

Julia Donaldson

Oxford
Reading
Tree



My Cat

Songbirds 

Phonics



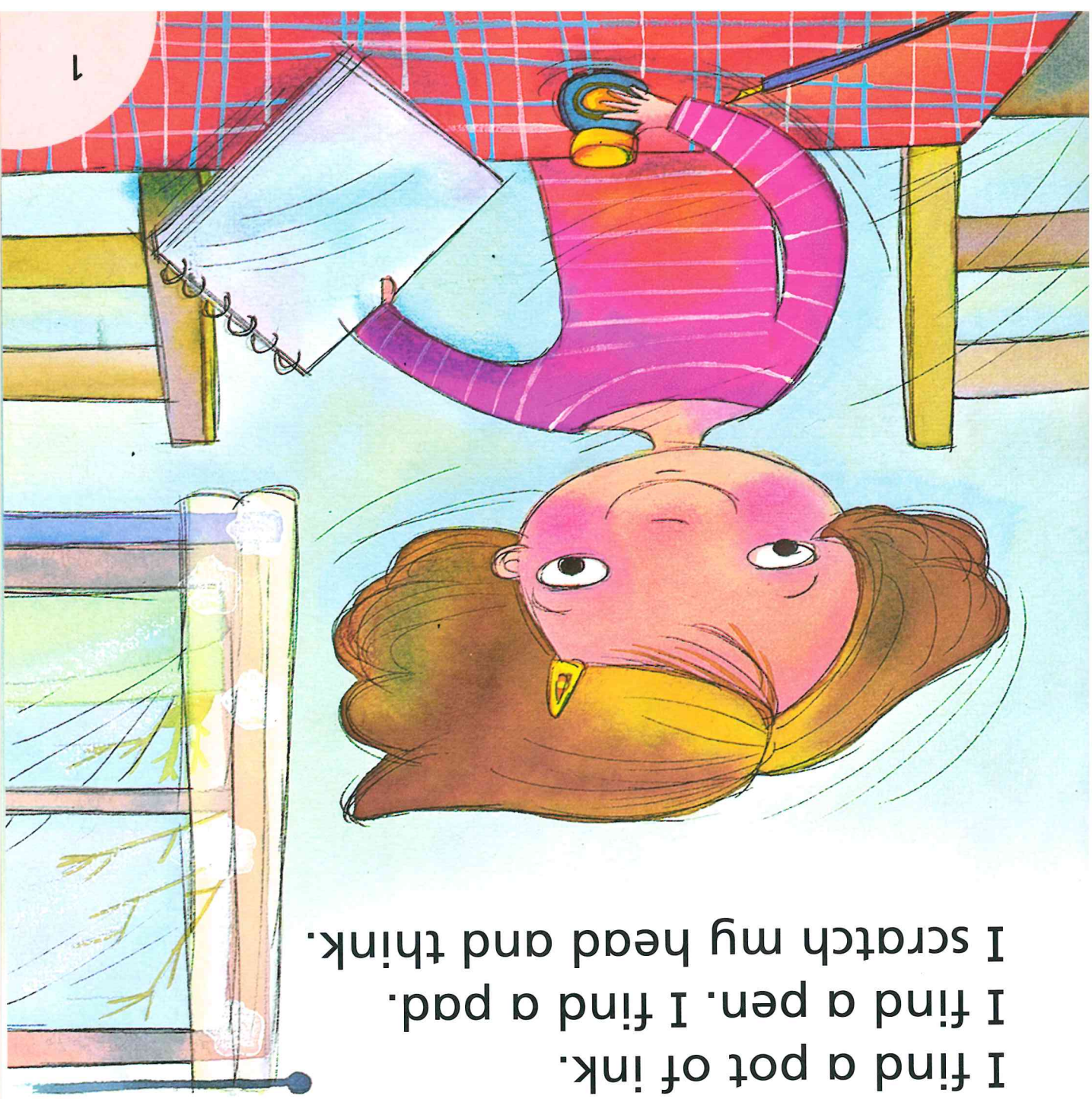
Talk together

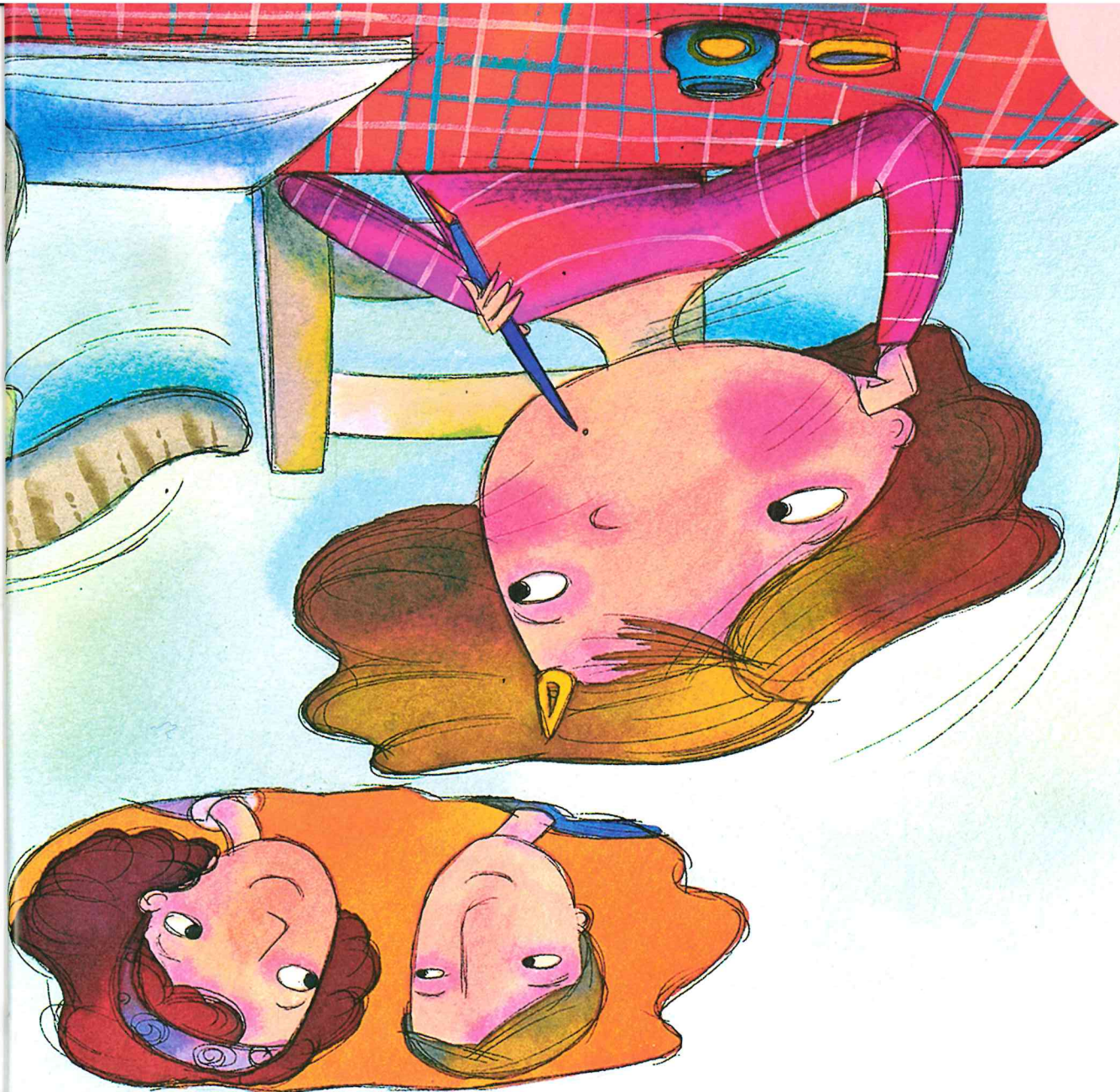
- Ask your child to
- Point to each letter pattern in the box on the back cover. Say the sound that it makes in words. Tell your child the sounds if necessary.
- Look out for these letter patterns in the story. Try and remember the sound they make.

Read 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 do not recognise by saying the sounds of each letter pattern separately (e.g. *f - i - n - d*), 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. *head*). Read these words to your child if they don't recognise them. Point out the letters that make the usual sound in each word (e.g. the *h* in *head*). This will help your child to remember these words.

I'm going to write a poem.
I find a pot of ink.
I find a pen. I find a pad.
I scratch my head and think.

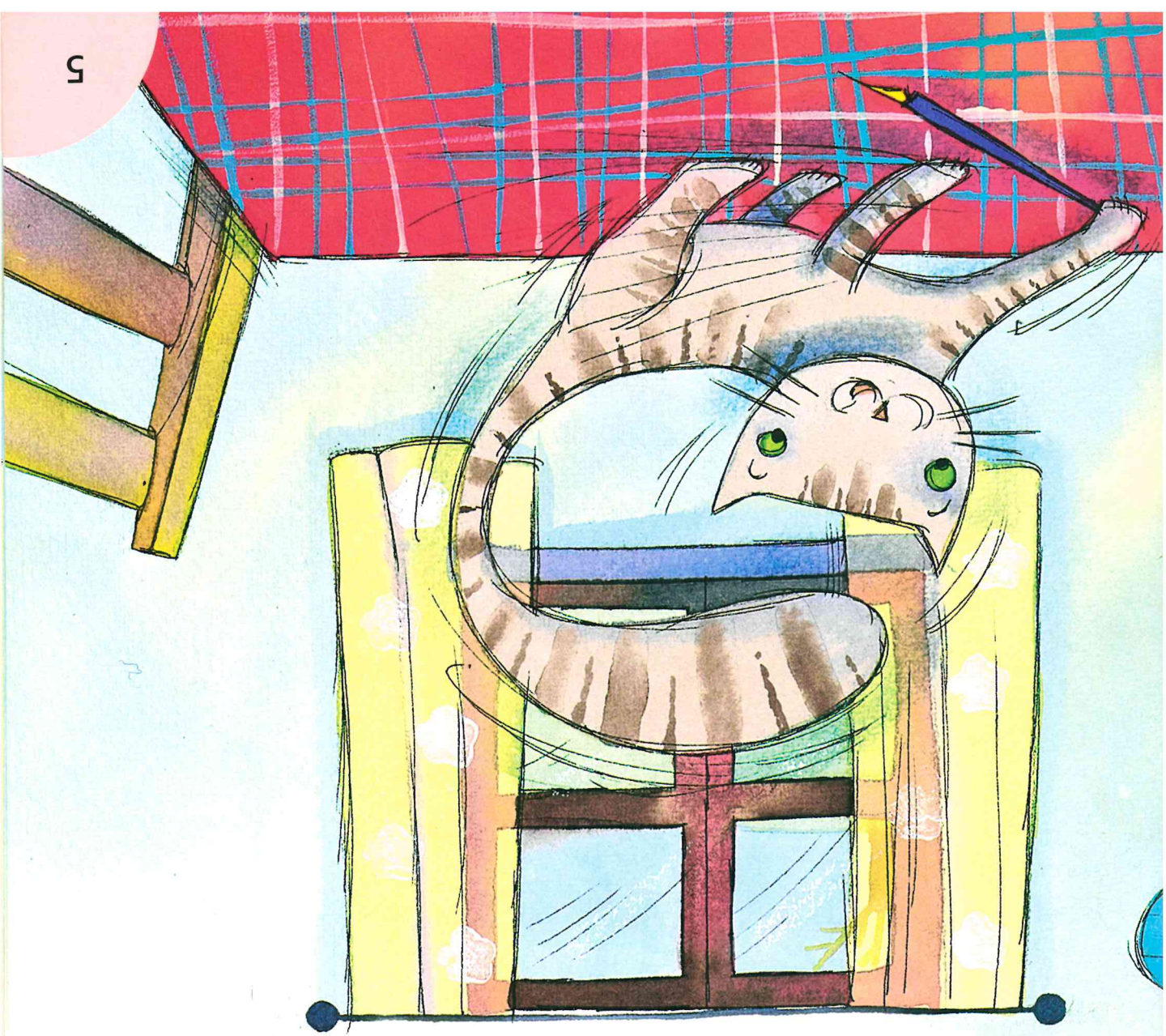




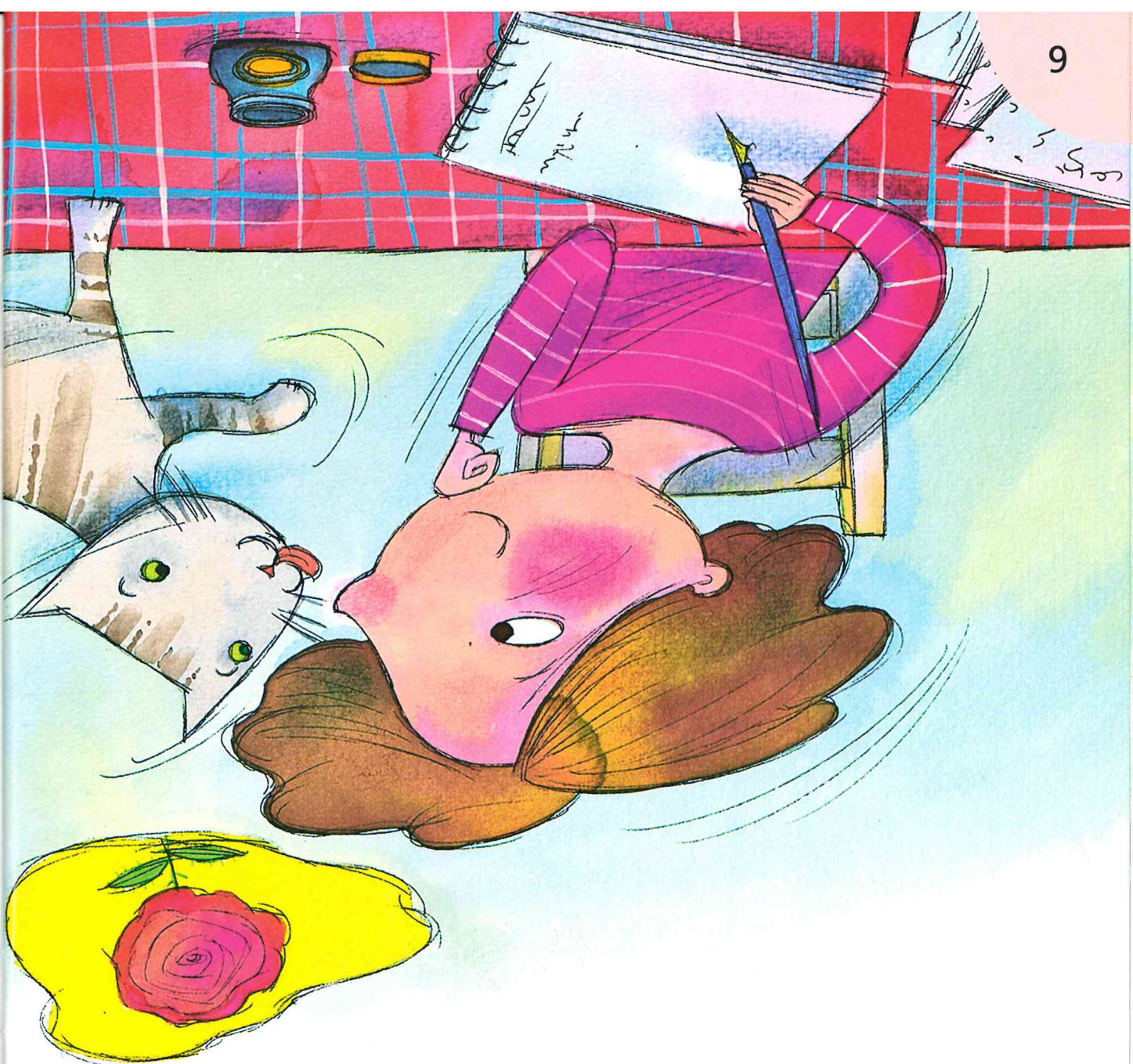
I try to write a poem about my
mum and dad.



I try to write a poem about the
sea and sand.

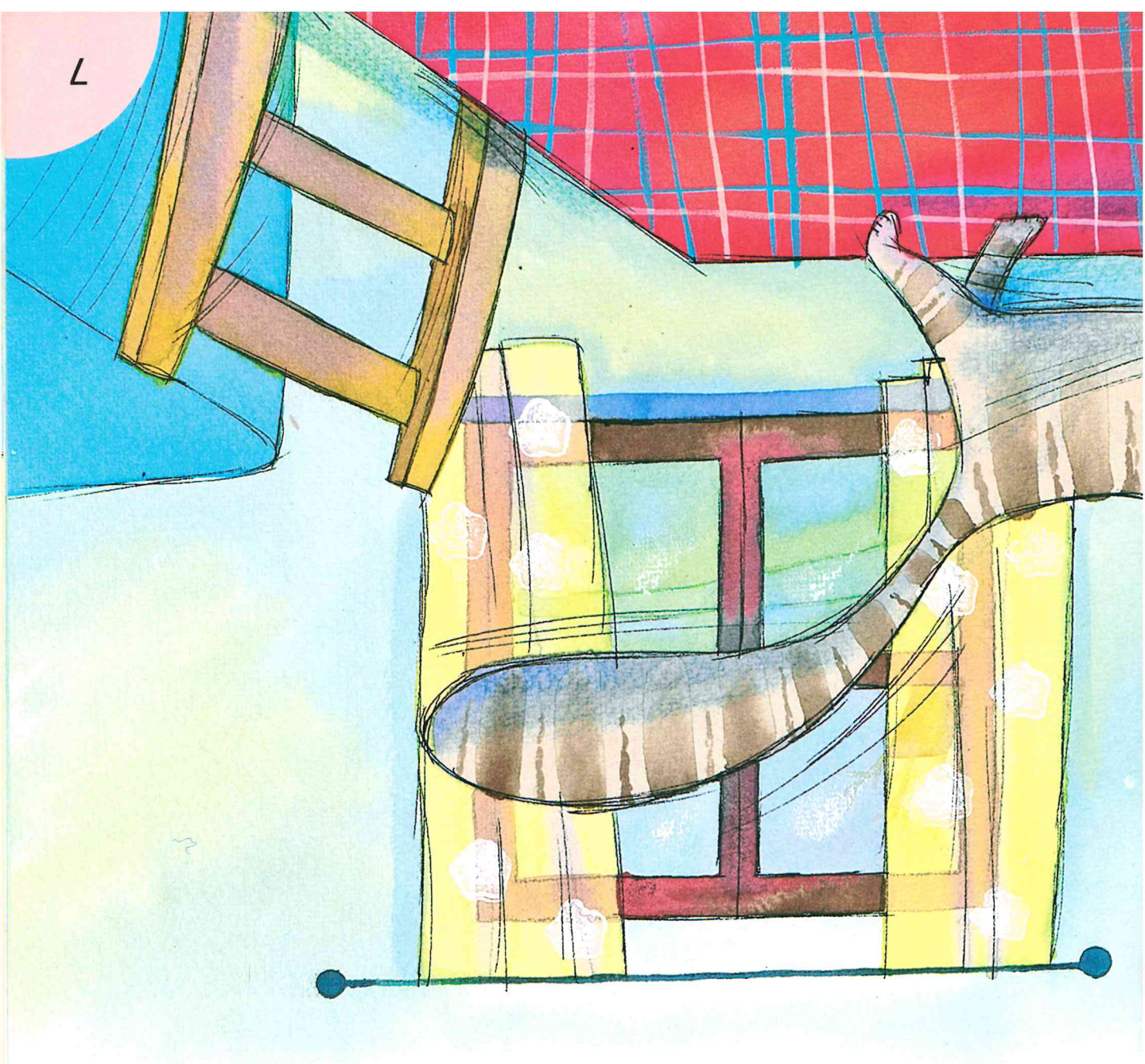


But then the cat jumps up and
knocks the pen out of my hand.



I try to write a poem
about a bright red rose.

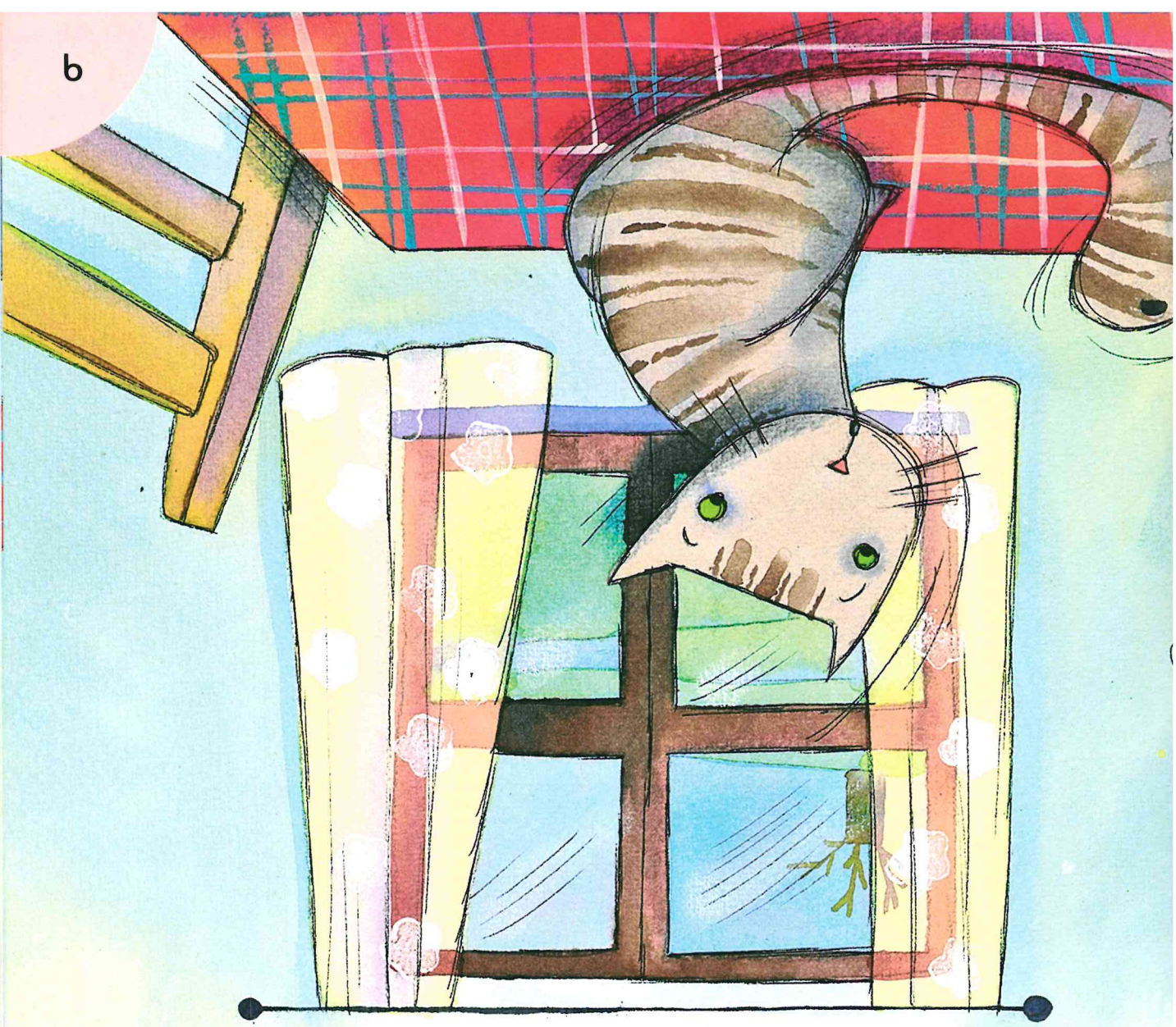
But then the cat jumps up again
and licks me on the nose.



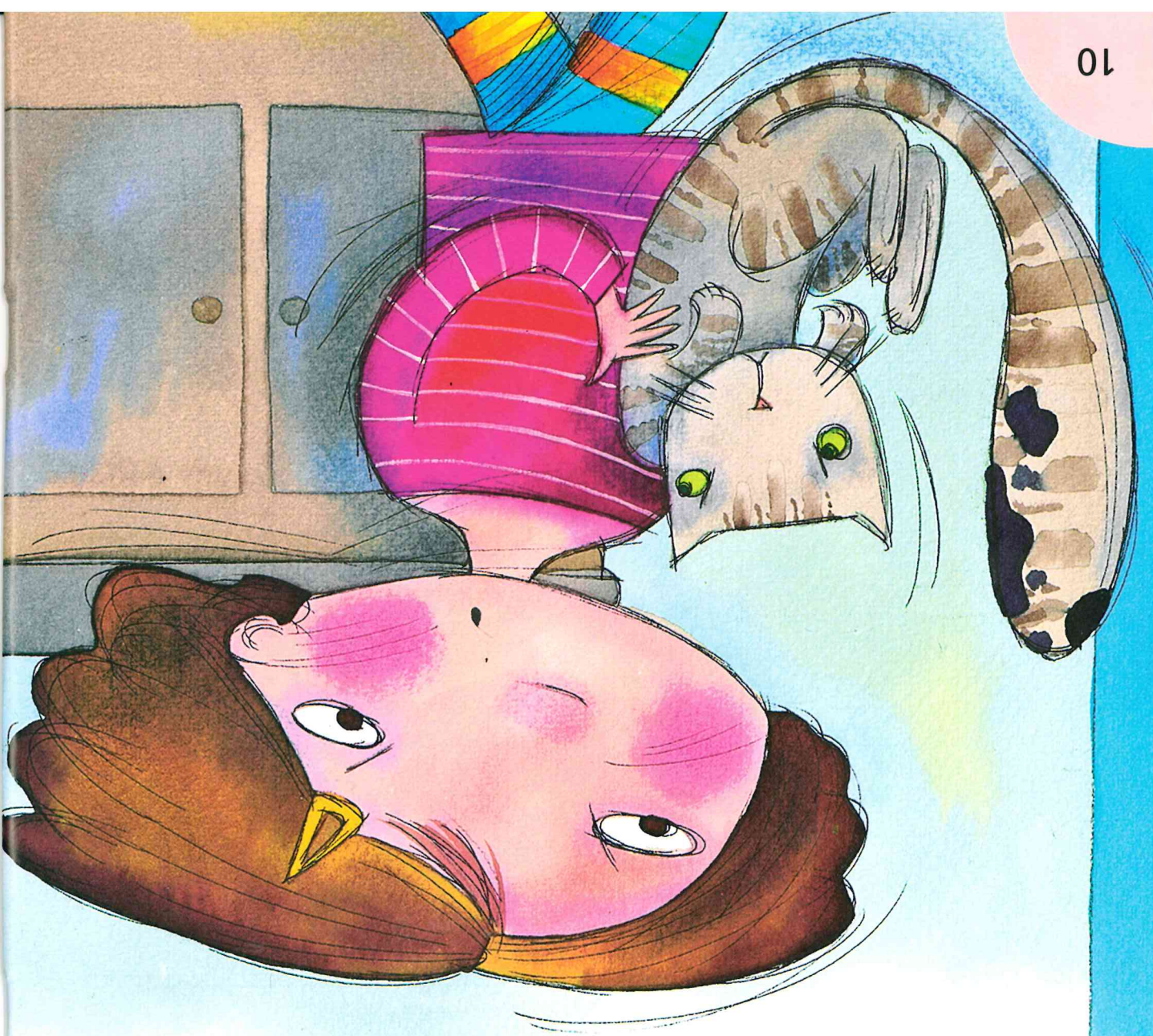


I know! I'll write a poem
about a humpback whale.

b

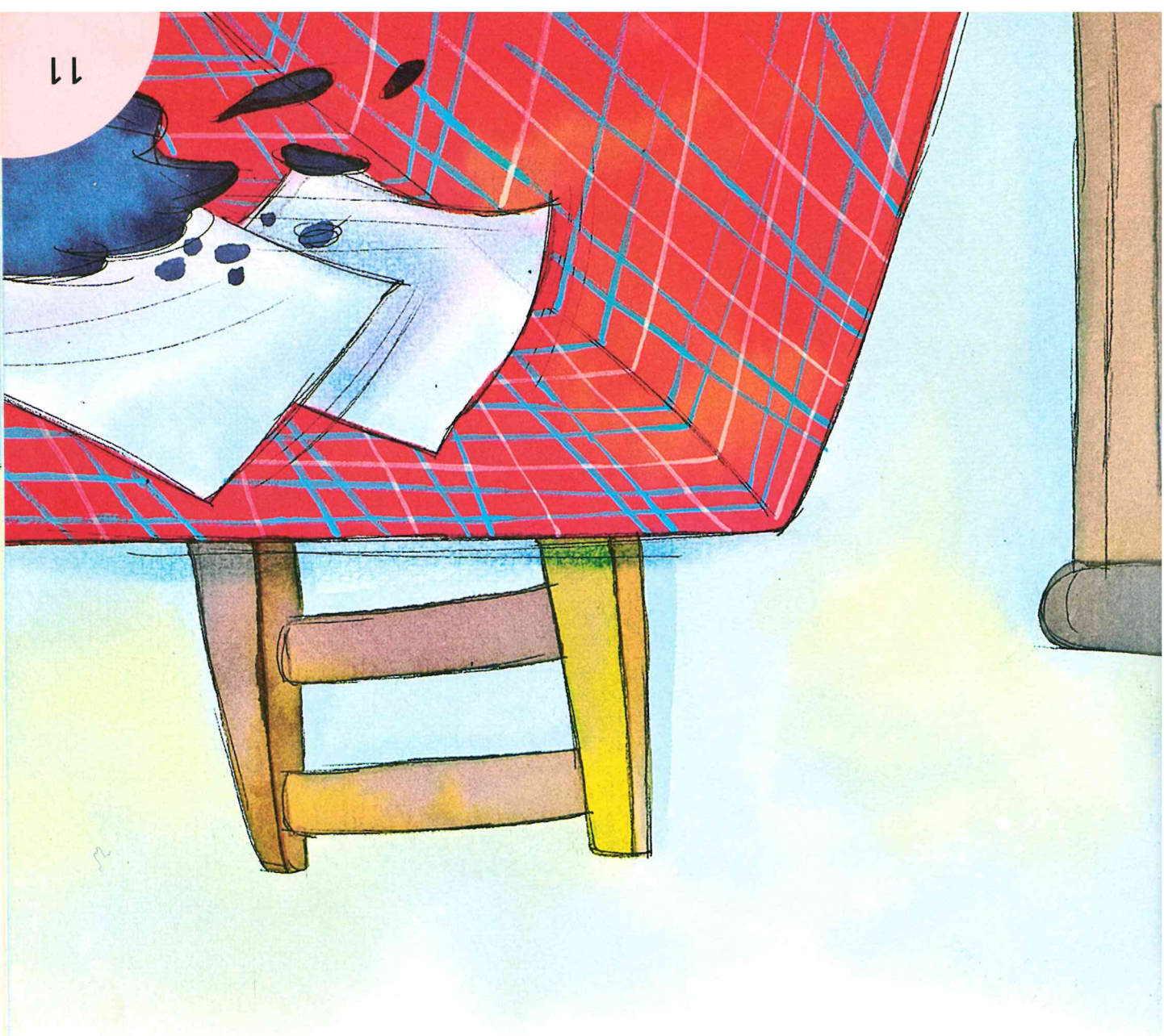


This time the cat jumps up and
knocks the ink off with his tail.



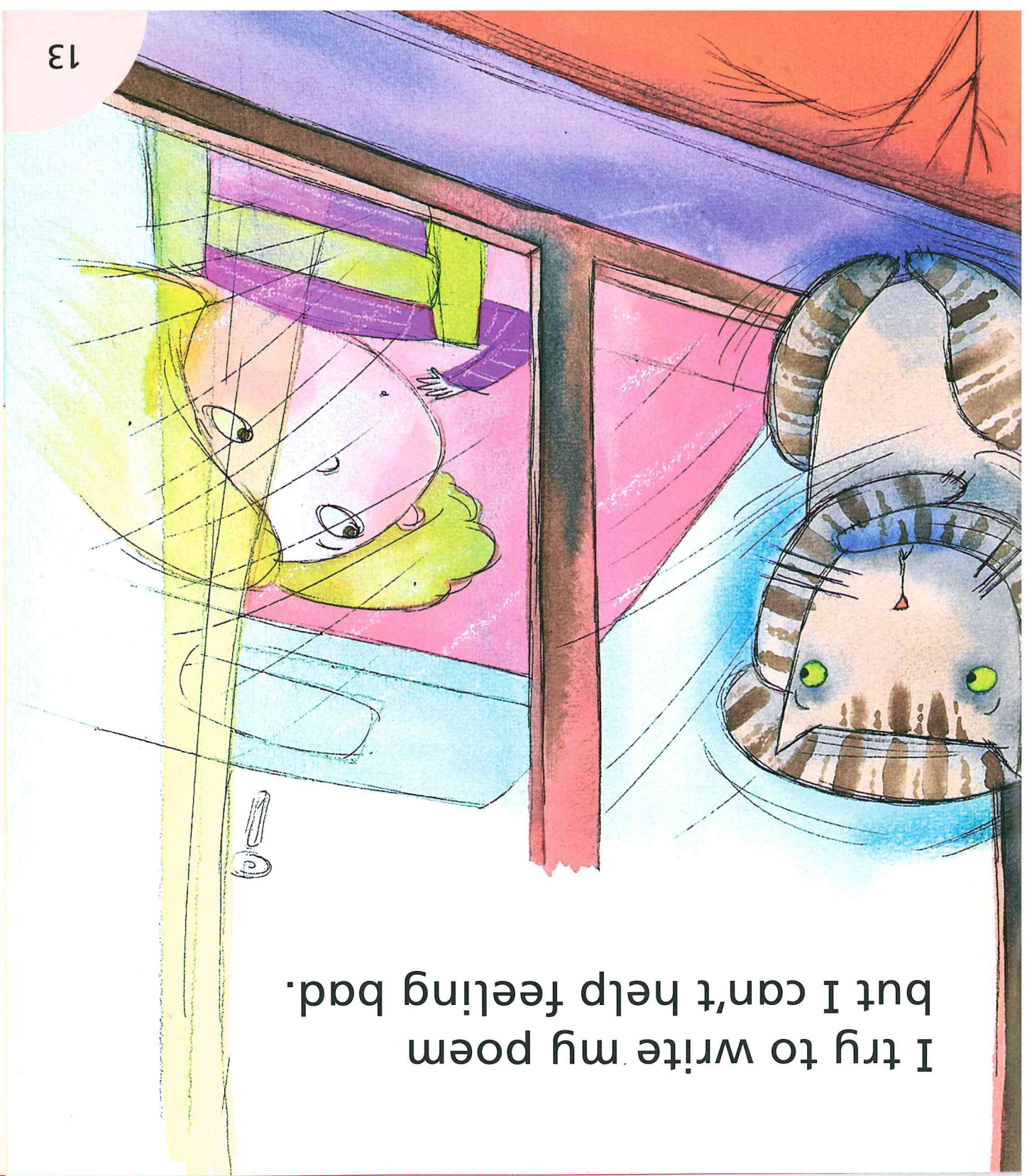
That silly cat keeps bugging me!
I pick him up and say,

"If you won't let me write my poem,
then I won't let you stay."



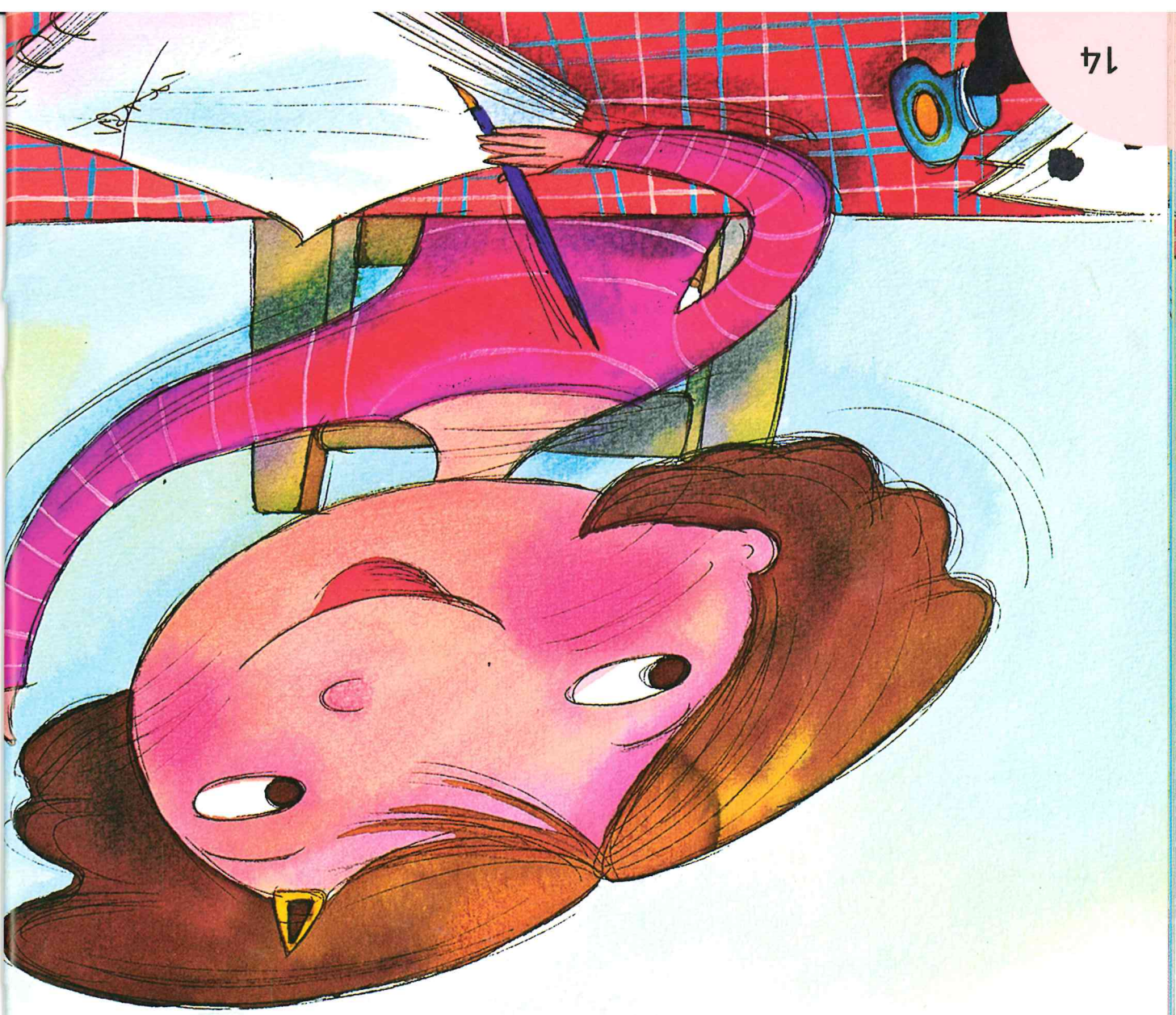


The cat sits on the window sill.
He looks so cold and sad.



I try to write my poem
but I can't help feeling bad.

I suck my pen. I scratch my head.
I think of this and that.





Then suddenly
I've got it!
"I'll write about..."



"My cat!"

Check comprehension

Ask your child

- Why did the girl find it difficult to write a poem? (The cat kept disturbing her.)

Check phonics (letter-pattern sounds)

Ask your child to

- Find and read two words which rhyme on pages 8 and 9 (*whale, tail*).
Point to the letter pattern that makes the long vowel sound in these words (a-e, ai).
- Find and read some more words in the book which contain a long ai sound (a, again, say, stay). Point to the letter patterns that make the long vowel sound (a, ai, ay, ay).
- Find and read some words on pages 6 and 7 which contain a long ie sound (i, try, write, bright). Point to the letter patterns that make the long vowel sound (i, y, i-e, igh).
- Find and read some words on pages 6, 7, 8 and 9 which contain a long oe sound (oem, rose, nose, know). Point to the letter patterns that make the long vowel sound (oe, o-e, o-e, ow).

Example phonic words: again tail say stay whale a keeps feeling sea me silly suddenly time write bright my try find I'll I'm I've know window nose rose cold going poem so won't

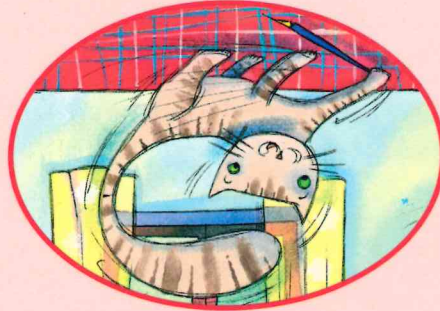
Context words: to head about out of the you can't

Oxford Reading Tree
Stage 4 More A Songbirds Phonics

My Cat

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

When a cat gets in the way it's tricky to write a poem.



Stage 4 More Songbirds

The Red Man and the Green Man
 Pirates
 Tails

Pen-Pals

My Cat

Tim's Bad Mood

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