

Inky Mouse & Friends

Beach Rescue

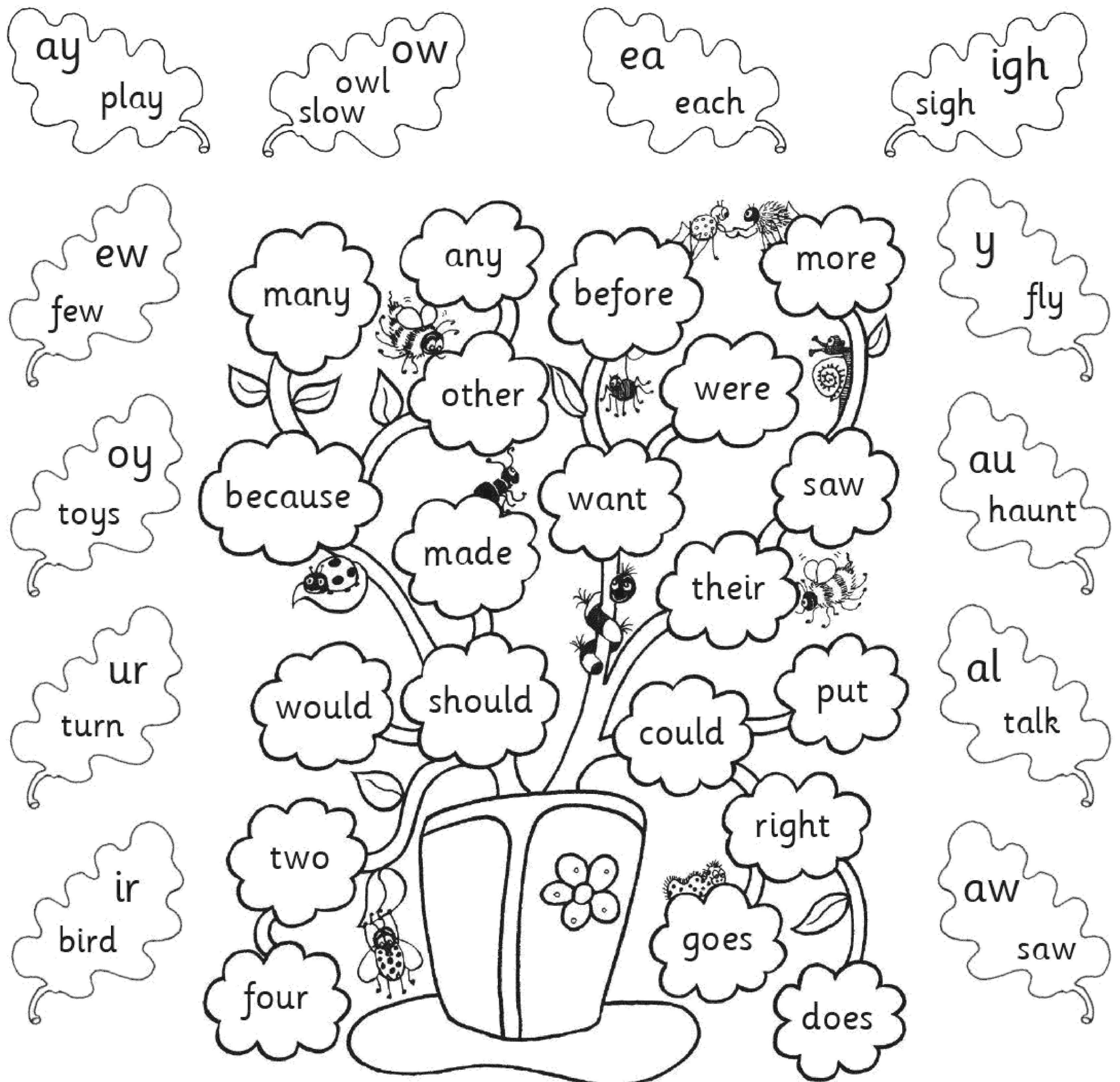


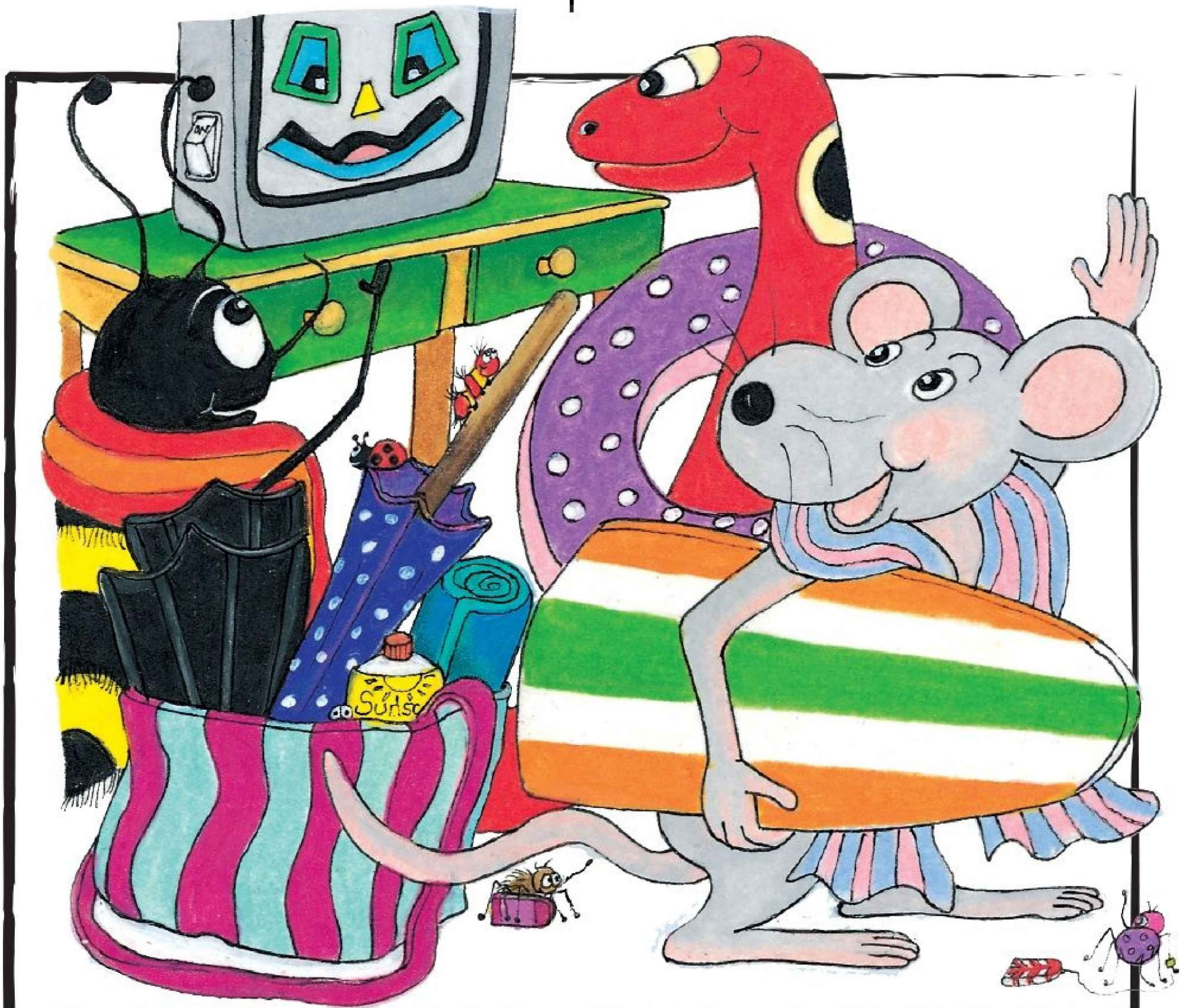
Jolly
Phonics

Teachers and parents

Before tackling these Blue Level Readers, a child will need to be able to:

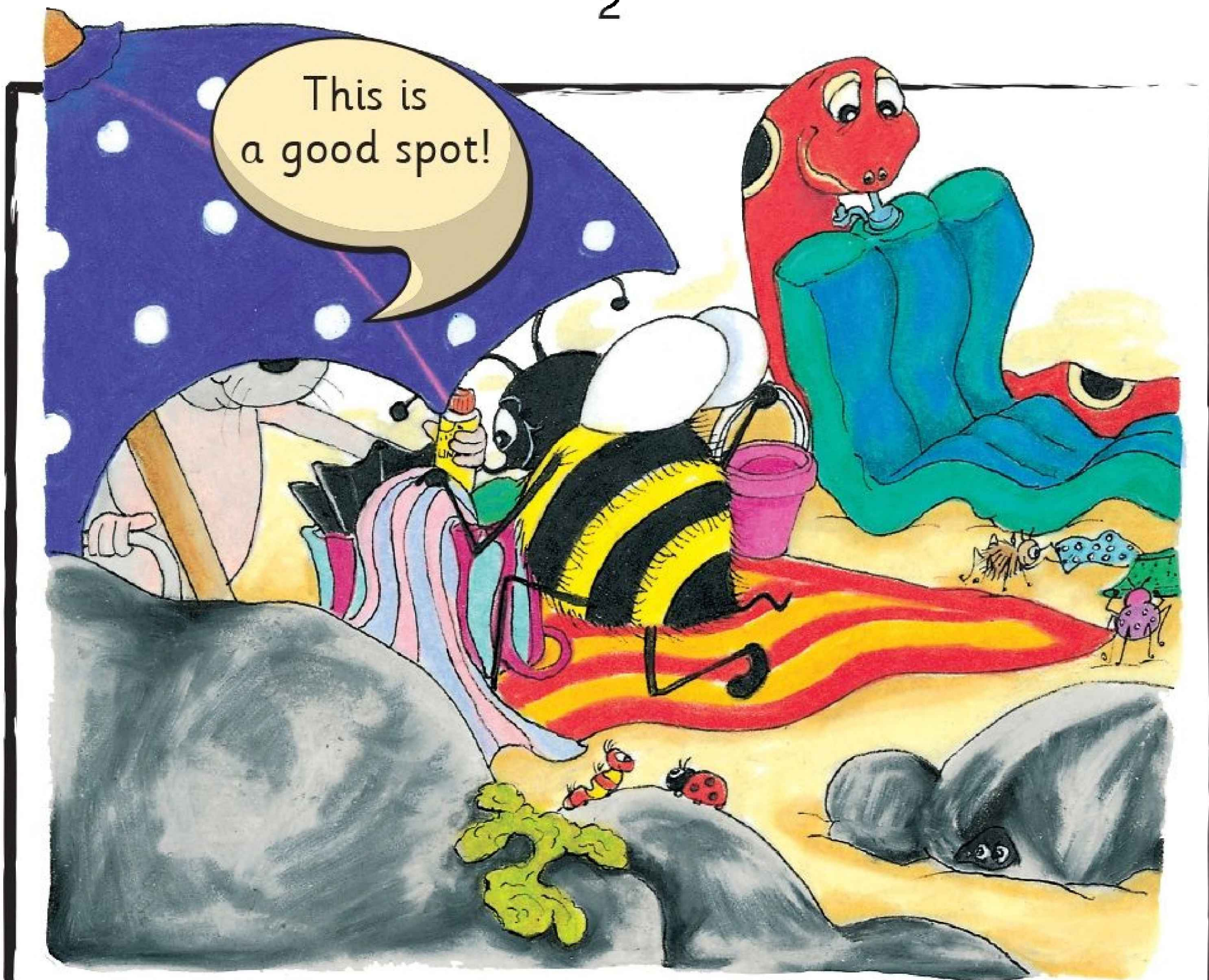
- Recognise the basic 42 letter sounds, <y> as in *happy*, the 'hop-over <e>' digraphs in words like *take*, *these*, *bike*, *code* and *mule*, and the other main alternative vowel spellings in the leaves below;
- Read (blend) regular words containing these letter sounds;
- Recognise the twenty tricky words shown in the flowers below;
- Recognise the names of the three main characters, as well as Phonic.





Bee, Inky and Snake were going to the beach. Phonic had refused to go as the sand would get everywhere and there would be far too much wet stuff around.

“Today, I am happy to stay at home and play with one of my games,” he said. He hoped the others would have a good time.



Inky, Bee and Snake arrived at the beach and looked around for a good spot to sit down.

“There!” said Bee, pointing. “We can lean against those rocks.”

“Yes,” agreed Inky, nodding, “and we are not too far away from the sea.” They put their things down and quickly set up camp.

“Come on, I want to go and look among the rocks,” said Snake, slithering off. Bee picked up a bucket and a fishing net and followed Snake onto the rocks.

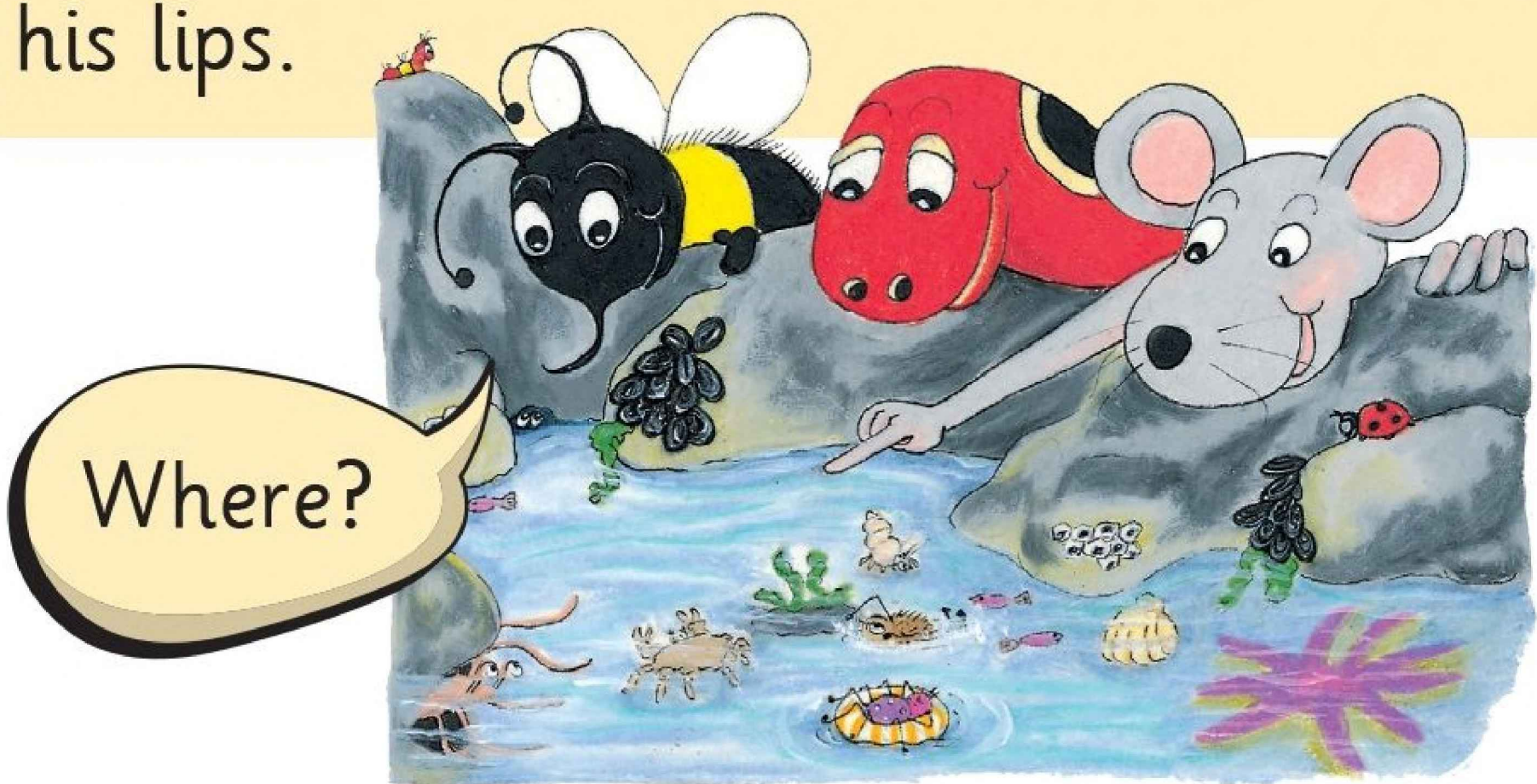
“Look at this,” called Snake. “This pool is enormous and there are lots of things living in it.”



Bee and Inky scrambled quickly across the rocks to join Snake.

“Look at those little fish,” said Bee. “Good job I have the net!”

“Mmmmm,” hissed Snake, licking his lips.



“Look at that big shrimp!” exclaimed Inky.

“Where?” said Bee.

“Under that big rock. You can just see its head and feelers sticking out.”

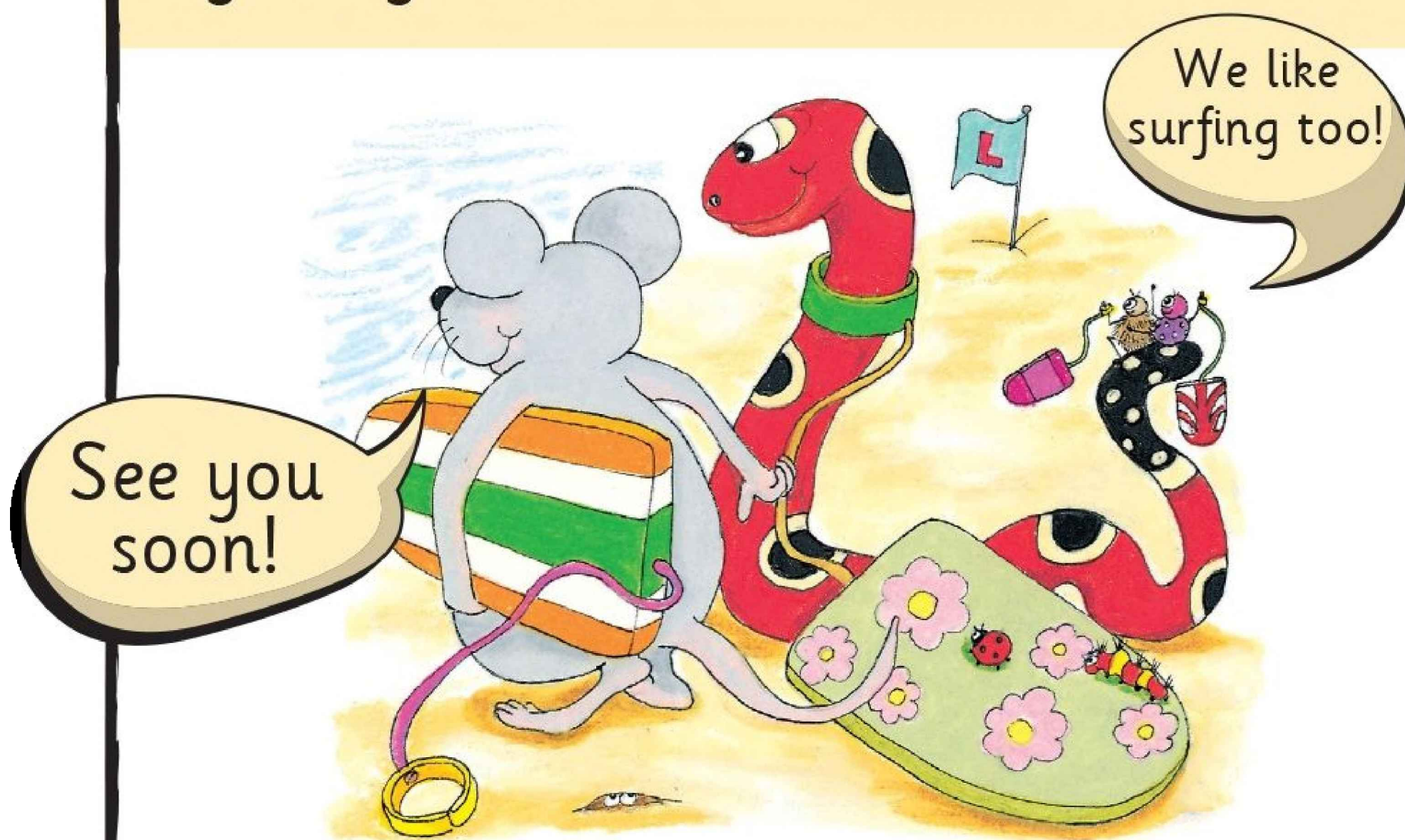
“Mmmmmmm,” hissed Snake again with a big smile.

They potted around the rocks and pools for some time. Then they went back to the beach where they had left their things, sat down and had a drink.



“I am hot,” said Inky, jumping up. “I feel like surfing! Who wants to come with me?”

“Not me,” said Bee. “I am not a good swimmer and I do not like getting my wings wet.”



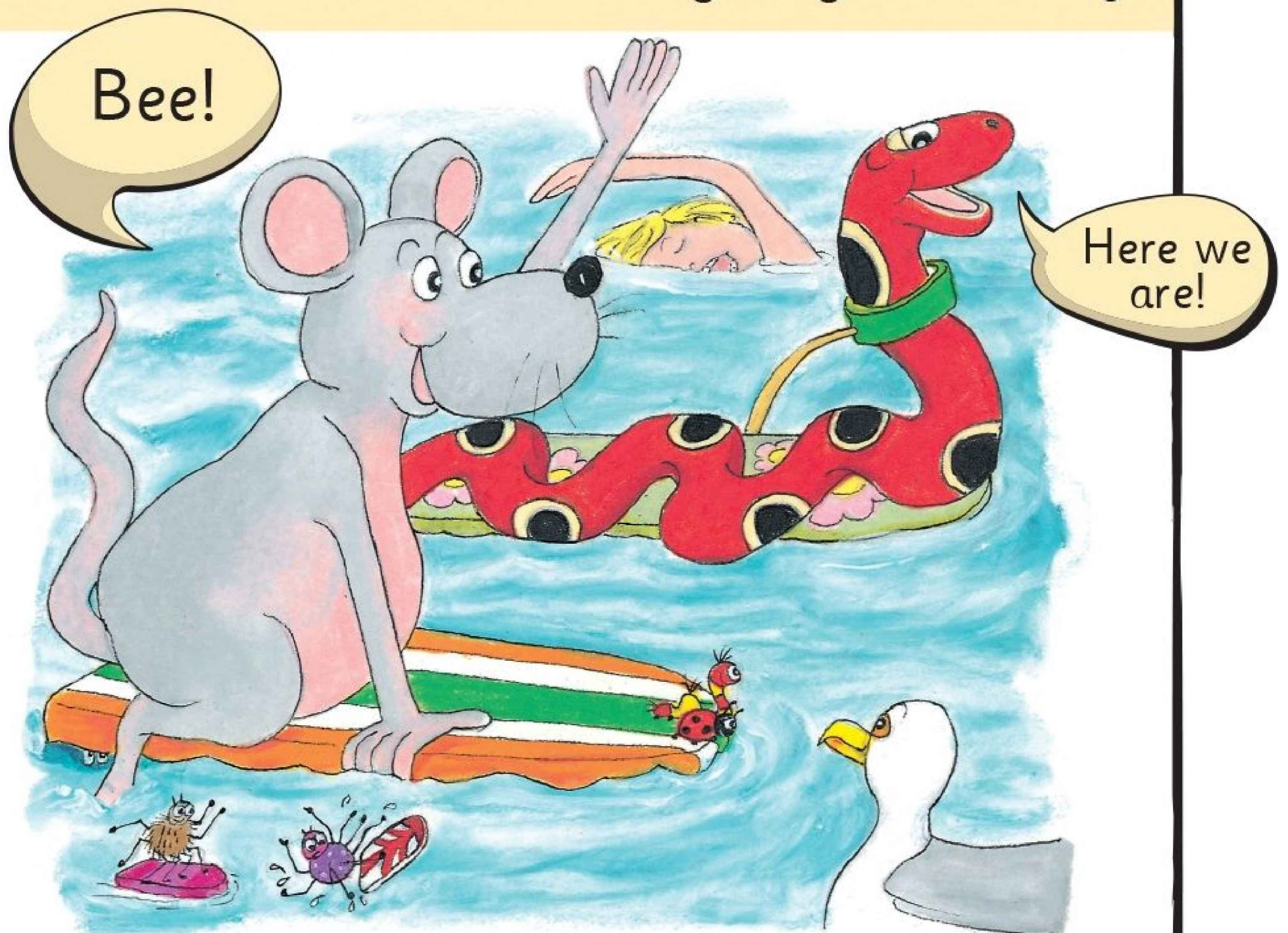
Inky and Snake set off, heading for the spot between the flags where the lifeguards were. They turned and waved at Bee before splashing into the sea.

They paddled around in the sea for a while, looking at the other swimmers and surfers.

“The lifeguards look really small from out here,” said Snake.

“Bee looks smaller still,” said Inky and waved at her.

Bee waved back and lay down to enjoy the sun as Snake and Inky began to surf.



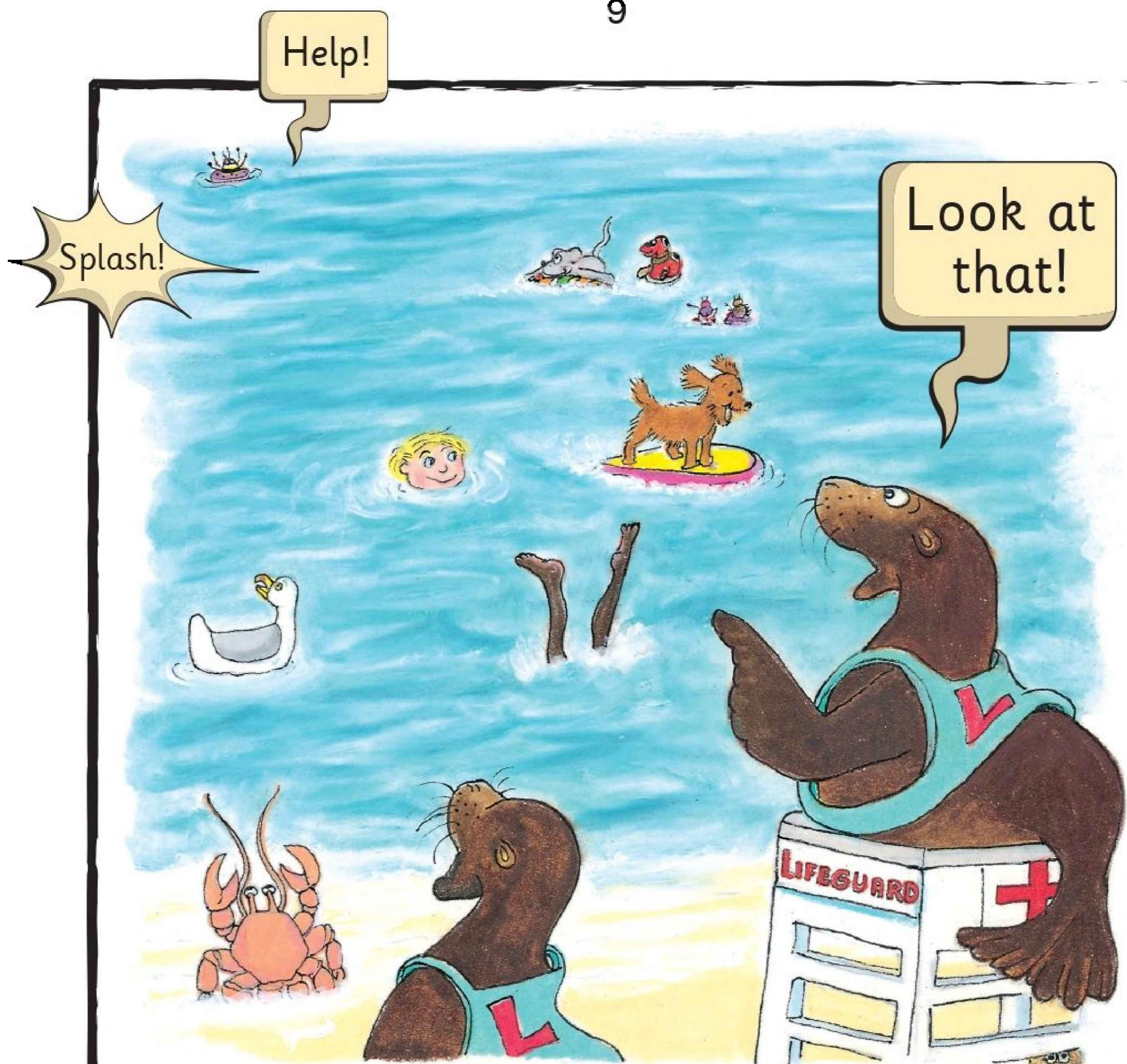
“Let’s surf one more time and then we had better go back,” said Inky as Snake swam back to her. They looked back at the beach.

“Gosh!” said Snake. “Look how far the tide has come in. It is right at the top of the beach.”

“Yes,” said Inky, “and I cannot see Bee at all,” she continued.

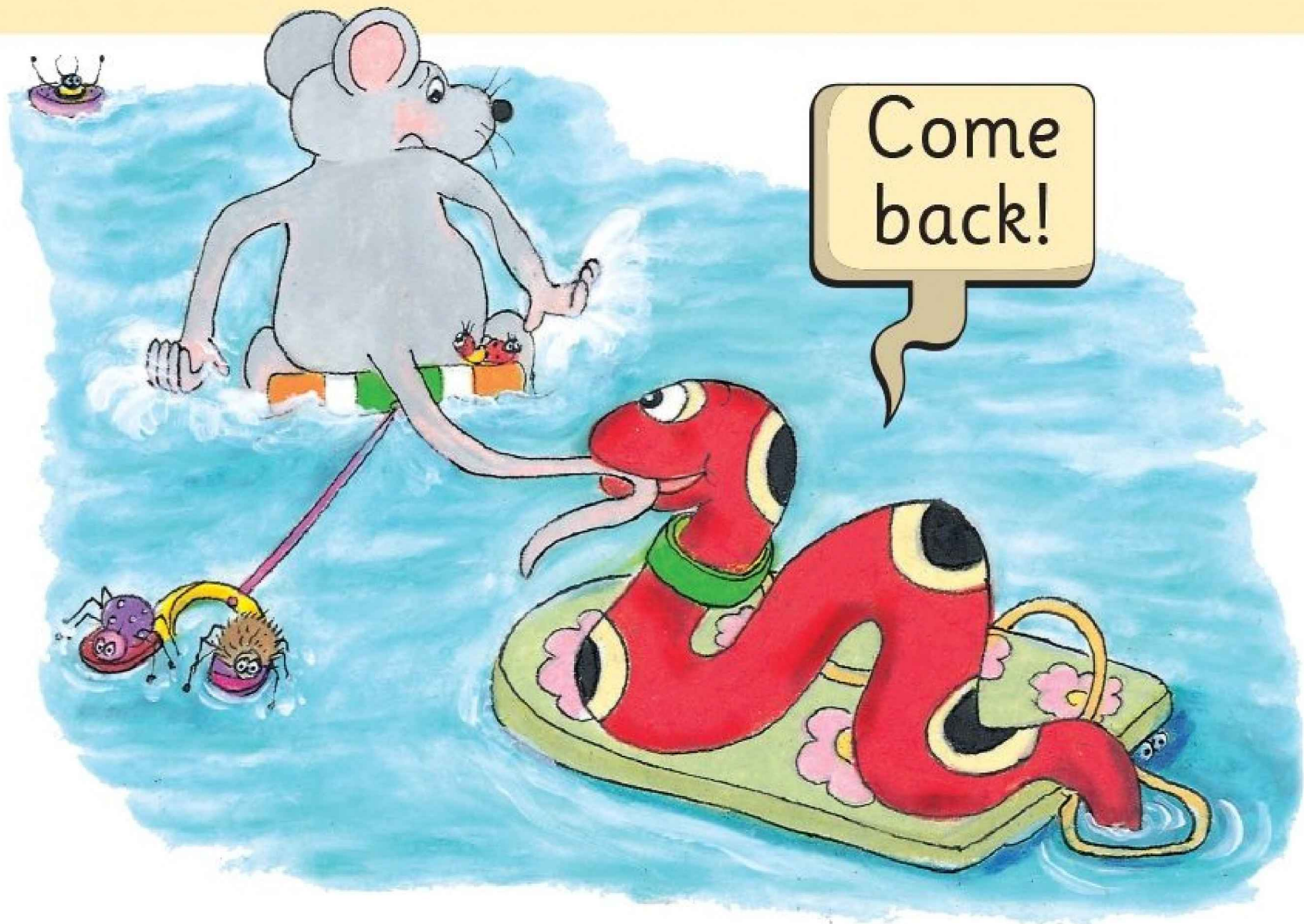
Where is
Bee?





Just then, two of the lifeguards on the beach started shouting and pointing out to sea. Snake and Inky looked to where they were pointing. There, far out to sea, was a rubber ring with someone in it. That someone waved frantically.

Inky squinted at the ring. “No!” she cried. “That’s Bee out there! Whatever is she doing so far out to sea?”



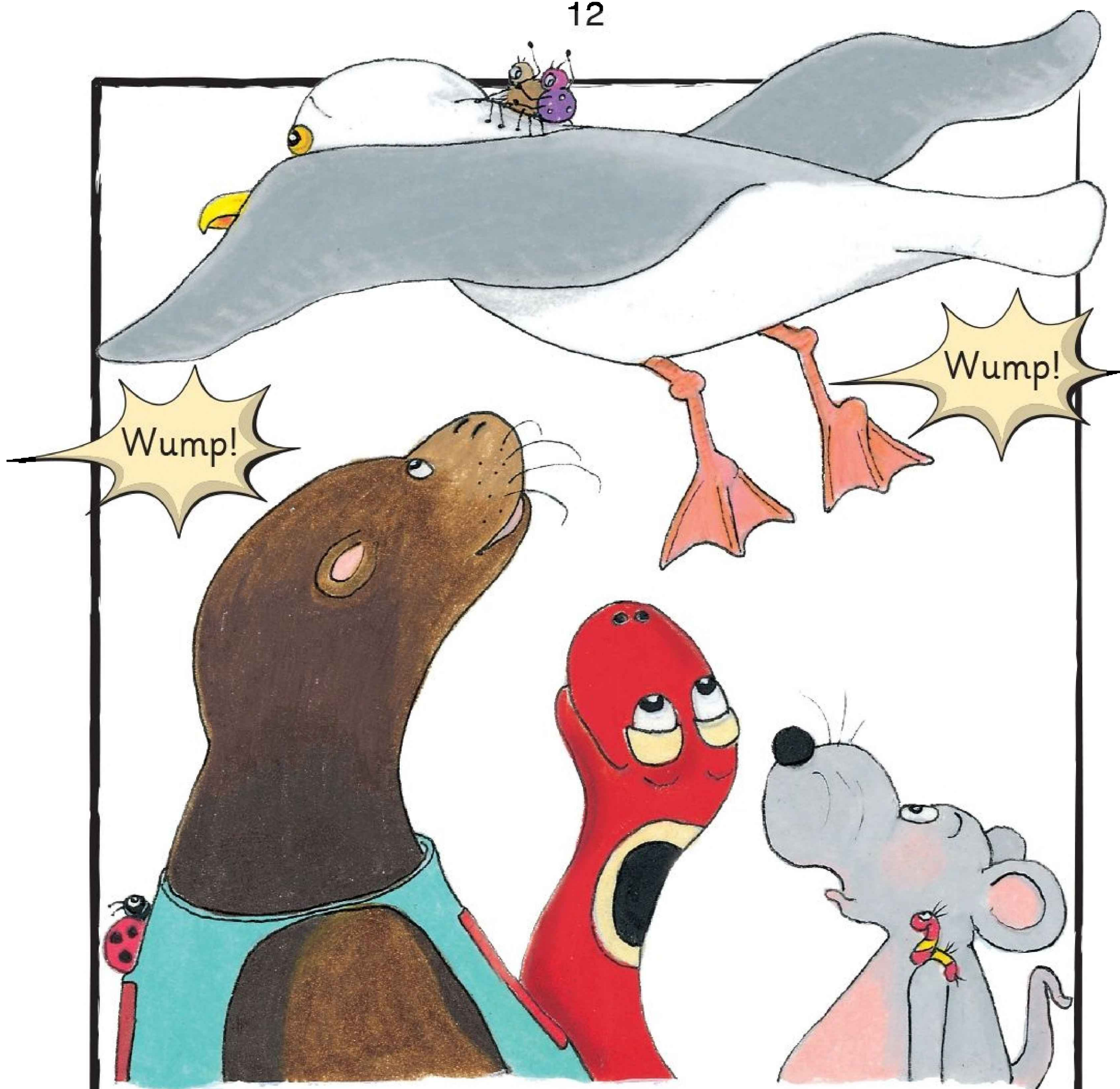
Inky started swimming out to Bee. Snake grabbed her by the tail and hauled her back.

“Stop being silly,” he hissed. “The lifeguards have seen her and they will rescue her. If you swim out there, they may have to rescue you too.”

Snake and Inky stood on the beach with the other swimmers and surfers. They were all looking at Bee, who was floating further and further out to sea.

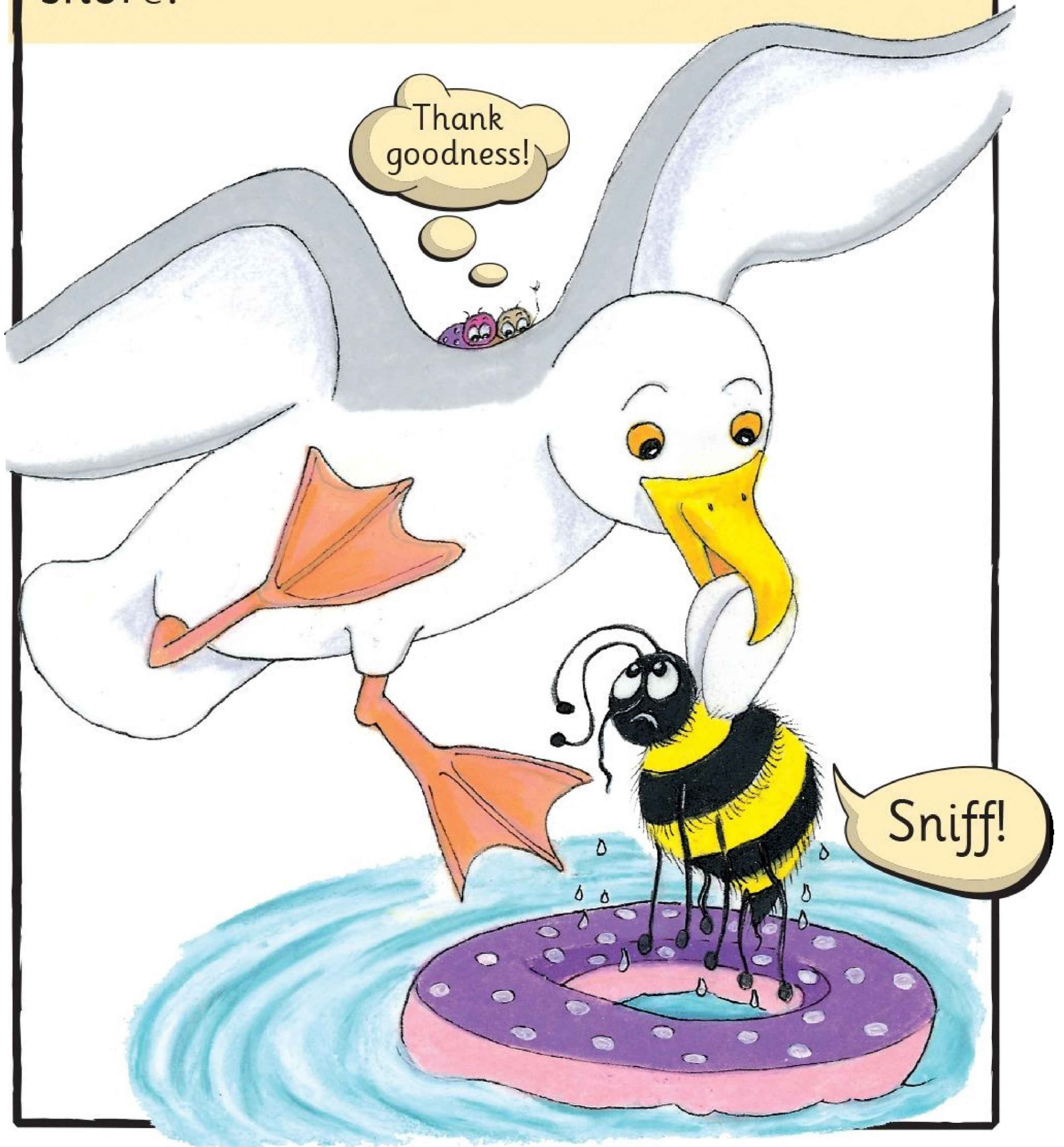


“Bee! Bee!” cried Inky, wringing her paws. “I cannot understand why she went in the sea at all. She does so hate getting her wings wet.”

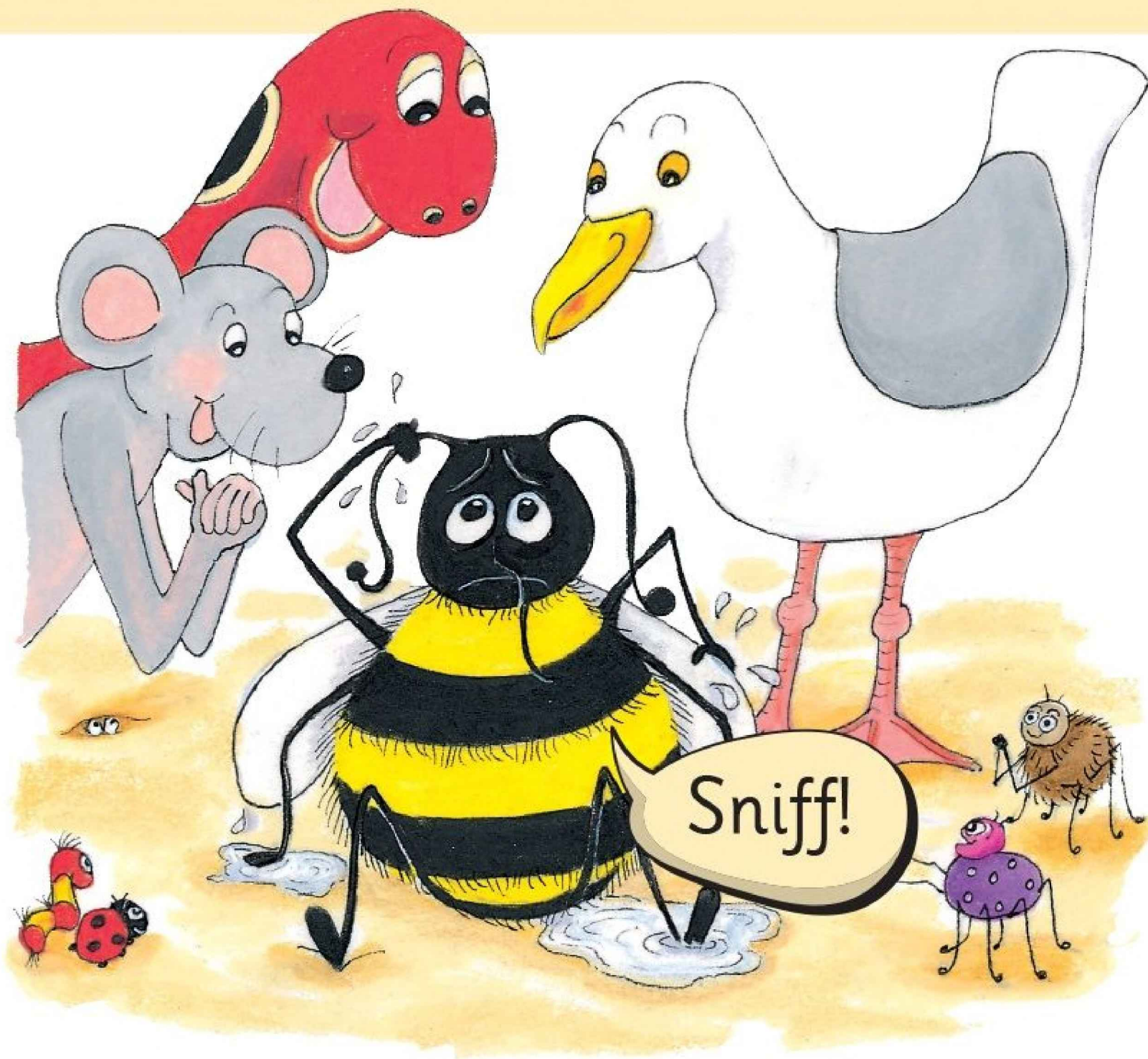


Just then, there was another noise: a wump, wump, wump, wump sound. A seagull ran along the beach, jumped, and started flying. It flew out to sea, then stopped just where Bee was floating.

The seagull dived down and landed next to Bee. He picked her up with his beak, flapped his wings and headed back to shore.



“Hooray!” A big cheer went up as they landed on the beach. The gull put Bee down on the sand. She sat there looking very bedraggled. Inky and Snake ran and hugged her.



“I am so glad you are safe,” said Inky, “but whatever were you doing so far out to sea?”

“I did not mean to go out to sea,” sobbed Bee. “The tide came in and I had to put all our things further up the beach. I was only going to tell you where I was, but I could not see you or Snake. Soon I was being swept out to sea, and by then my wings were wet and I could not fly back.”



Why has
it gone
dark?



That's
better.

Bee, Inky and Snake thanked the seagull and the lifeguards. Then Inky and Snake helped the wet and bedraggled Bee back up the beach to their things.

They quickly packed up and went home, where Bee could dry off, and they could tell the story of the dramatic seaside rescue.

Reading Comprehension

Teachers and parents

An important part of becoming a confident, fluent reader is a child's ability to understand what they are reading. Below are some suggestions on how to develop a child's reading comprehension.

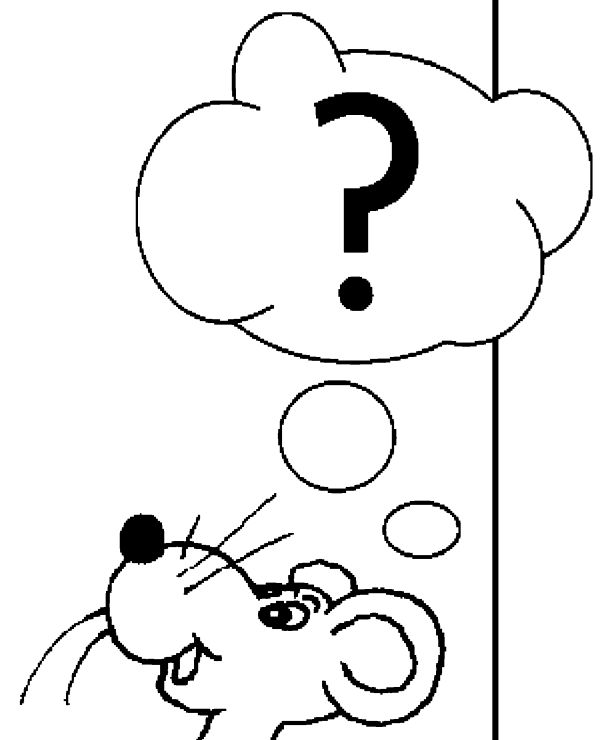
- Make reading this book a shared experience between you and the child. Try to avoid leaving it until the whole book is read before talking about it. Occasionally stop at various intervals throughout the book.
- Ask questions about the characters, the setting, the action and the meaning.
- Encourage the child to think about what might happen next. It does not matter if the answer is right or wrong, so long as the suggestion makes sense and demonstrates understanding.
- Ask the child to describe what is happening in the illustrations.
- Relate what is happening in the book to any real-life experiences the child may have.
- Pick out any vocabulary that may be new to the child and ask what they think it means. If they don't know, explain it and relate it to what is happening in the book.
- Encourage the child to summarise, in their own words, what they have read.

What's in the book?

- Why doesn't Bee want to go surfing?
- What do the lifeguards spot in the sea?
- How is Bee rescued?

What do you think?

- Why does Snake say "Mmmm" when he sees the fish?
- Why would a sea lion make a good lifeguard?



Jolly Phonics Readers are fully decodable books for new readers.

These Readers have been written with a **carefully controlled vocabulary**, and are specifically designed for children who are learning to read and write with *Jolly Phonics*.

- The text in these Blue Level Books (fourth level) uses only **decodable regular words** that use the letter-sound knowledge taught so far: the 42 main letter sounds, <y> as in *happy*, and the main alternative vowel spellings (the 'hop-over <e>' spellings of the long vowel sounds, <ay> as in *day*, <ea> as in *seat*, <y> and <igh> as in *fly* and *high*, <ow> as in *low* and *now*, <ew> as in *dew*, <oy> as in *joy*, <ir> and <ur> as in *bird* and *turn*, and <al>, <au> and <aw> as in *talk*, *pause* and *saw*), and a small number of **'tricky' words** (frequently used words that are not fully decodable at this stage).
- All new tricky words and alternative vowel spellings used are shown on the front inside cover; these can be used as a quick practice activity before starting the book.
- **Faint type** is used for silent letters, like the in 'lamb'.
- **Comprehension questions** and discussion topics are included at the end of the book. These ensure that children are not only able to read the text, but also get meaning from the stories.

Blue Level Readers



Inky Mouse & Friends	General Fiction	Nonfiction
The Bird House	The Enormous Turnip	Soccer
Daisy and Buttercup	Rumpelstiltskin	Mountains
The New Kitten	Puppets	Henry Ford
An Inter-Hive Match	Many More Monsters	Sharks
The Maize Maze	The Pumpkin Party	The Moon
Beach Rescue	Town Mouse and Country Mouse	The Nile



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