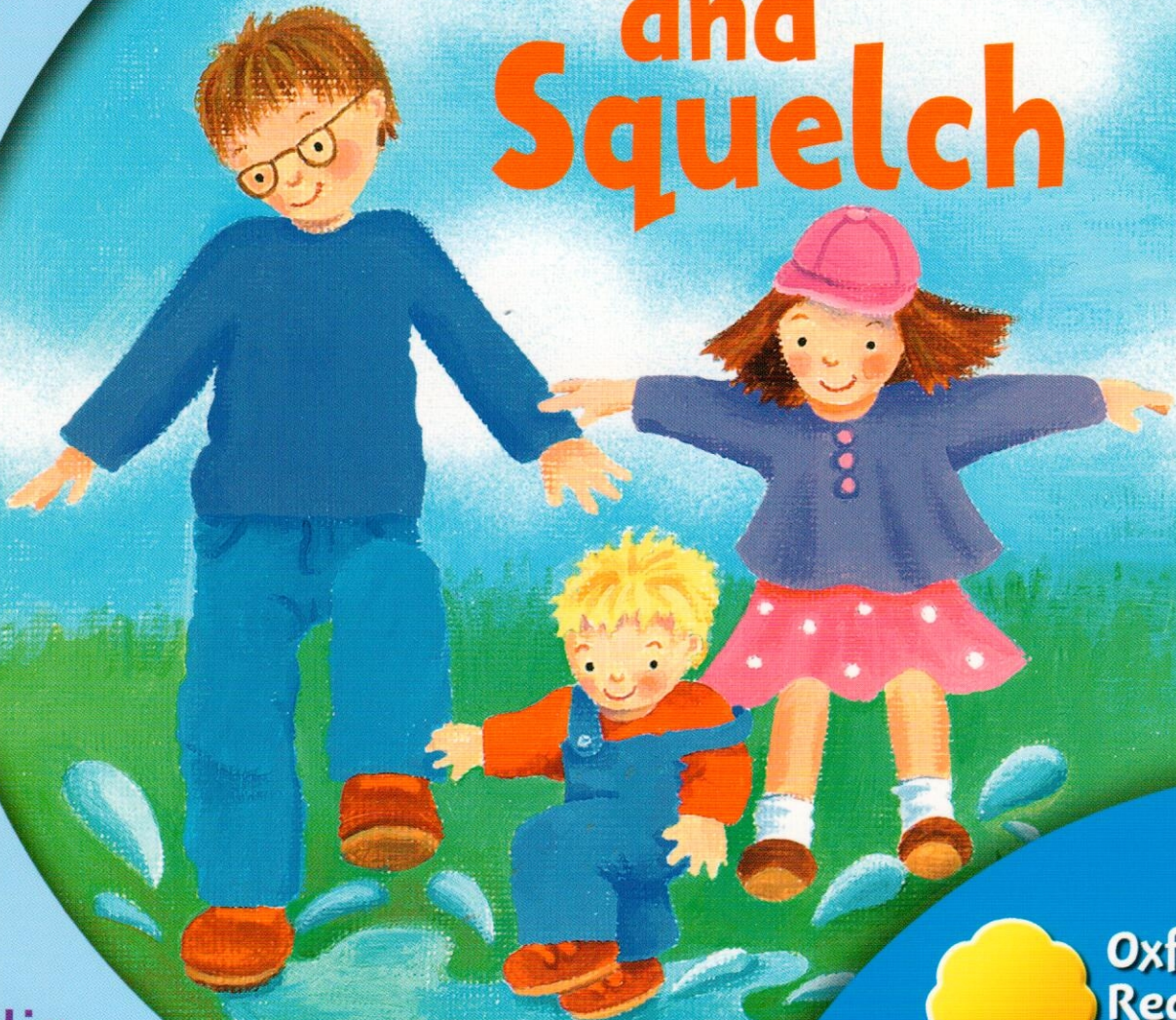




Songbirds

Phonics

# Splash and Squelch



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Oxford  
Reading  
Tree

### **Talk together**

Ask the child to

- Point to the word *Splash* in the title and point to the letter pattern that makes the end sound *sh*.
- 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.

### **Read the story**

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

- Encourage the child to try to read any words they don't recognise by saying the sounds of each letter pattern separately (e.g. *s - w - i - ng*), then running the sounds together quickly. If they find it difficult to say the sounds, say the sounds 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 it sounds like a real word as some words are less regular (e.g. *we*). Read the words 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 them to remember these words.

We like to swing.



We like to whizz and spin.



We like to yell in tunnels.



We like to splish, splash and splash.





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





báo bùm 6.1.1



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





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 comprehension**

Ask the child

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

### **Check phonics (letter-pattern sounds)**

Ask the 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 words.
- Think of other words which end with the sound *nd* (e.g. *band, hand, land, end, bend, mend*). Try to 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 whiz tunnels off with when

**Context words:** home like to we