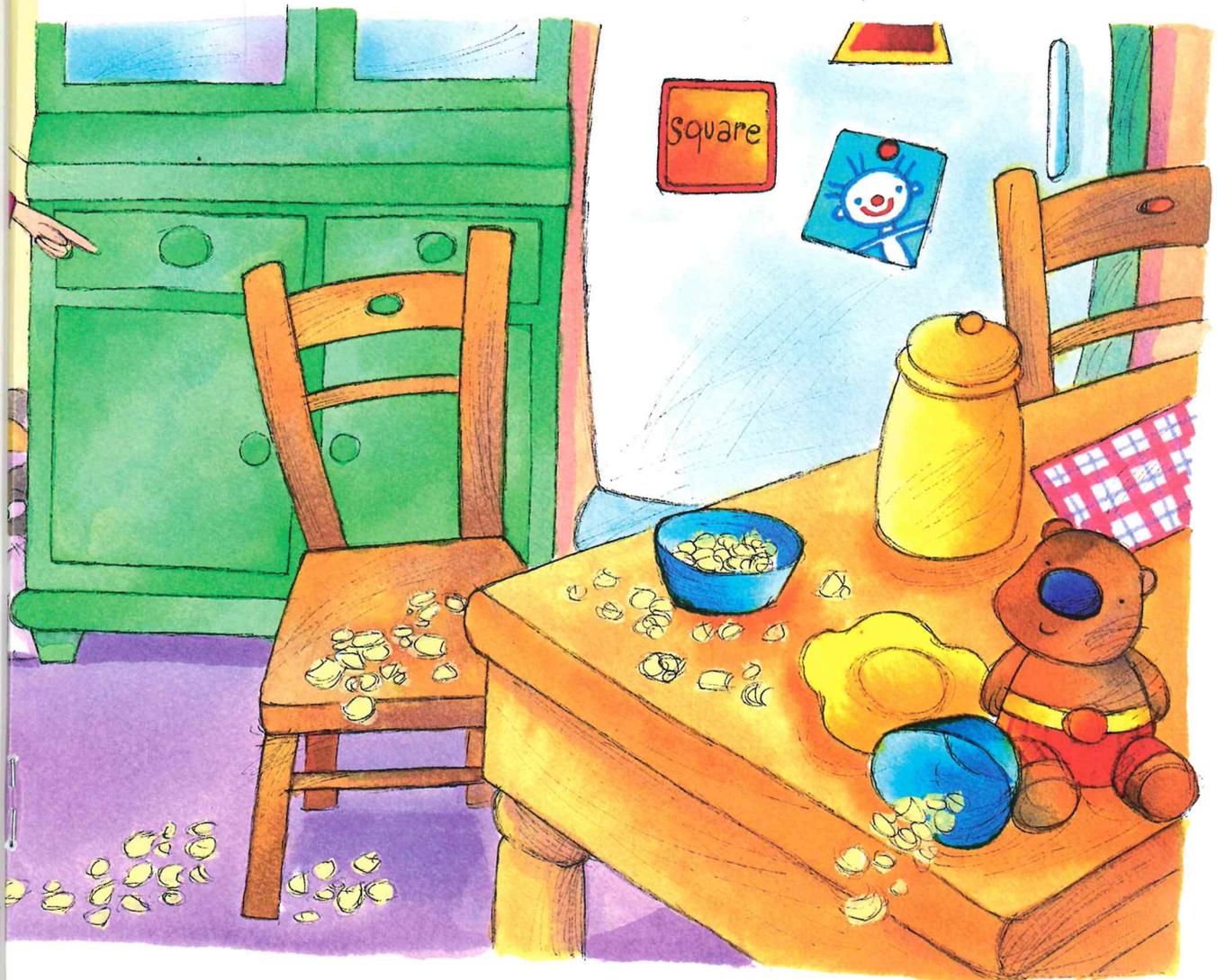
So come to the fair!  
Come to the fair!



**Clare! Clare!**



“Clare, Clare! Look over there!  
Who has spilt cornflakes all over the  
chair?”



Did you do it, Clare?"



"Oh no," said Clare.

"I didn't do it. It was my bear."



"Clare! Clare! Look over there!"



Poor little Mary has jam in her hair!

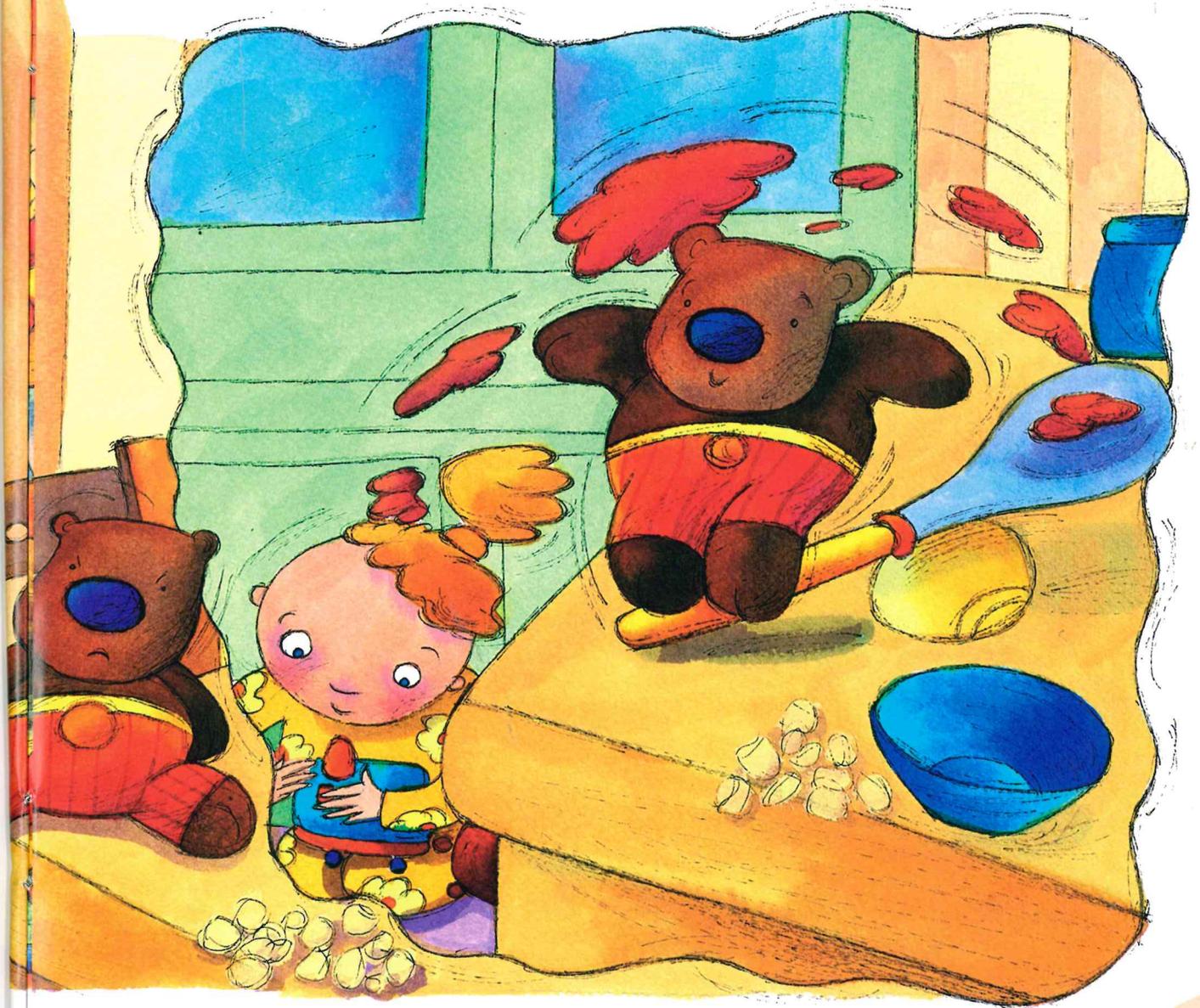


Did you do it, Clare?"



"Oh no," said Clare.

"I didn't do it. It was my bear."



"Clare! Clare! Look over there!  
Jars, tins and packets are everywhere.



Did you do it, Clare?"

"Oh no," said Clare.

"I didn't do it. It was my bear."



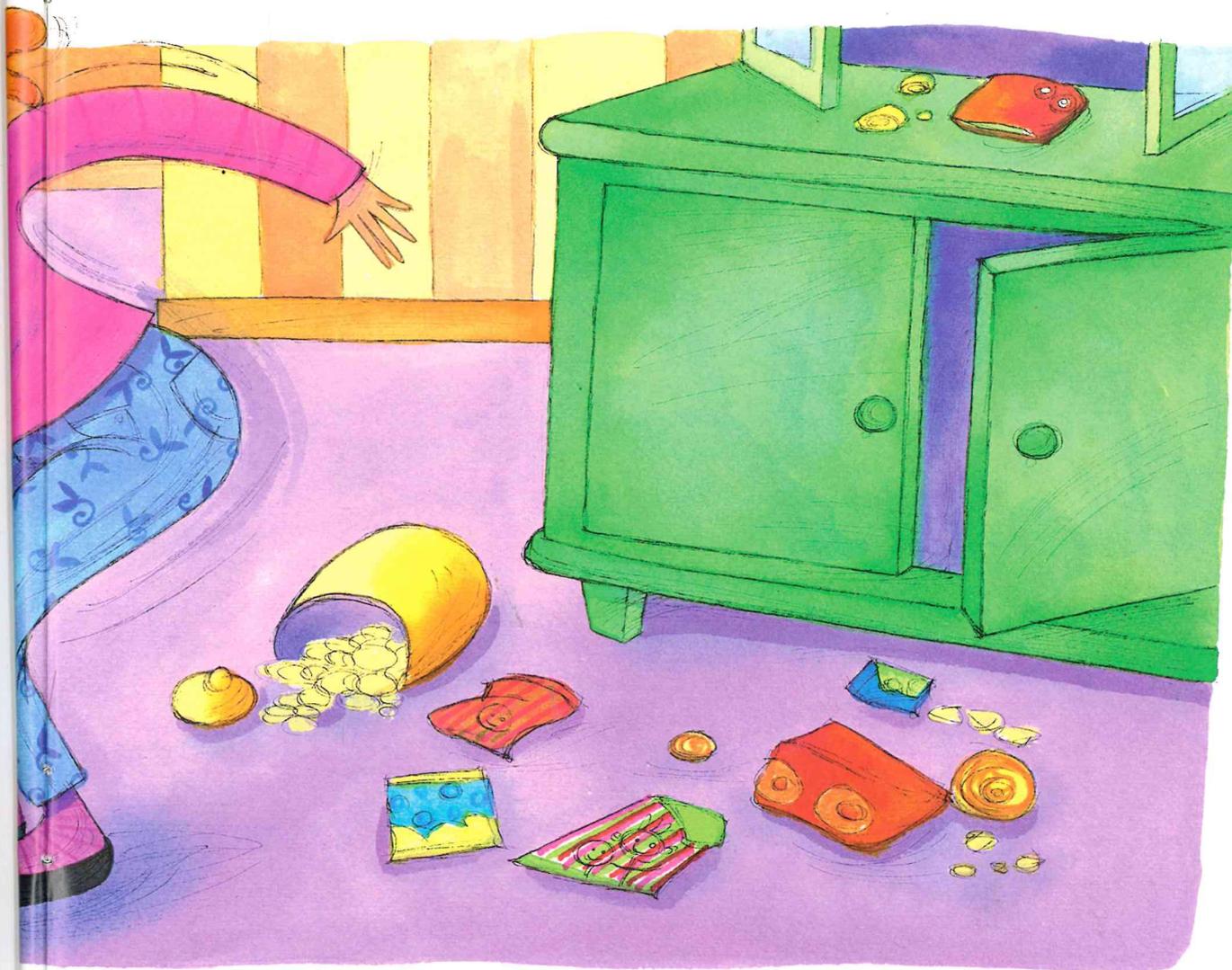
“Bear, Bear! Look over there!  
Who has been giving the kitten a scare?”



Did you do it, Bear?"

"Oh no," said Bear.

"I didn't do it.



It must have been Clare."



### Check understanding

Ask your child

- What would they like to do at the fair? Why?
- Which poem do they like best?

### Check knowledge of letter-pattern sounds

Ask your child to

- Read pages 9, 10 and 11. Find some words which rhyme. (*scare, bear, fair*)
- Identify what sound is the same in all these words? (The end sound *air*.)
- Point to the letter pattern that makes the long *air* sound in these words. (*are, ear, air*)
- Read pages 16 and 17. Find some more words which contain the long *air* sound. (*Clare, there, hair*) Point out that *there* is a common word with an unusual spelling pattern for the *air* sound

**Example phonic words:** fair chair air hair fairy stare  
scare Clare bear

**Context words:** are come have everyone's everywhere  
the their there was



Oxford  
Reading  
Tree

Stage 6 Songbirds  
Phonics



# Clare and the Fair

Story by Julia Donaldson • Pictures by Barbara Vagnozzi  
Series editor Clare Kirtley



Come to the fair and  
meet Clare and her bear.

Book Band 6 Orange

**Focus Phonics**  
*air (as in hair)*

**Letter Pattern**  
*air are ear*

## Stage 6 Songbirds

Tara's Party  
Paula the Vet  
Where Were You, Bert?  
Clare and the Fair  
The Deer and the Earwig  
Jack and the Giants

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