



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.
- 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 recognise by saying the sounds of each letter pattern separately (e.g. *d - oor*), 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. *says*). 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 *s* in *says*). This will help your child to remember these words.



Here comes a man.
He walks through the door.



He says, "My cat has a very sore paw."



Paula has a look.
The paw is torn.

"Ahai" says Paula,
and takes out a thorn.





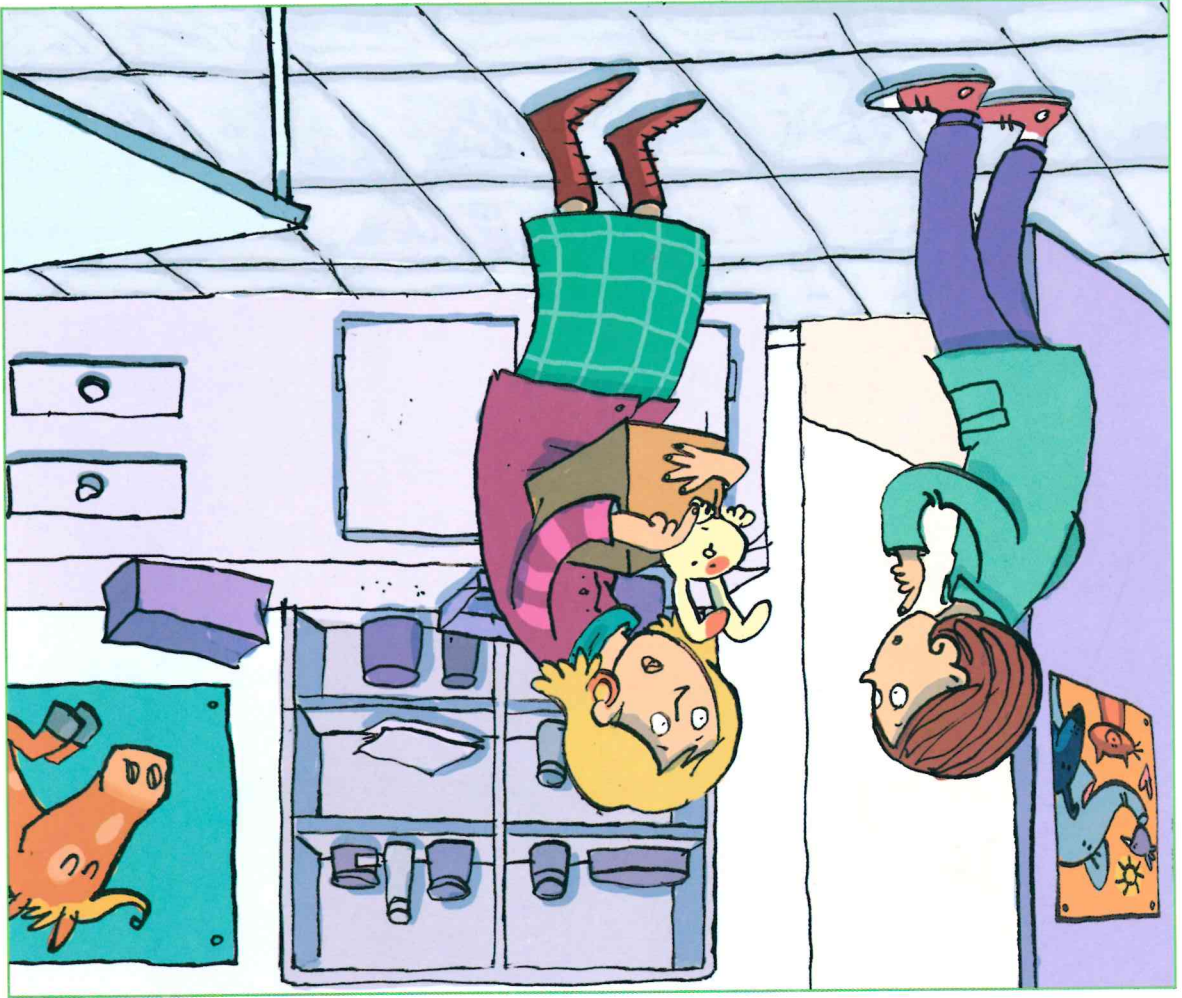
Here comes a boy.
He walks through the door.
He says, "My little dog's
tummy is sore."



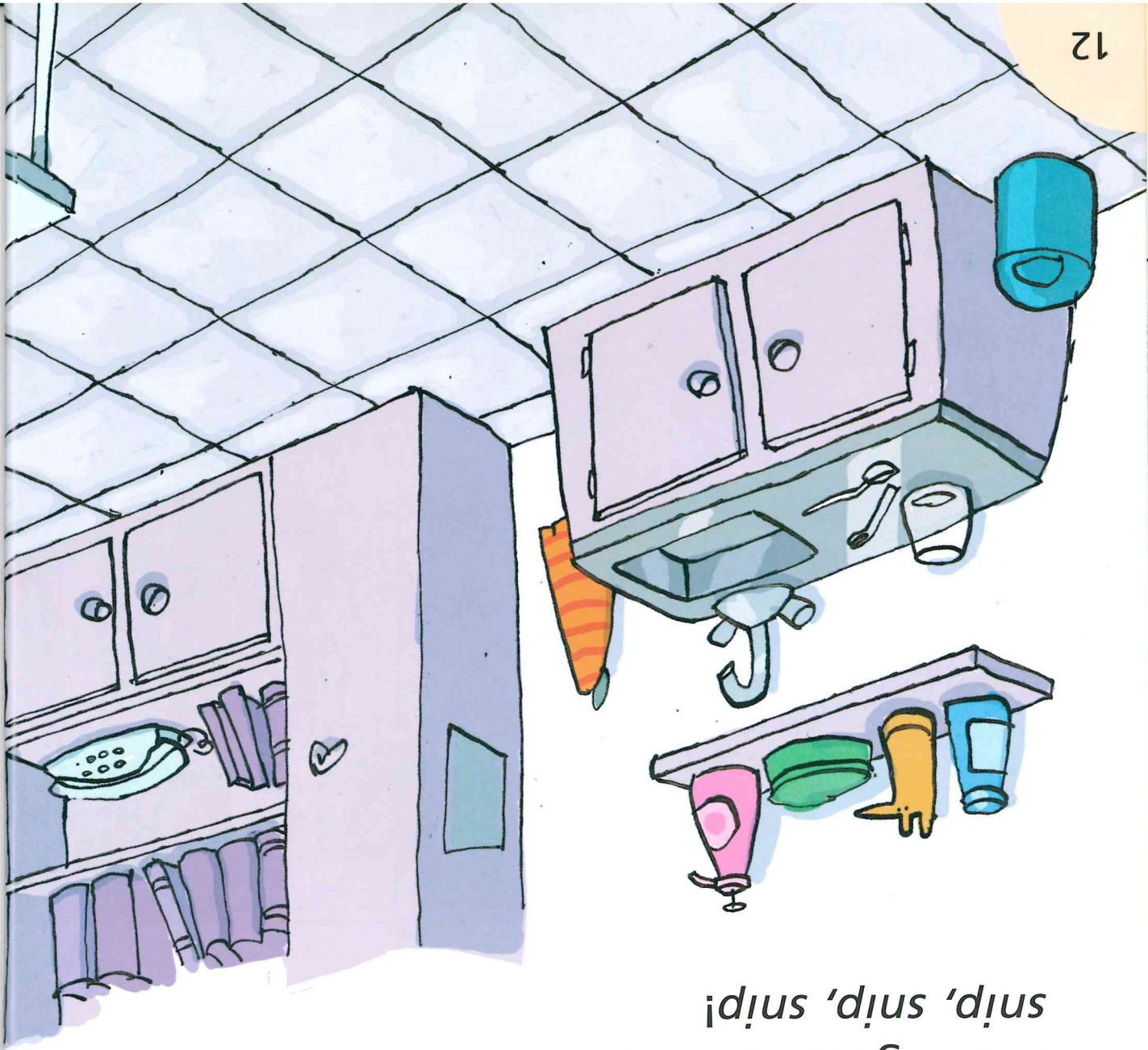
Paula tells the boy,
"Your dog is ill,
but she'll soon get better
if she takes this pill."

b



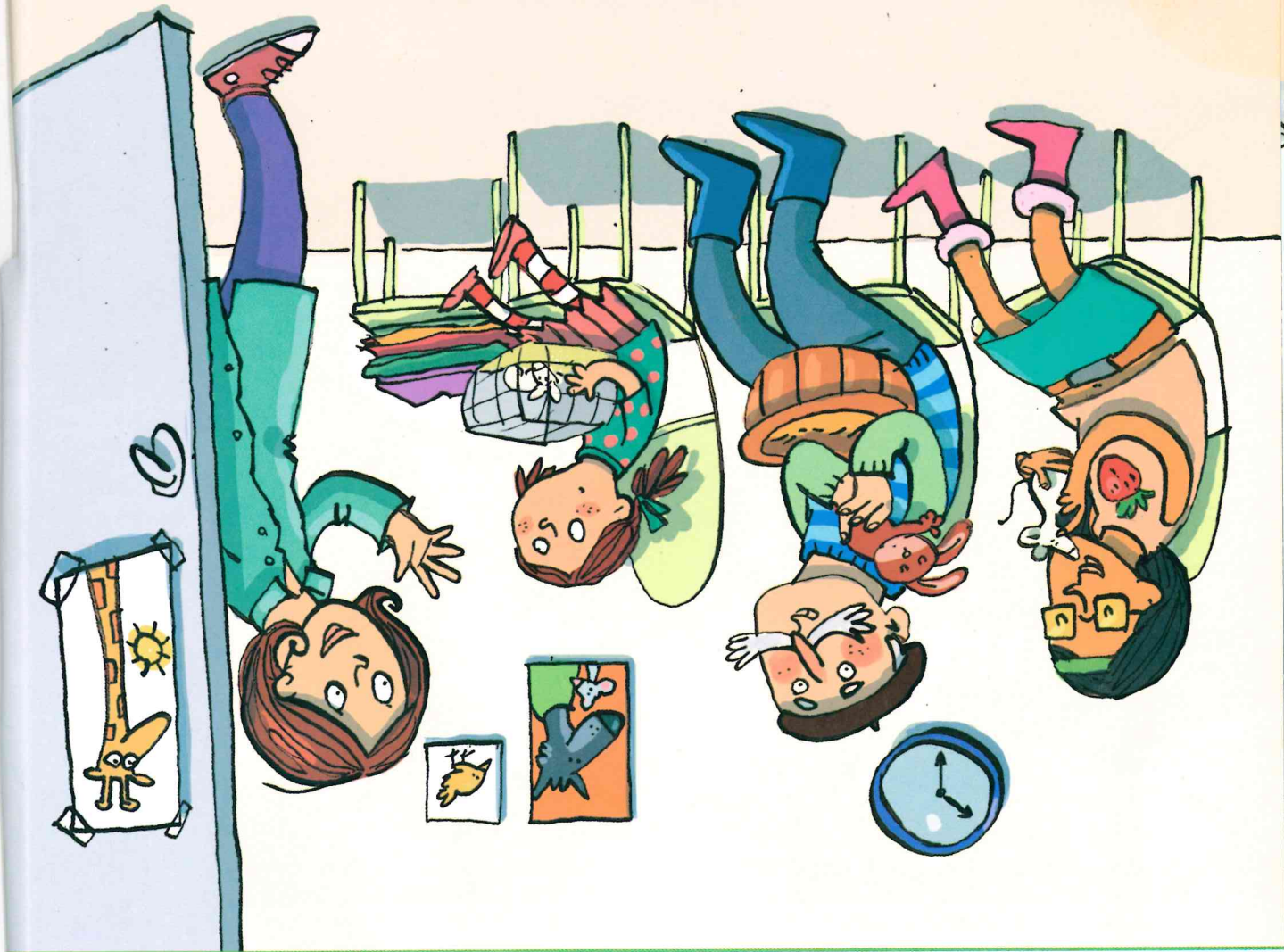


Here comes a lady.
She walks through the door.
She says, "My rabbit
has a very long claw."

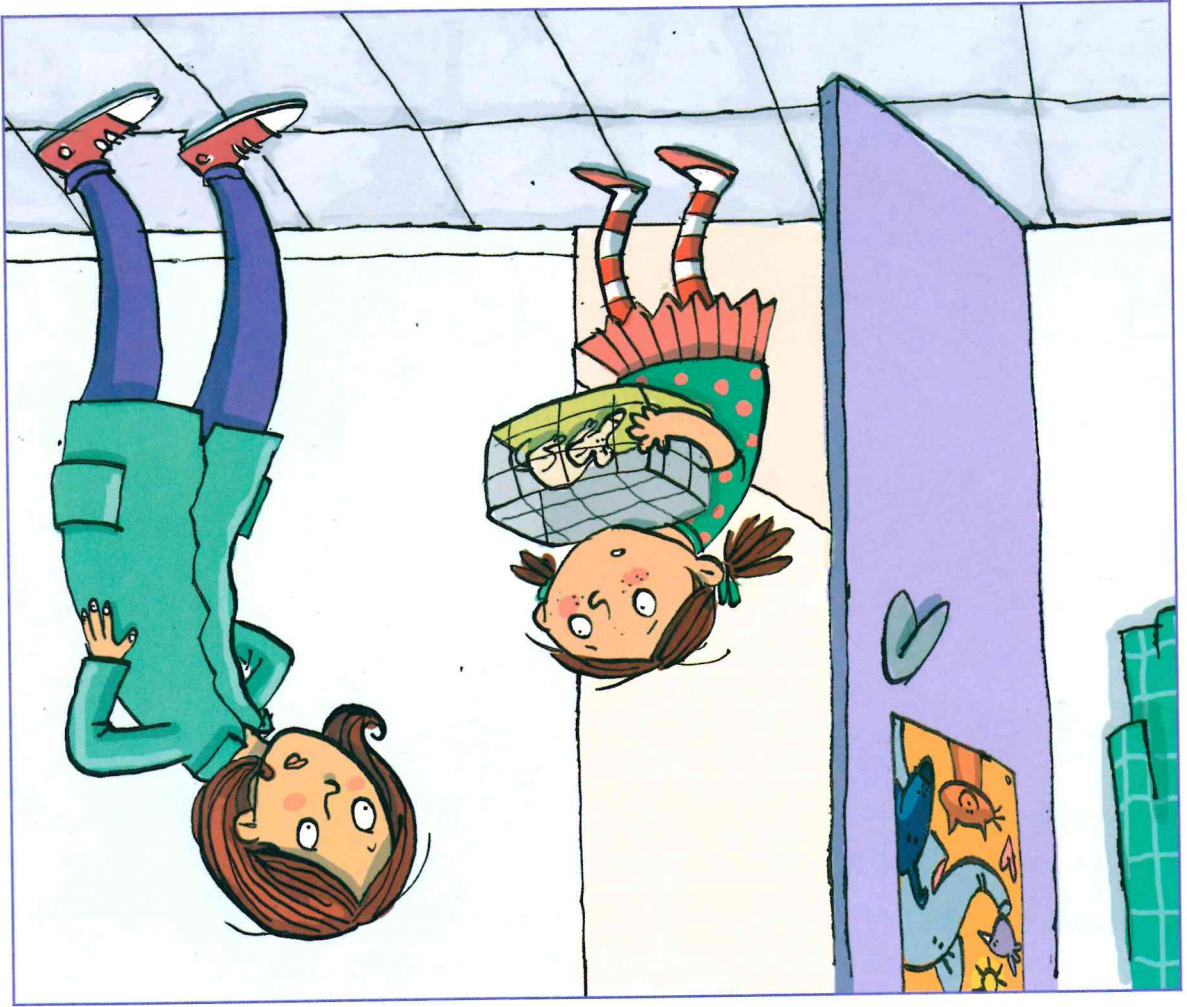


Paula tells the lady,
"The nail needs a clip."
Paula gets her scissors –
snip, snip, snip!





Yes, Paula is a vet
and a very good vet.
She opens the door
and she calls, "Next peti!"

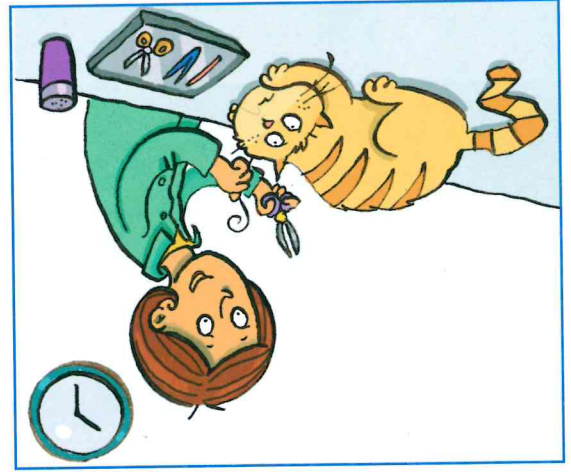


Here comes a girl.
She walks through the door.
She says, "My mouse
won't run any more."

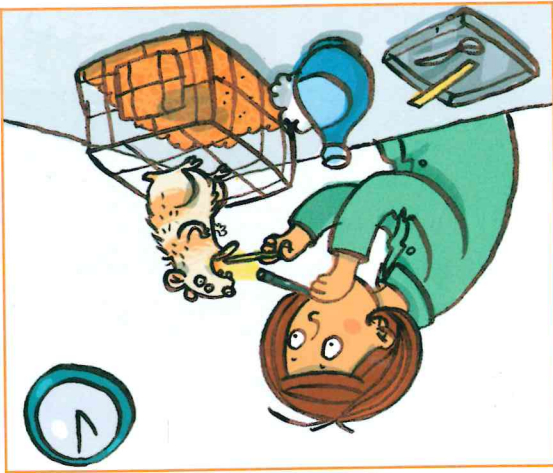


Paula has a look,
and she says, "I think
your mouse just needs
more water to drink."

All the morning,
Paula the vet
sees pet,



after pet,

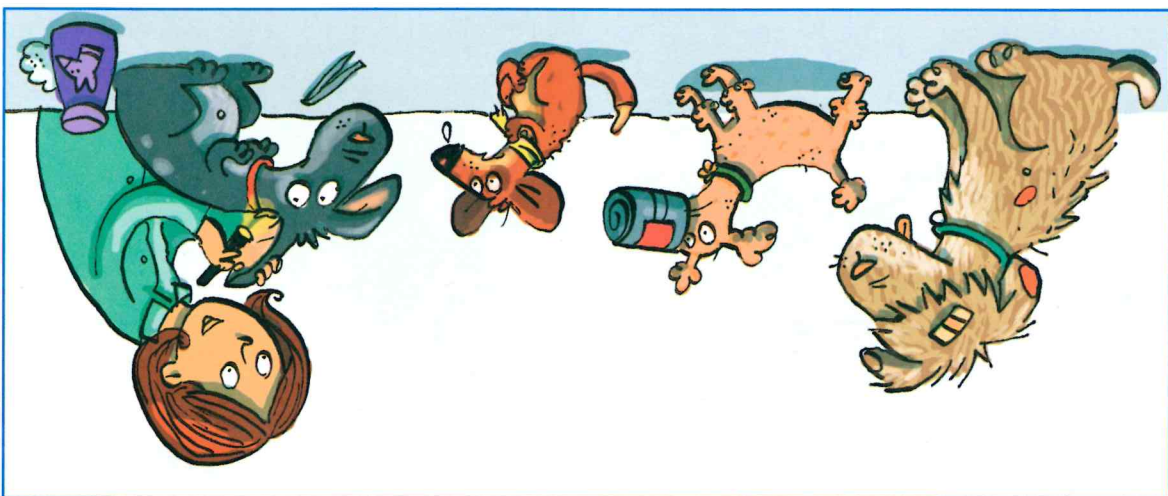


after pet.





more and more cats,



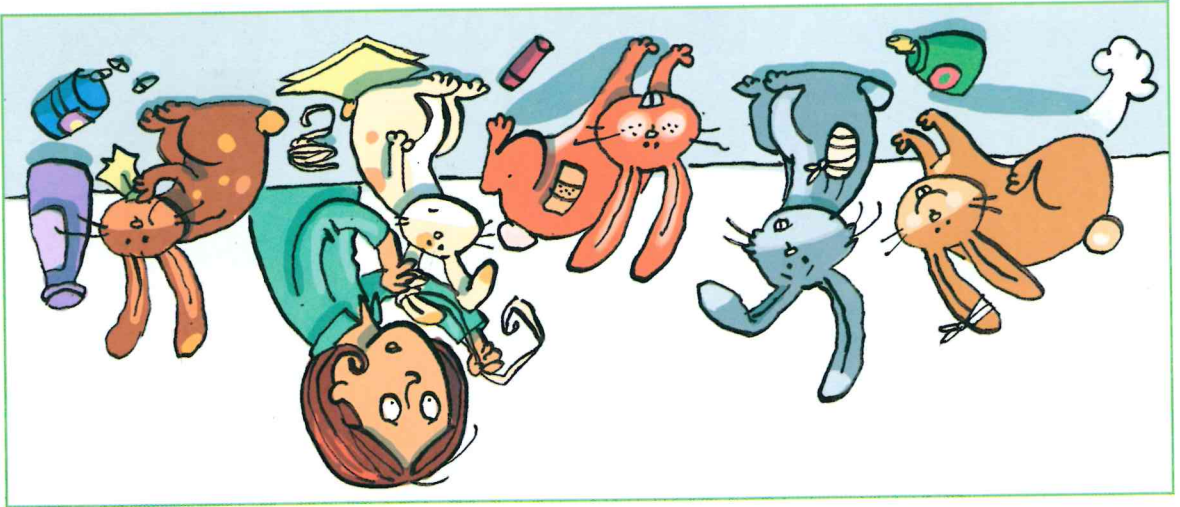
More and more dogs,



and rats.



and mice



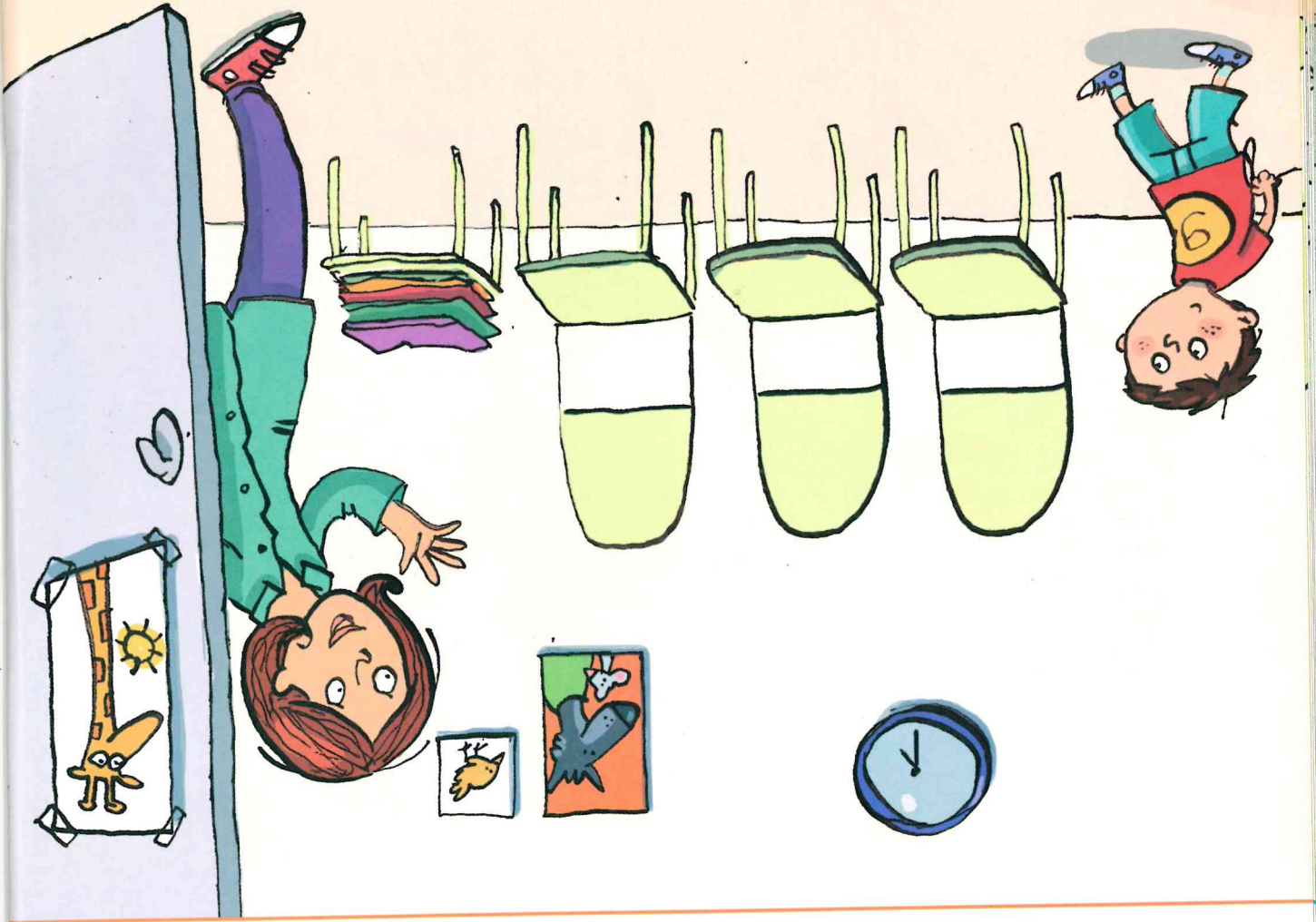
more and more rabbits

Paula sees ordinary pets
all morning.
Paula feels bored.
Paula starts yawning.

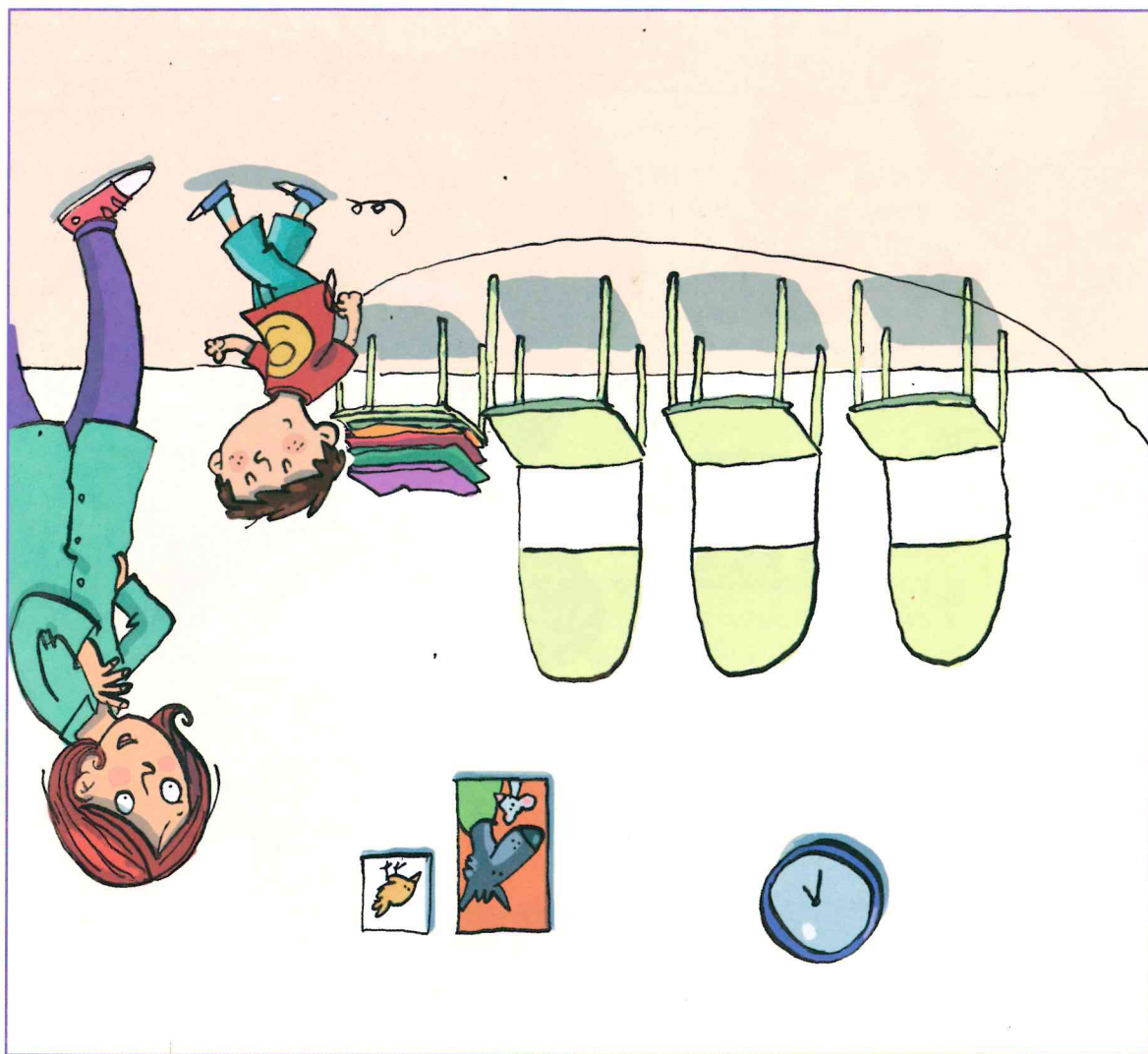


"It's always the same,"
thinks Paula the vet.
"I wish I could see an
extraordinary pet!"

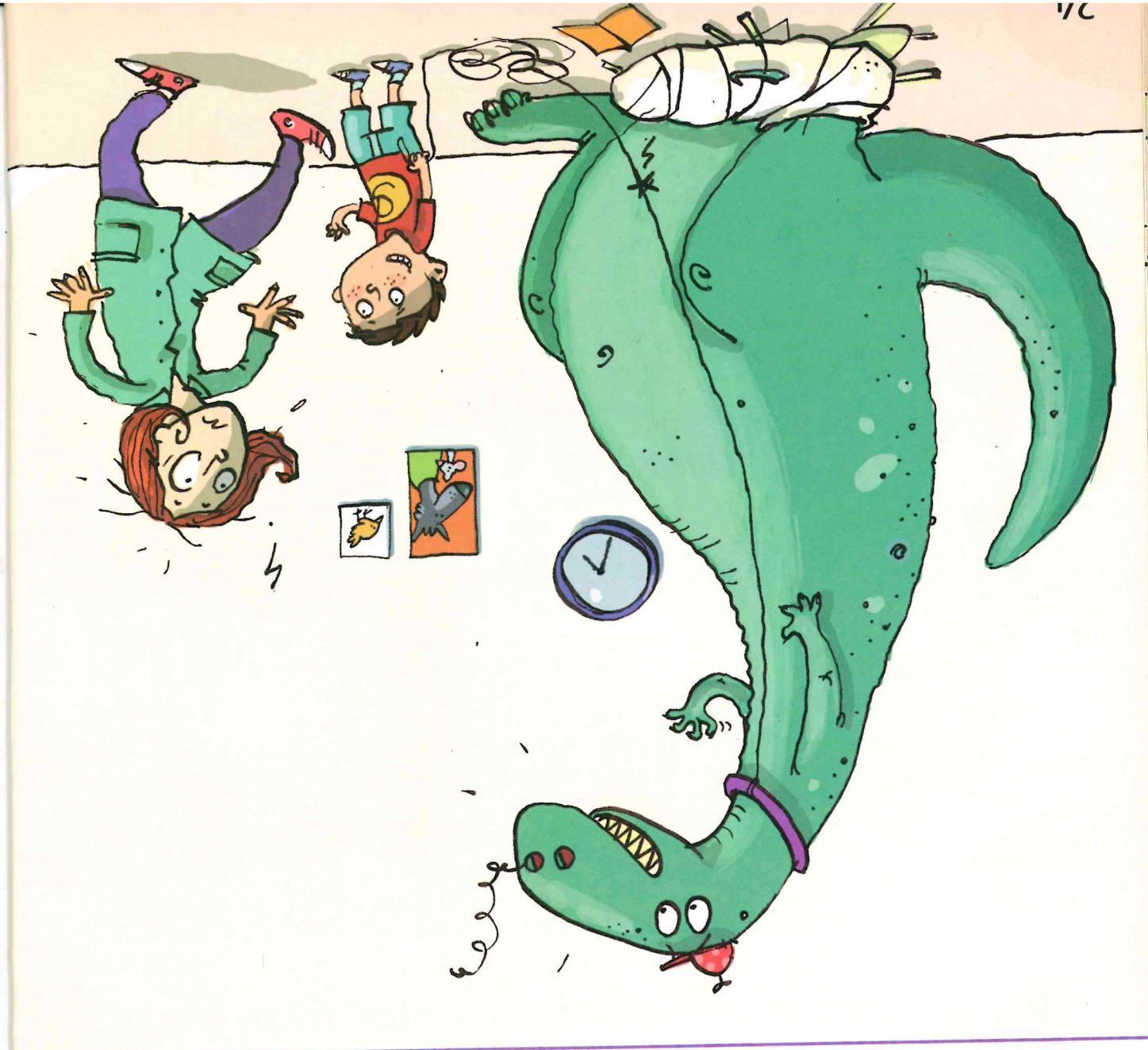




But Paula the vet
is a very good vet.
So she opens the door
and she calls, "Next pet!"



Here comes someone.
He walks through the door.
It's a very small boy. . .



With a dinosaur!

Check understanding

Ask your child

- What pets does Paula see all morning? (Ordinary pets like dogs and cats.)
- Which pet do you think she is most interested in? Why? (The dinosaur because it is an extraordinary pet.)

Check knowledge of letter-pattern sounds

Ask your child to

- Read pages 4 and 5. Find some words which contain a long *au* sound. (*Paula, paw, torn, thorn.*)
- Point to the letter pattern that makes the long *au* sound in the words. (*au, aw, or*)
- Identify which of these words rhyme. (*torn, thorn*)
- Think of some more words which rhyme with *torn* and try writing them (e.g. *born, corn, dawn, horn, lawn*).
- Use a dictionary to check the spelling of the rhyming words and underline the letter patterns that make the long *au* sound in each word.

Example phonic words: torn thorn morning ordinary extraordinary Paula dinosaur paw claw yawning sore more bored door calls small all always water

Context words: any comes girl her here the says scissors through your

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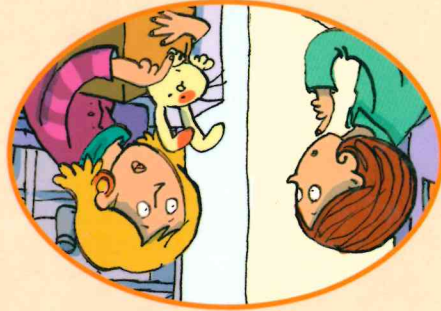
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Where Were You, Bert?
Clare and the Fair
The Deer and the Earwig
Jack and the Giants

Focus Phonics
Letter Pattern
au (as in August) or au aw ore
or a



Dogs, cats, rabbits and
rats all morning! Paula the
vet is getting bored . . .

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Series editor Clare Kirtley

Paula the Vet



Stage 6 Songbirds
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