

Julia Donaldson

Oxford
Reading
Tree



Splash and Squelch

Songbirds



Phonics



Talk together

- Ask your child to
- Point to the word *Splash* in the title.
- Point to the letter pattern that makes the end sound *sh*.
- Stress that these two letters make one sound.
- Point to the letters that make the beginning sounds *s - p - l*. Stress that, unlike the letters in *sh*, the letters in *spl* all make separate sounds.
- Look out for words with groups of consonants together.

Reading the story

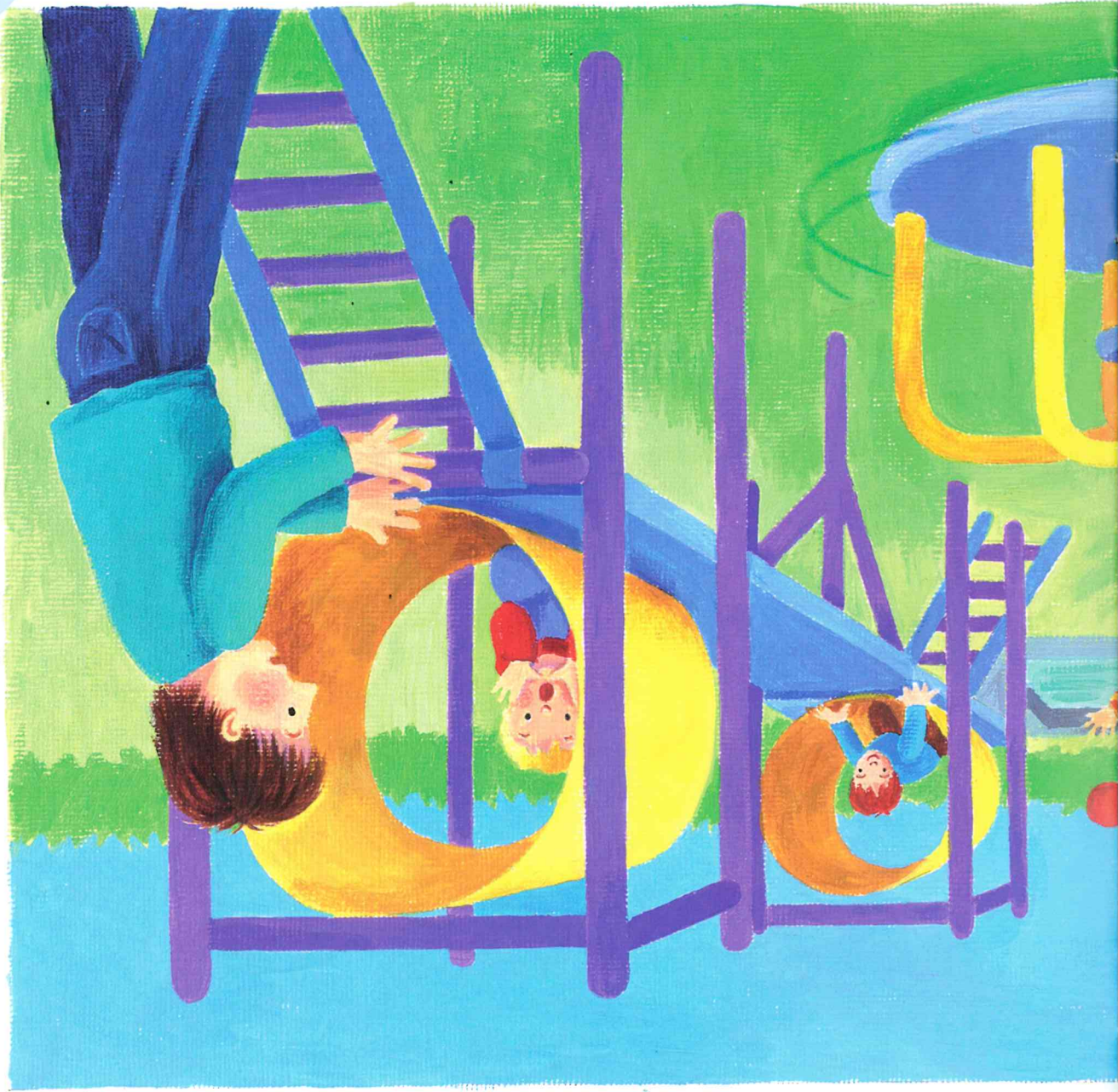
- Remember children learn best when reading is relaxed and enjoyable so give lots of praise.
- Encourage your child to try to read any words they don't recognise by saying the sounds of each letter pattern separately (e.g. *s - p - l - i - n - g*), then running the sounds together quickly. If they find 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. *we*). 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 *w* in *we*). This will help your child to remember these words.



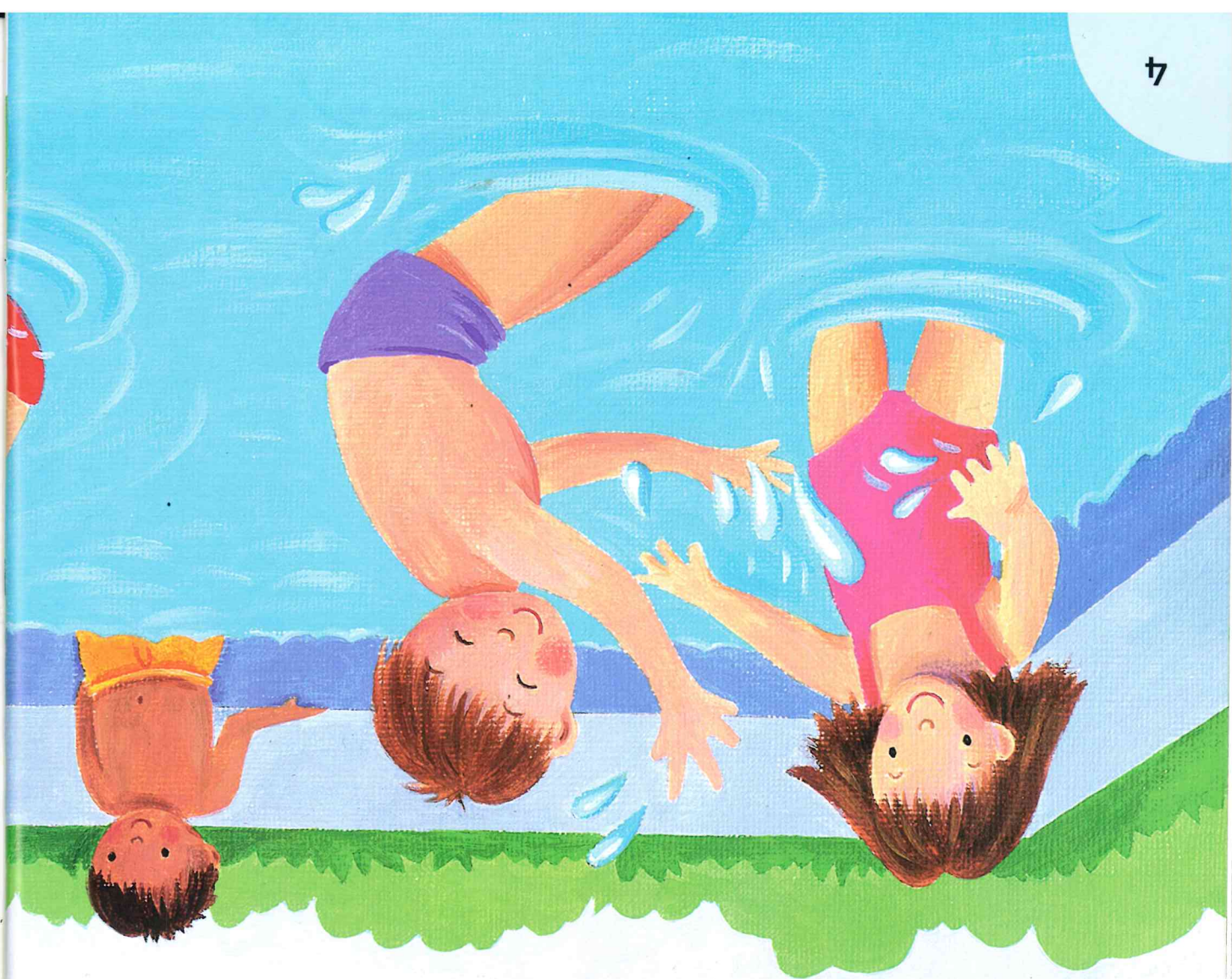
We like to swing.



We like to whizz and spin.



We like to yell in tunnels.



We like to splash, splash and splash.





We like to run in the sun and
dig in the sand.

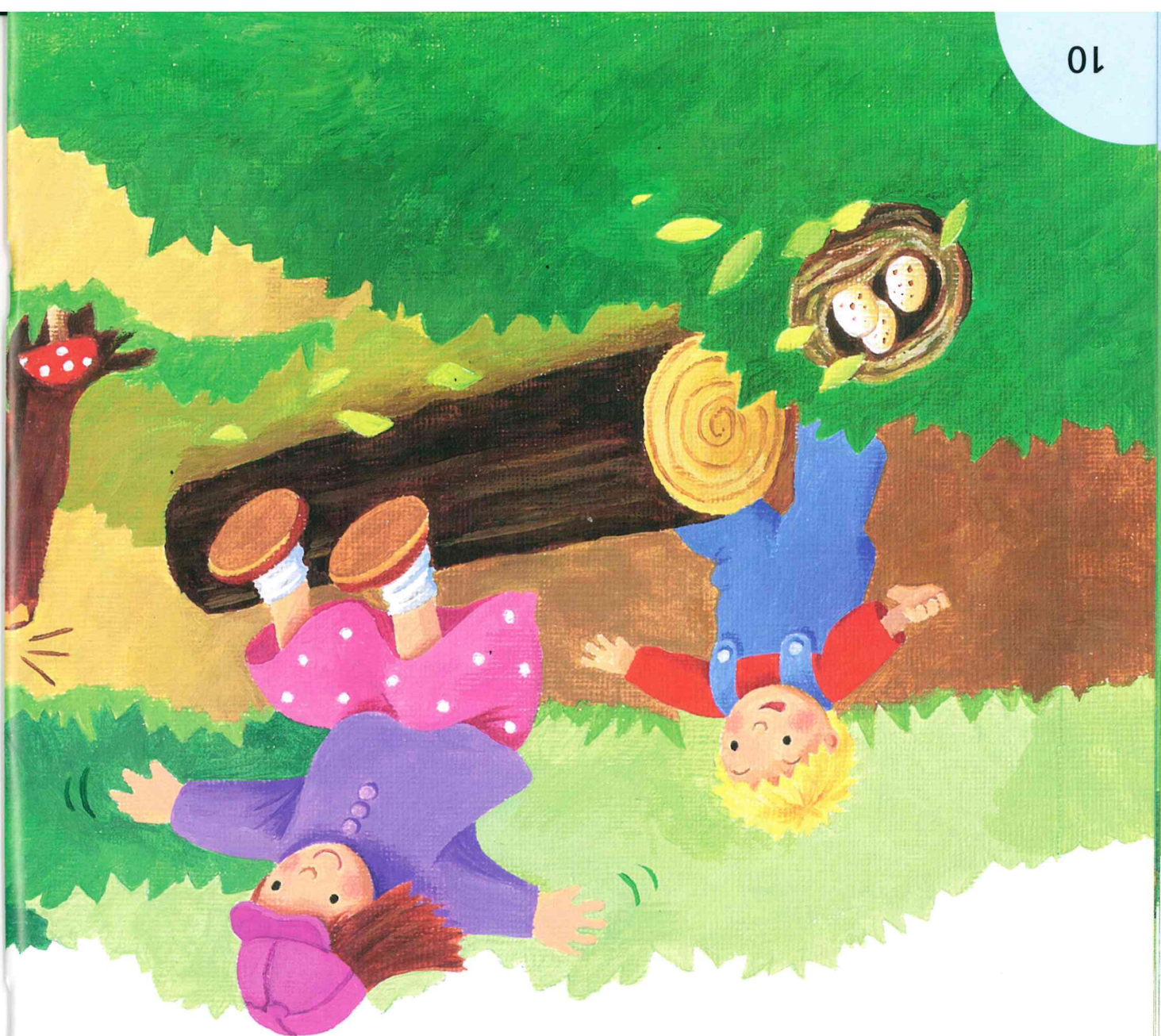




We like to squelch in the mud and stamp on the twigs.

b





We like to jump off a log and
hit a stump with a stick.

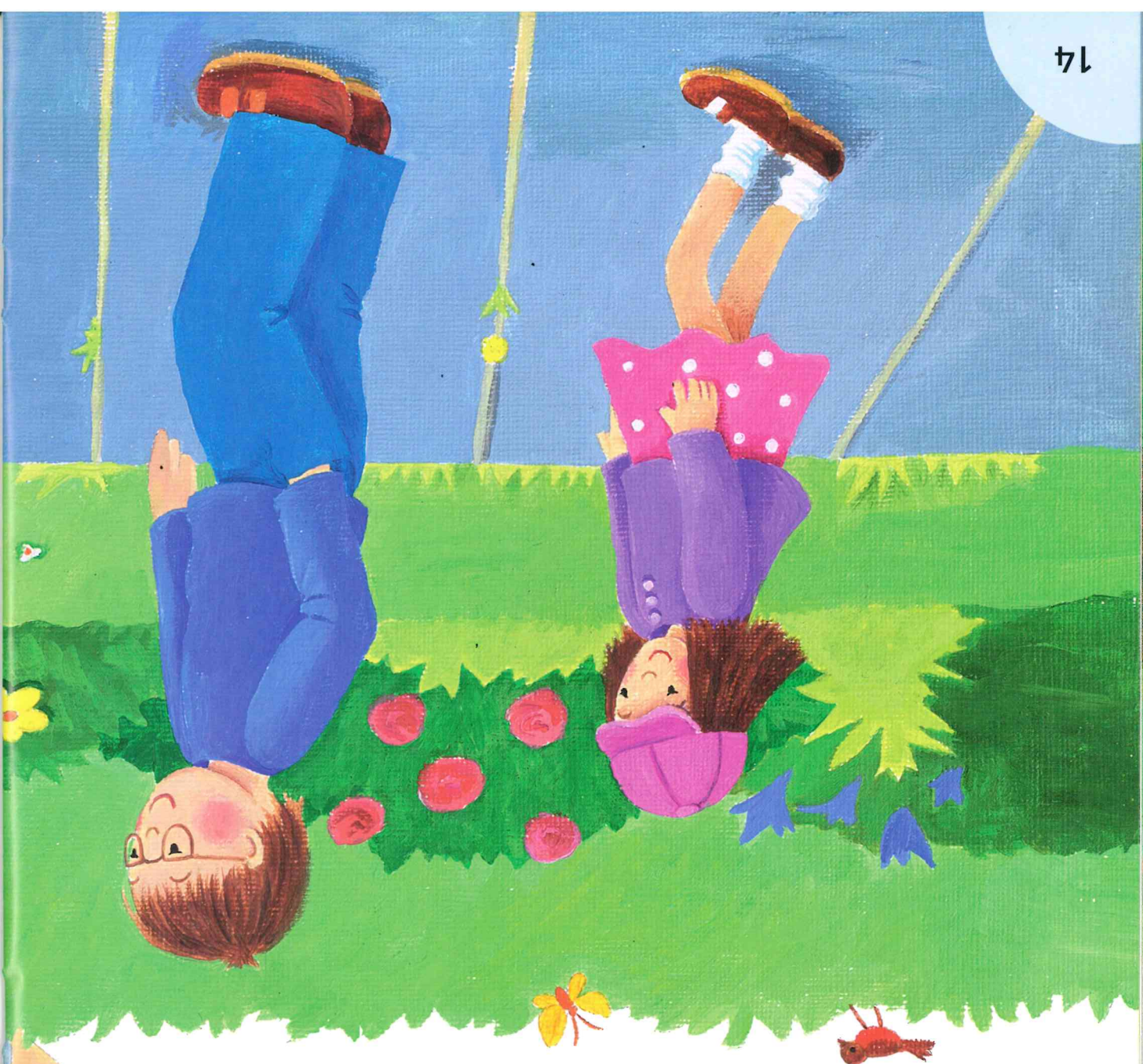




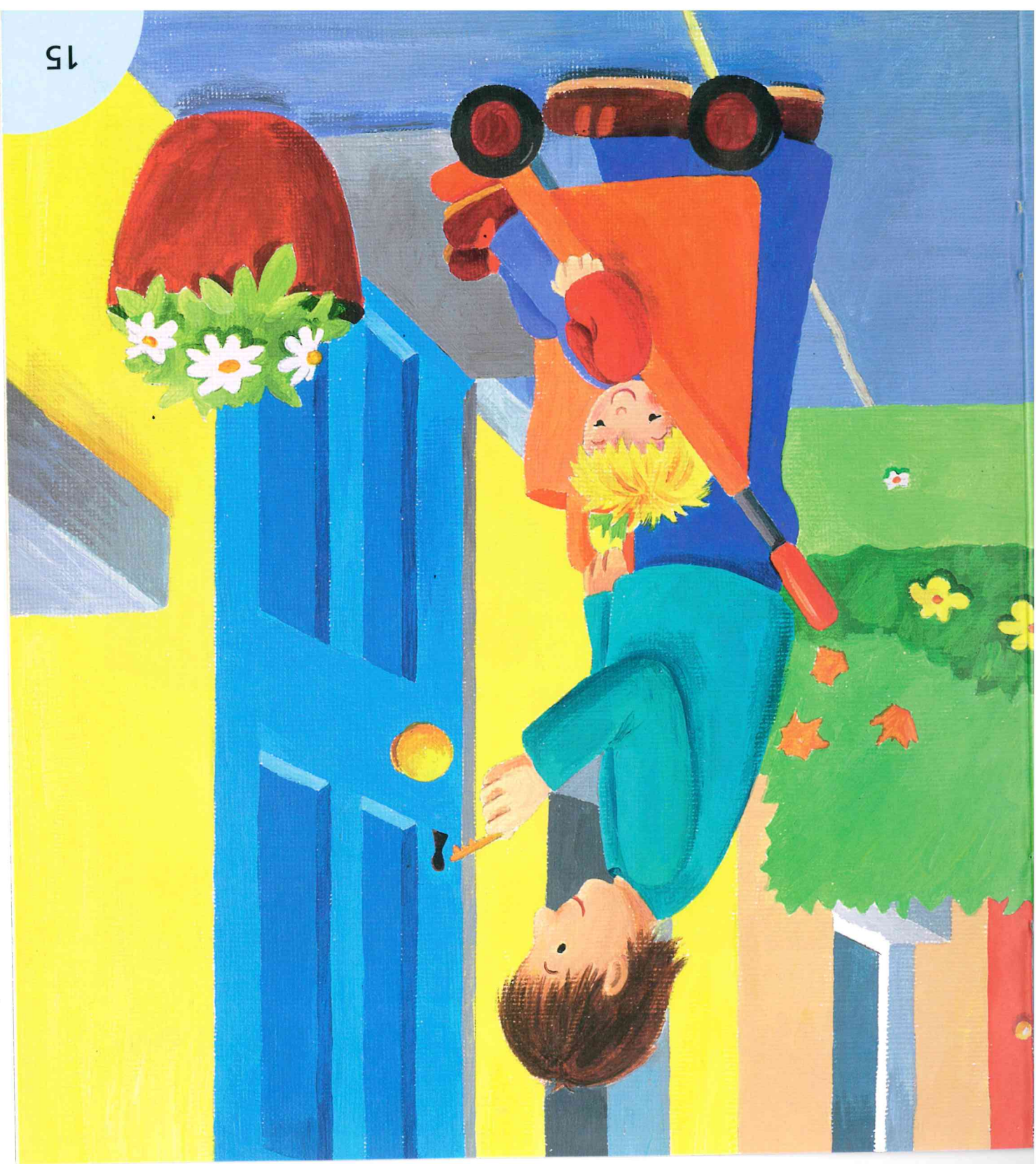
We like to hop like frogs



and spring like squirrels.



And when we get home...





we like to flop.

Check understanding

- Ask your child
- Why did the children flop? (Because they had been so active.)
 - Which activities in the book would you like to do?

Check knowledge of letter-pattern sounds

- Ask your child to
- Find and read some words in the book which begin with the sound *spl*. (*splish, splash, splosh*)
 - Look closely at each word. What is different about these words? (The vowel.)
 - Read pages 6 and 7. Find some words which rhyme. (*run, sun, and, sand*)
 - Point to the end two letters of the words *and* and *sand*. Say what sounds they make in the words.
 - Think of other words which end with the sound *nd* (e.g. *band, hand, land, end, bend, mend*). Try and write some on a piece of paper.

Example phonic words: swing spin splish splash splosh sand squelch stamp twigs jump stump stick frogs spring squirrels flop and whizz tunnels off with when

Context words: home like to we

OXFORD

UNIVERSITY PRESS

www.OxfordPrimary.co.uk

Printed in China by Imago

Orders and enquiries to Customer Services: tel. 01536 741171
For further information, phone the
Oxford Primary Care-line: tel. 01865 353881
Text © Julia Donaldson 2006
Illustrations © Oxford University Press 2006
Art edited by Hilary Wright
First published by Oxford University Press 2006
10 9 8 7 6 5 4 3 2 1

RRP £2.99



ISBN 978-019911403-0

04095



Available in packs
Stage 3 Songbirds Pack of 6 (one of each title) ISBN: 978-0-19-911396-5
Stage 3 Songbirds Class Pack (six of each title) ISBN: 978-0-19-911397-2
Guided Reading Cards also available

- Stage 3 Songbirds
- The Big Match
- The Shopping List
- Gran is Cross
- The Trunk and the Skunk
- The Scrap Rocket
- Splash and Squelch

Focus Phonics
words with consonant clusters at
the beginning and/or end



Let's splash in the pond,
squelch in the mud and
spring like squirrels!

Story by Julia Donaldson • Pictures by Pauline Siewert
Series editor Clare Kirtley

Splash and Squelch



Phonics

Stage 3 Songbirds

Oxford
Reading
Tree

