



Songbirds

Phonics

Sam's Pot



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Oxford
Reading
Tree

Talk together

Ask the child to

- Point to the letters in the box on the back cover and say the sound (not letter name) that each letter usually makes in words (e.g. *p* as in *pot*). Tell them each letter sound if necessary.
- Look out for the letters in the story and try to remember the sound they make.

Read the story

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

- Encourage the child to point at the words and try to read any words he/she doesn't recognise by saying the individual sounds separately (e.g. *p - o - t*), then running the sounds together quickly. If the child finds it difficult to say the sounds, say the sounds for them first and then see if they can hear the word.

Tom got a pot.



Pam got a pot.



Sam got a pot.



Pat, pat, pat!

pat pat

pat



Pam





Tap, tap, tap!
Tap, tap, tap!





Tom got a mop!



Check comprehension

Ask the child

- Why did Tom get a mop? (To clean up the mess made by Sam.)

Check phonics (letter-pattern sounds)

Ask the child to

- Find words in the book that begin with the sound *t* (*Tom, tap*).
- Tell you if the letter *t* looks the same in all these words. Explain that a capital letter is used at the beginning of a name and at the beginning of a sentence.
- Think of other words which begin with the same sound as *Sam* (e.g. *sat, sun*).
- Look in the book and find the words that end with the sound *t* (*got, pot, pat*).
- Tell you whether *got* and *pot* sound the same at the beginning or the end. (The end; they rhyme.)
- Think of other words that rhyme with *got* and *pot* (e.g. *cot, pot, dot, hot, lot, not*).

Example phonic words: Tom got pot Pam Sam pat tap mop

Context words: a