

## Reading at Home

-We expect all children to read at home at least **twice** a week.

-In Reception, children will also practise sounds from the Blending Book.

-Children will be rewarded additional house point if they read **4 or more** times each week. Please sign their yellow reading record each time you read.

**We recommend that you read each book at least three times before changing it and keep each book for a week.**

Each time you read **each book**, there will be a different focus.

**1.First read** - segmenting and blending focus.

Help your child use known sound to read words.

**2.Second read** – building fluency and using expression.

Help your child read words and sentences fluently, encourage some whole-word recognition and help them develop an expression for reading.

**3.Third read** – comprehension focus.

Help you child answer questions about the book.

## Questioning for comprehension:

### Retrieval:

Who is/are the main character(s)?

When/where is this story set?

Which is your favourite/worst/ funniest/scariest part of the story? Why?

What happens in the beginning/middle/end of the story?

What was this story about? Can you re-tell it?

### Inference:

What do you think... means?

Why do you think that?

How do you think...?

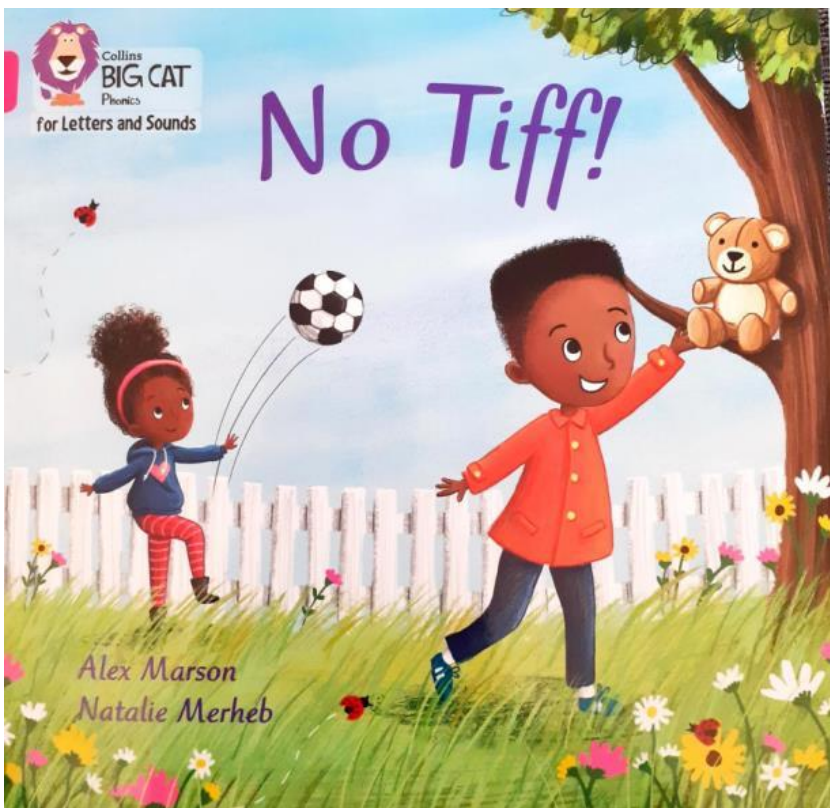
### Summarising:

What was this book about?

Tell me about the main characters and events.



## Reading Collins Big Cat Books at Home



### Front Cover

Discuss the book cover:

What will this book be about?

Can you predict what will happen in this book?

Is it a fiction or a non-fiction book? How do you know?

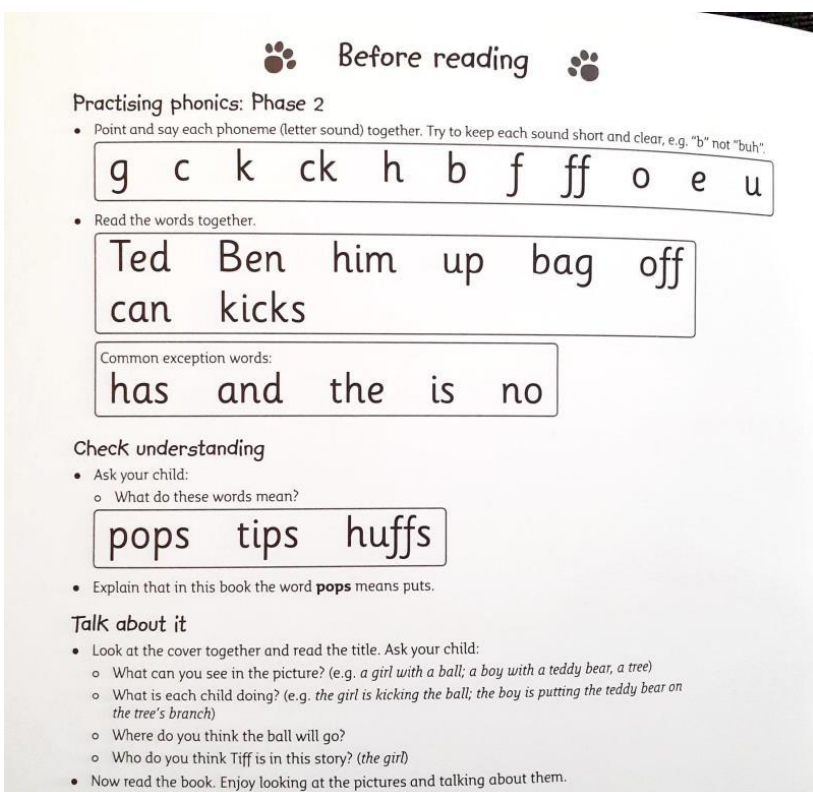
Use questions provided in the cover.



### Back Cover

The back cover provides the following information:

- Reading level
- Phonics phase
- Sounds covered
- The blurb



### The Inside of the Front Cover

#### Practising Phonics:

Point and say each phoneme together.

Read the words together.

Check word understanding.

**Talk about it:** use the discussion points provided to talk about the book cover.



## After reading



**Letters and Sounds:** Phase 2

**Word count:** 56

**Focus phonemes:** /g/ /o/ /c/ /k/ ck /e/ /u/ /h/ /b/ /f/ ff

**Common exception words:** has, and, the, is, no

**Curriculum links:** Physical development; Personal, social and emotional development

**Early learning goals:** Reading: read and understand simple sentences; use phonic knowledge to decode regular words and read them aloud accurately; read some common irregular words; demonstrate understanding when talking with others about what they have read

### Developing fluency

Read each page and encourage your child to read with expression.

### Phonics Practise

This section provides guidance on decoding and segmenting.

This provides information on the 'I spy sounds' page.

### Extending Vocabulary

This section will help you discuss any challenging or unfamiliar vocabulary with your child.

### Developing fluency

- Your child may enjoy hearing you read the book.
- Take turns to read a page. Encourage your child to read with expression. Demonstrate how to emphasise the speech bubble on page 5 to show how Ben is warning Tiff to be careful.

### Phonic practice

- Remind your child that two letters can make one sound. On page 2, point to and sound out **Tiff** (T/i/ff), focusing your child on how the double "ff" makes one sound (/f/).
- On page 6, point to and sound out **back** (b/a/ck), pointing out how "ck" makes one sound (/c/). Ask your child to read page 7, looking out for where two letters make one sound. (*Tiff, kicks*)
- Look at the "I spy sounds" pages (14 and 15). Point to the frog on page 15 and then the /f/ at the top of page 14. Say: I spy a /f/ in frog. Challenge your child to point to and name different things they can see containing the /f/ sound. (e.g. *flowers, fox, fork, fish, frog, fruit, flamingo, football, Tiff, earmuffs, giraffe, daffodils*) You could ask your child about spellings, e.g. ask: Which word has the letters f and f which make the /f/ sound? Prompt by pointing to Tiff and asking: What is the girl's name? (*Tiff*)

### Extending vocabulary

- Focus on page 7. Discuss the two things Tiff does. (*tips, kicks*) Ask: What can you kick? (e.g. *I can kick a ball*) What can you tip? (e.g. *I can tip a bottle*)
- Discuss other simple action words. Take turns to mime an action, saying: I can do this (then mime, e.g. *turn, lean, throw, lift, drop, catch*), whilst the other guesses what the action is.

## The Inside of the Back Cover

### Comprehension

Please use questions on this page to discuss the text and check comprehension.

Children may need to revisit the text again before they answer these questions.

Children may need to look for answers or evidence in the text.

### Comprehension

- Ask your child:
  - On pages 2 and 3, who knocks Ted off the tree? (*Tiff with her football*)
  - On pages 6 and 7, what do you think might happen next? (e.g. *Tiff kicks Ted off the tree again*)
  - On page 10, why do you think Ben is sad? (e.g. *because Tiff keeps knocking Ted off the tree*)
  - On pages 12 and 13, do you think Ted is safer now? Why? (e.g. *Yes, because Ted is in a bag and won't get knocked off.*)

### Further reading

*Up and Off* (Pink B/Band 1B) is a non-fiction book that also covers phonemes from Phase 2 of Letters and Sounds.



for Letters and Sounds

Published by Collins  
An imprint of HarperCollinsPublishers  
The News Building  
1 London Bridge Street  
London  
SE1 9GF

Browse the complete Collins catalogue at  
[www.collins.co.uk](http://www.collins.co.uk)

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10 9 8 7 6 5 4 3 2 1

ISBN 978-0-00-440973-9

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British Library Cataloguing in Publication Data  
A catalogue record for this publication is available from the British Library.

Author: Alex Mason  
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Proofreader: Gaynor Spry  
Designer: 2Hoots Publishing Services Ltd  
Production controller: Katharine Willard

Printed and bound by Martins the Printer, Berwick-upon-Tweed

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