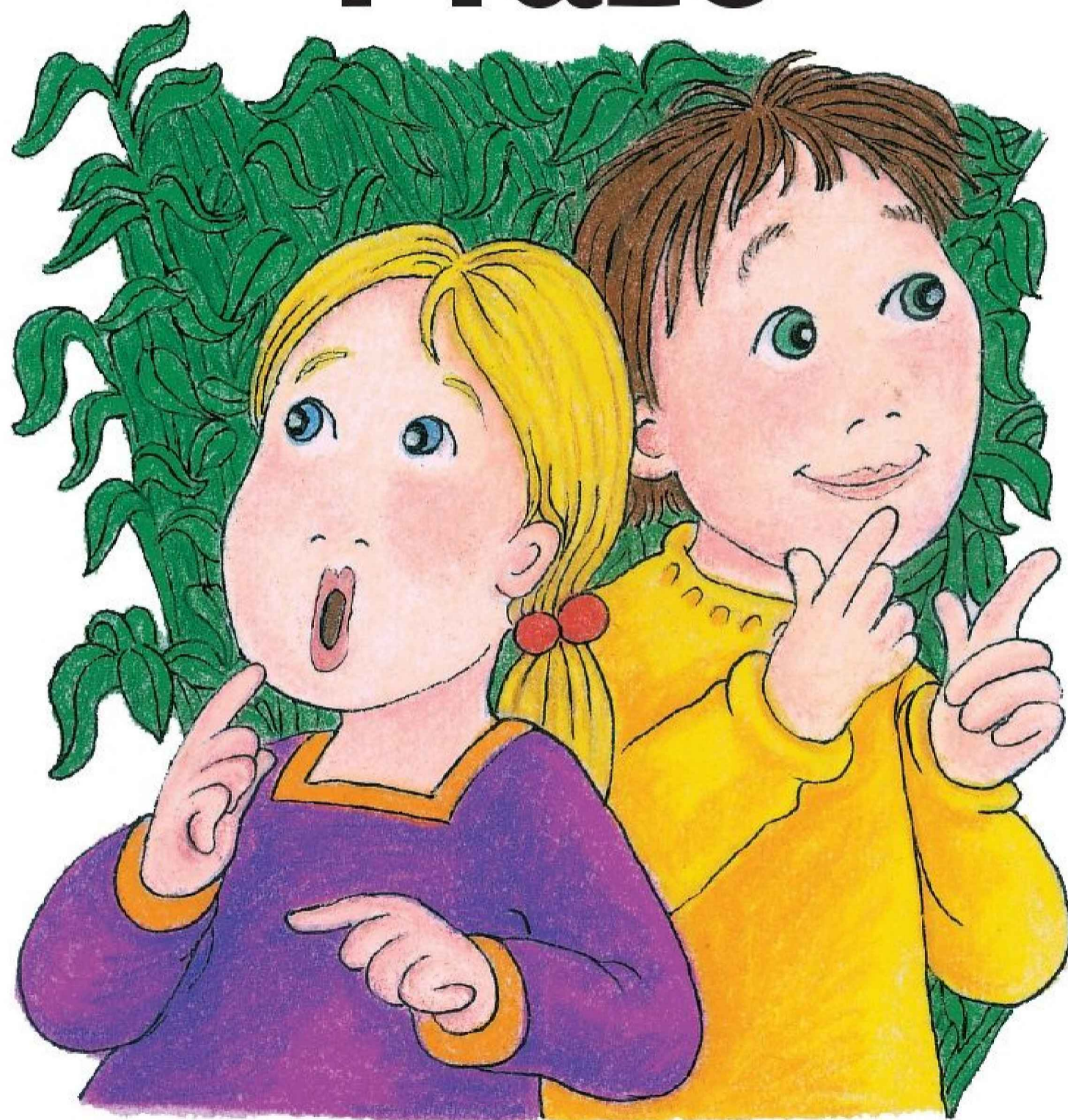


Inky Mouse & Friends

The Maize Maze

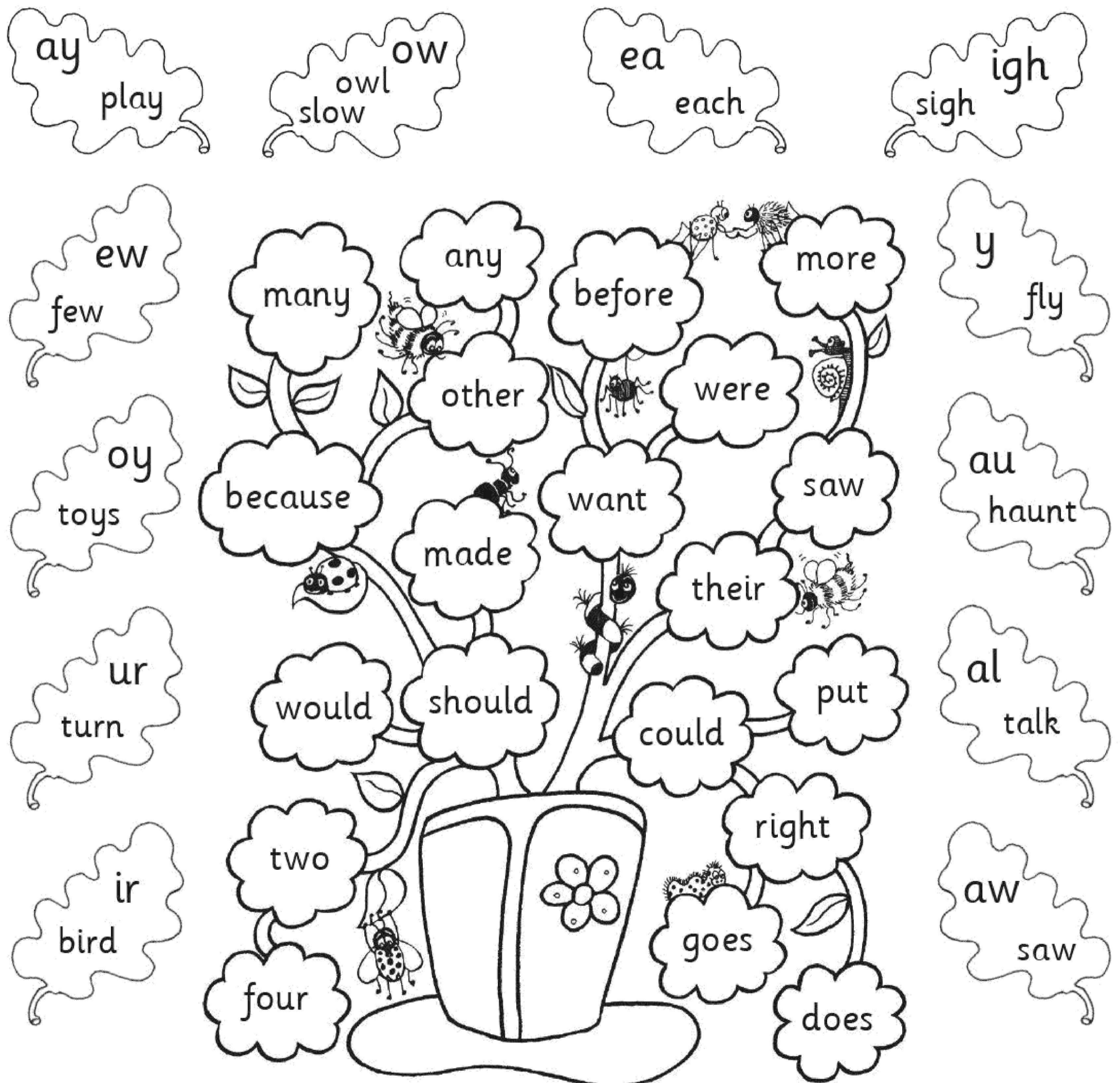


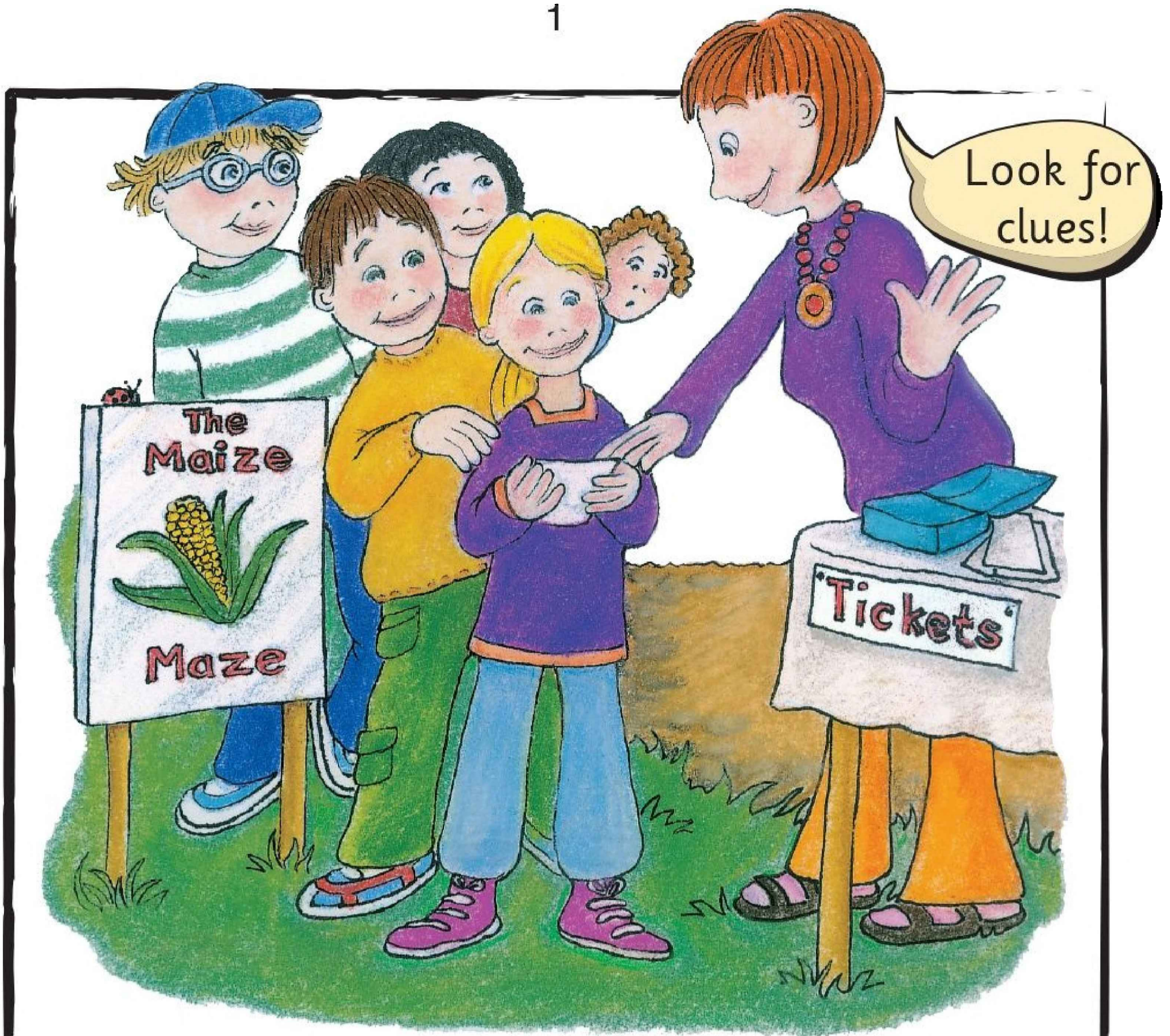
Jolly
Phonics

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.





Zack and Jess are visiting Farmer Green's Maize Maze. They stand in line and wait. Sally, Farmer Green's wife, gives them their tickets.

"As you go round the maze, there are some clues," says Sally. "You have to guess what shape the maze is."



“Each clue has a number and comes with a rubber stamp. Stamp the box on your card next to that number. That way you can check you have found all the clues. Good luck!” says Sally, with a smile.

Zack and Jess thank her and run into the maze.

“This way,” calls Zack, running off to the right. He turns right again and then waits for Jess at the next turning. “Which way shall we go?” he says, as she stops.



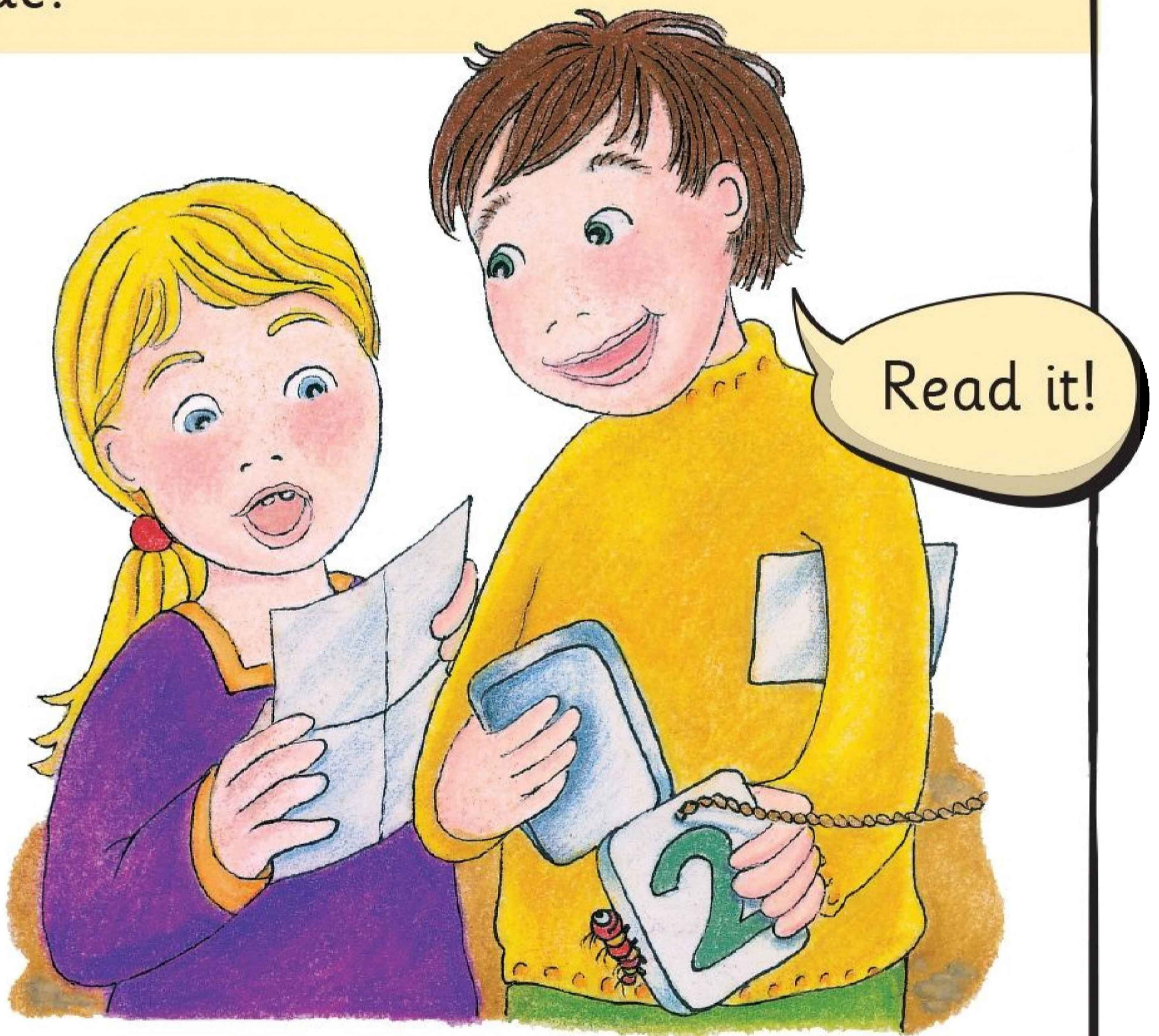
Jess looks around.

“I never knew maize grew this tall,” she says. “You really cannot see where you are,” she continues, jumping up and down.



“Look!” says Zack, pointing. “I can see corn on the cob. Perhaps we can have some for dinner when we finish the maze.”

“Let’s turn right again and see where it goes,” says Jess. It leads them to their first clue. There is a small plastic box, marked with the number two. Zack takes the lid off and Jess takes out the clue.



“Go on! Read it aloud,” he says.



“I live here,” reads Jess. “That’s easy, then. It has to be Farmer Green!”

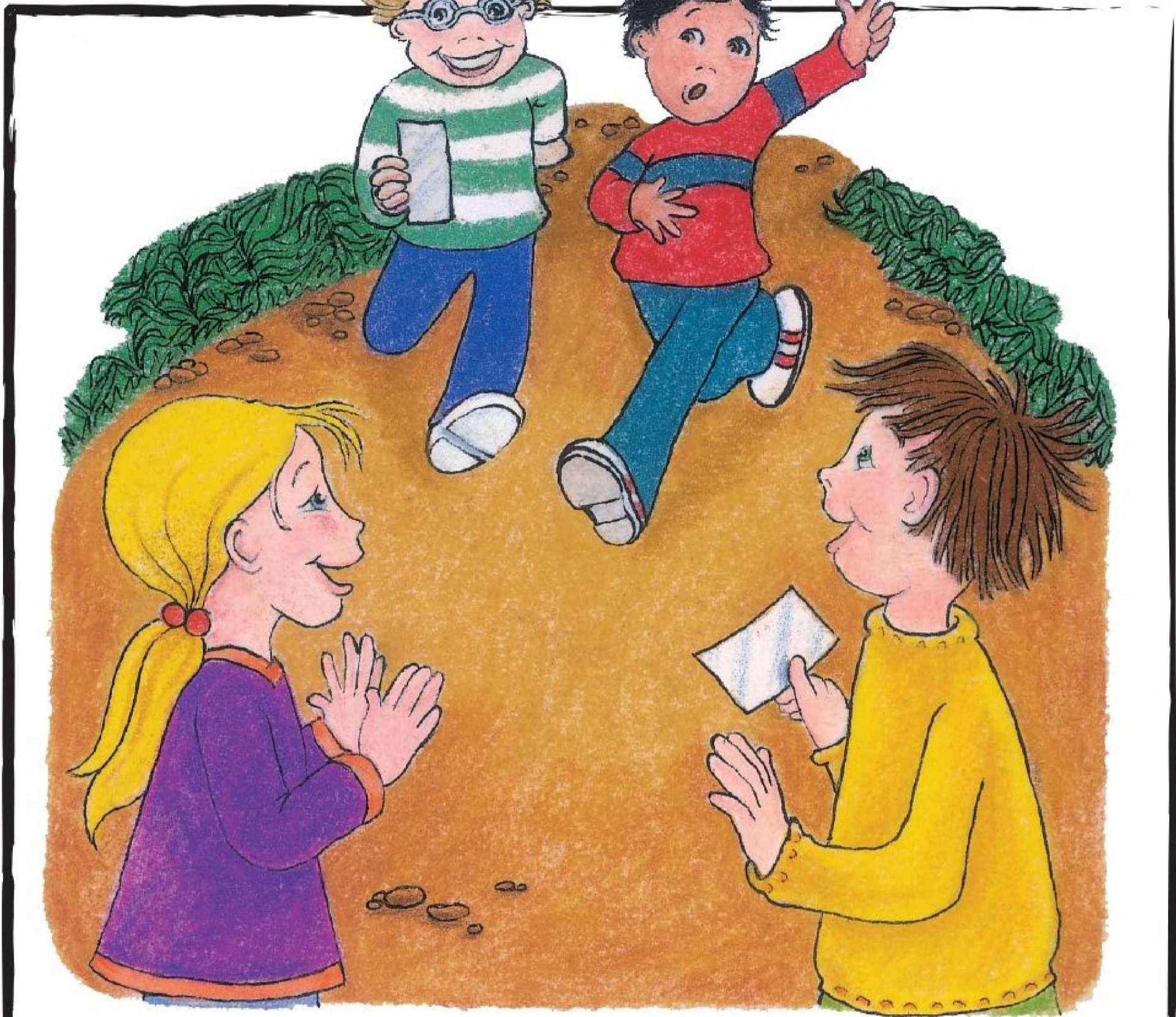
“Mmmm, wait a bit,” says Zack. “Farmer Green is not the only living thing on the farm. What about all the animals? Come on, let’s stamp our card and look for another clue.”

They run along the maze and stop at the next crossroads.



“I think we should turn left this time, not right,” says Jess.

“OK,” agrees Zack, and off they go.



Further along, they meet two boys hurrying back.

“We found a clue down there,” call the boys, pointing back the way they have just come.

“Thanks,” call Zack and Jess as they hurry on.

This time, Zack and Jess see a box with the number four on it.

"I have this number of legs," reads out Zack.

"Mmmm, four legs. Definitely not Farmer Green then," giggles Jess.



They continue around the maze. They turn left and then right again.

“I think we must be at the other side of the maze now,” says Jess.

“Yes,” agrees Zack, “and look! I can see another clue.”

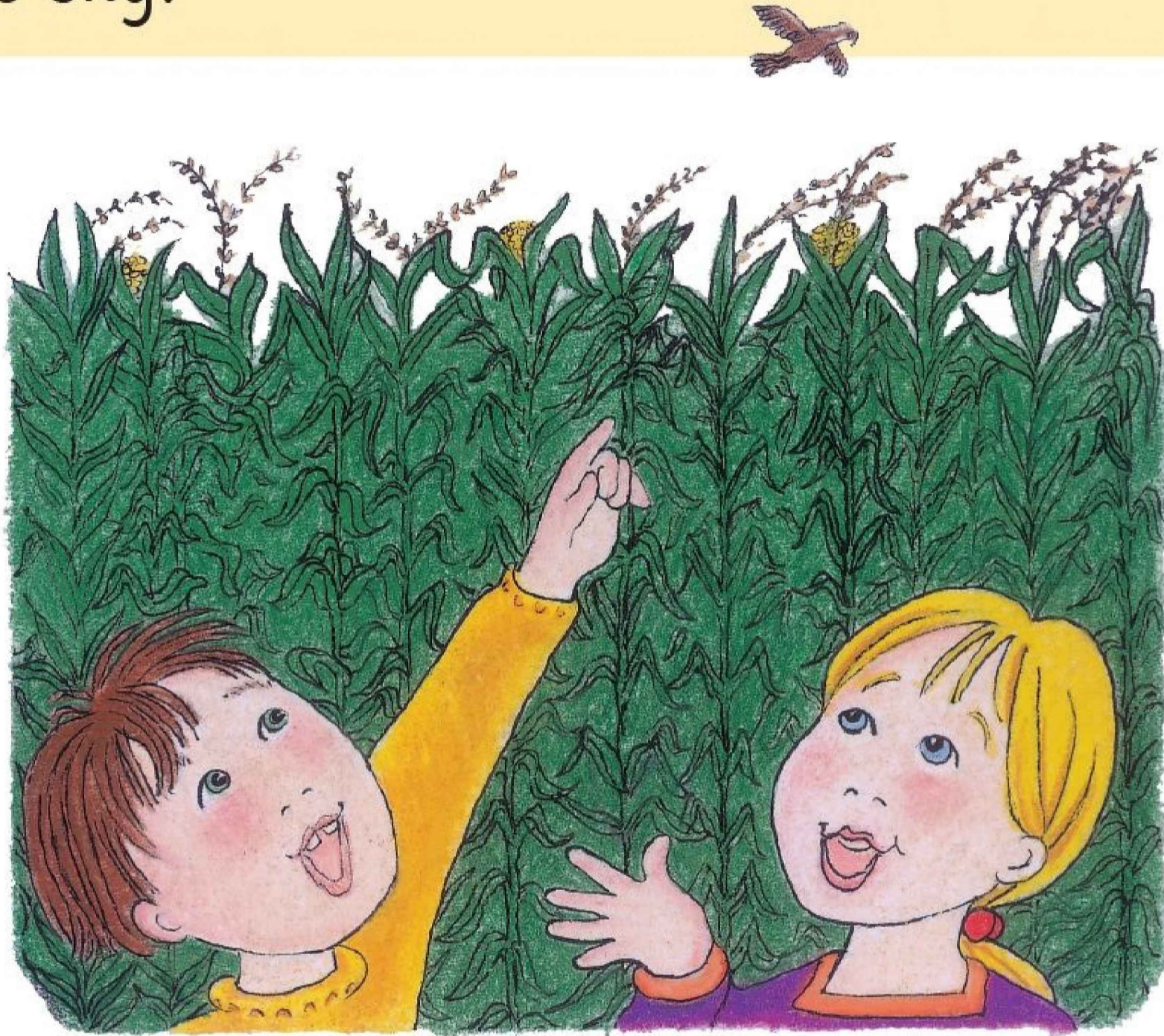




“Right,” says Zack. “So it lives on the farm, it has four legs, and this one says, ‘*I get very cross.*’”

Jess takes the rubber stamp out of the box and stamps their card.

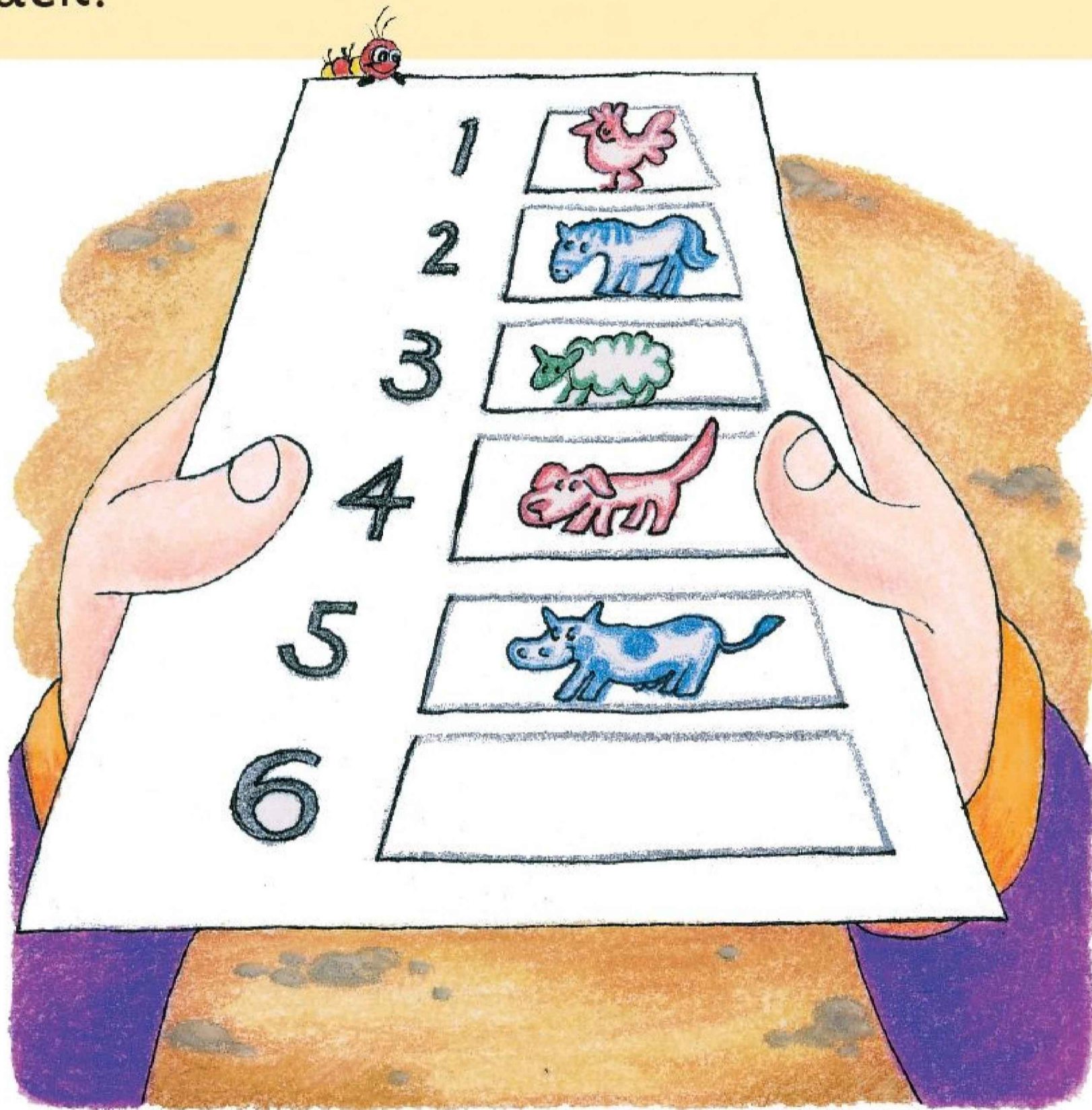
They carry on, collecting more clues. Zack looks up at a bird soaring across the sky.



“Wouldn’t it be fantastic if we could fly like that bird and look down on the maze?”

“Yes,” agrees Jess. “Then we could see what shape it is without having to solve all the clues.”

“Well, by the look of it we only have one more clue to solve, as we have put a stamp in all the rest of the boxes,” says Zack.



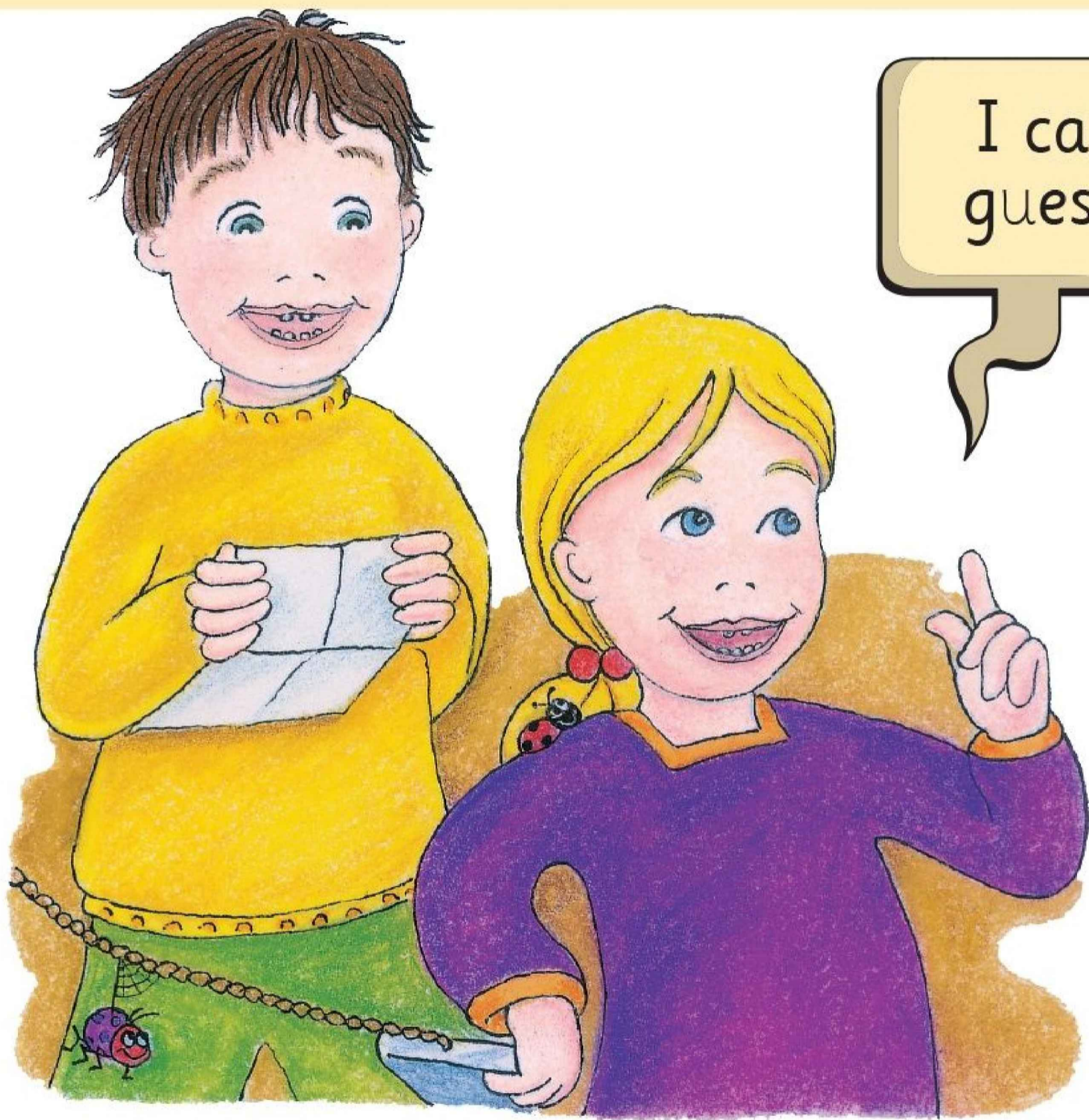
Jess looks. “All the stamps are of animals that live on the farm - a chicken, a horse, a sheep, a dog and a cow.”

“One more clue to go, and there it is!” Zack points down a track to the side. They turn and dash down the track. Zack reaches the box first.

“What does it say, what does it say?” says Jess, trying to see the clue.



“OK, OK, wait and listen to the clue because I think I have solved the puzzle,” smiles Zack. “*I am not a kid,*” he reads.



Jess smiles too. “I can guess what shape the maze is. Come on, let’s go and look for the way out.”



They hand their card to Sally.

“Good,” says Sally, “you have all the stamps here, so you get a lollipop each. But, have you solved the clues?”

“Yes!” they say, nodding and grinning. “The maze is in the shape of the bad-tempered goat!”

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.

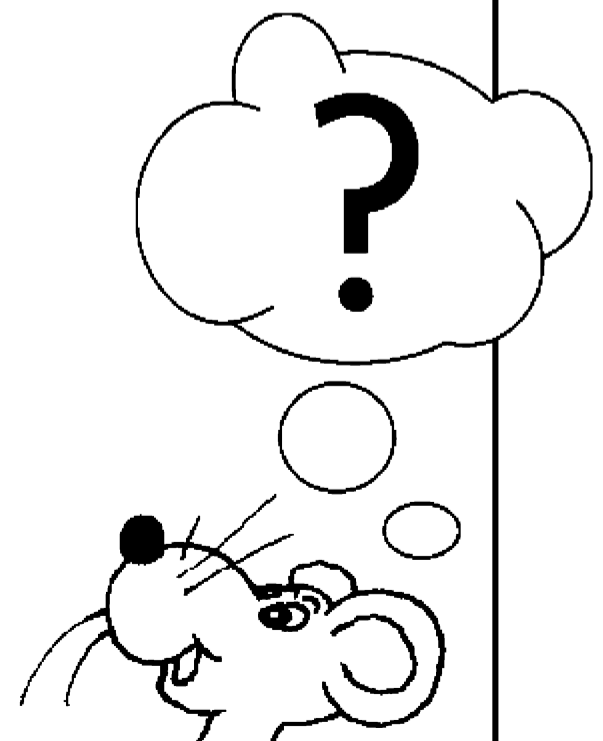
- Make reading this book a shared experience between you and the child. Try to avoid leaving it until the whole book is read before talking about it. Occasionally stop at various intervals throughout the book.
- Ask questions about the characters, the setting, the action and the meaning.
- Encourage 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?

- What do the children have to guess?
- What is growing on the maize?
- How many clues do the children have to find?

What do you think?

- Why would it be easy for a bird to solve all the clues?
- Why does the last clue say 'I am not a kid'?





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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