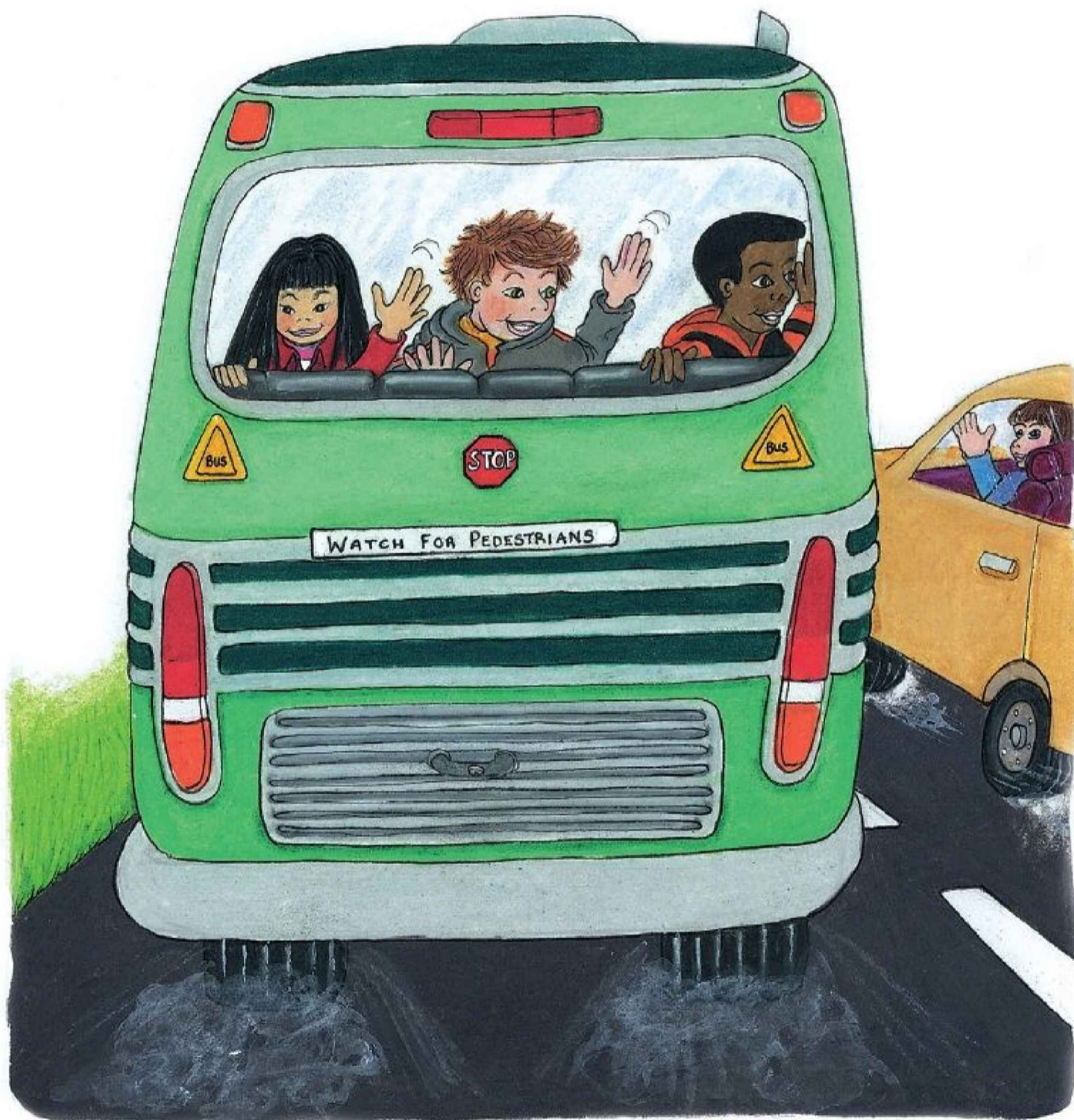


General Fiction

The Outing

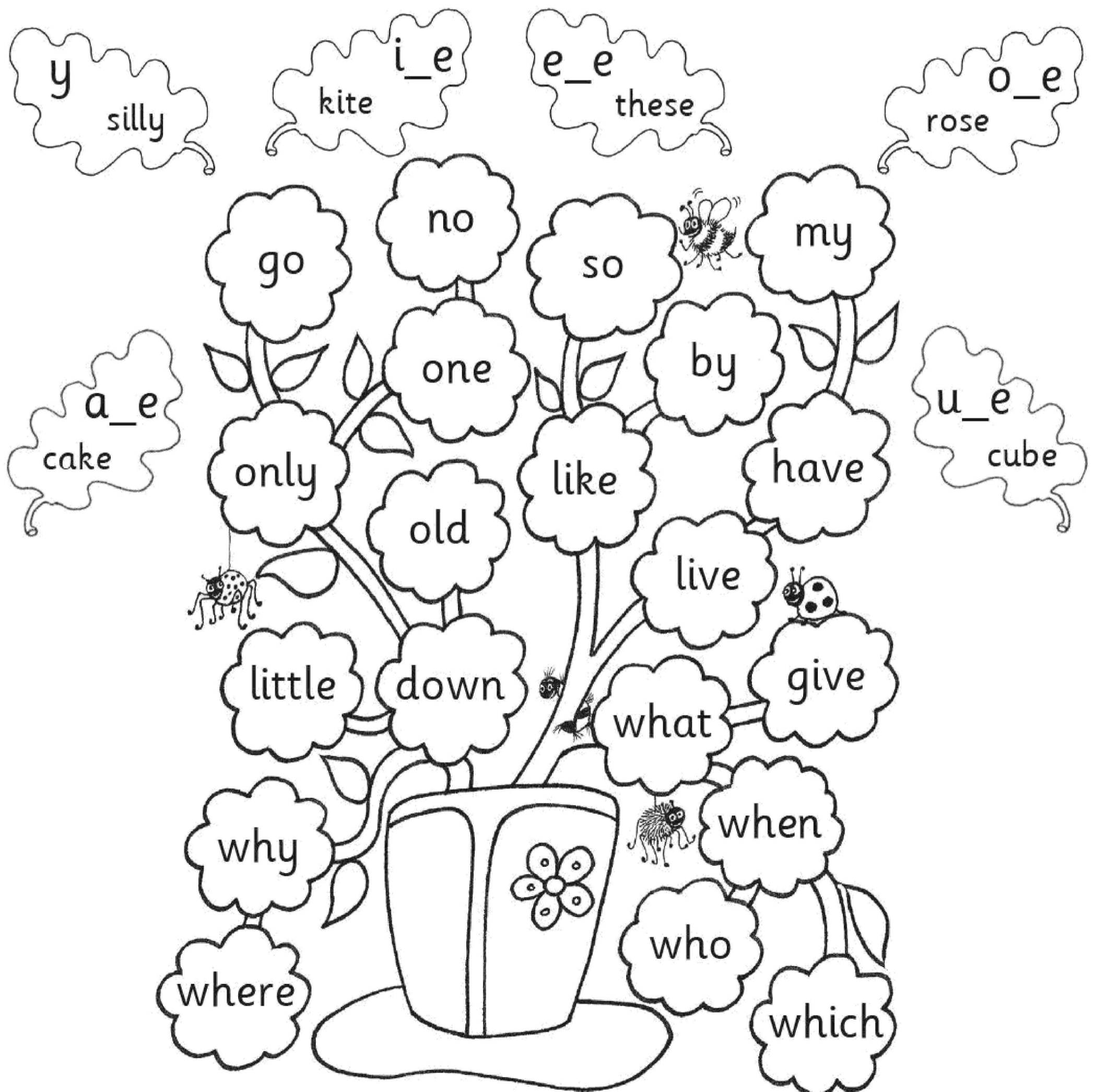


Jolly
Phonics

Teachers and parents

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

- Recognise the basic 42 letter sounds;
- Recognise the alternative letter-sound spellings in the leaves below, including the 'hop-over <e>' digraphs in words like *take*, *these*, *bike*, *code*, *mule*;
- 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.





Just before home time, Miss Beech gives all the children a letter.

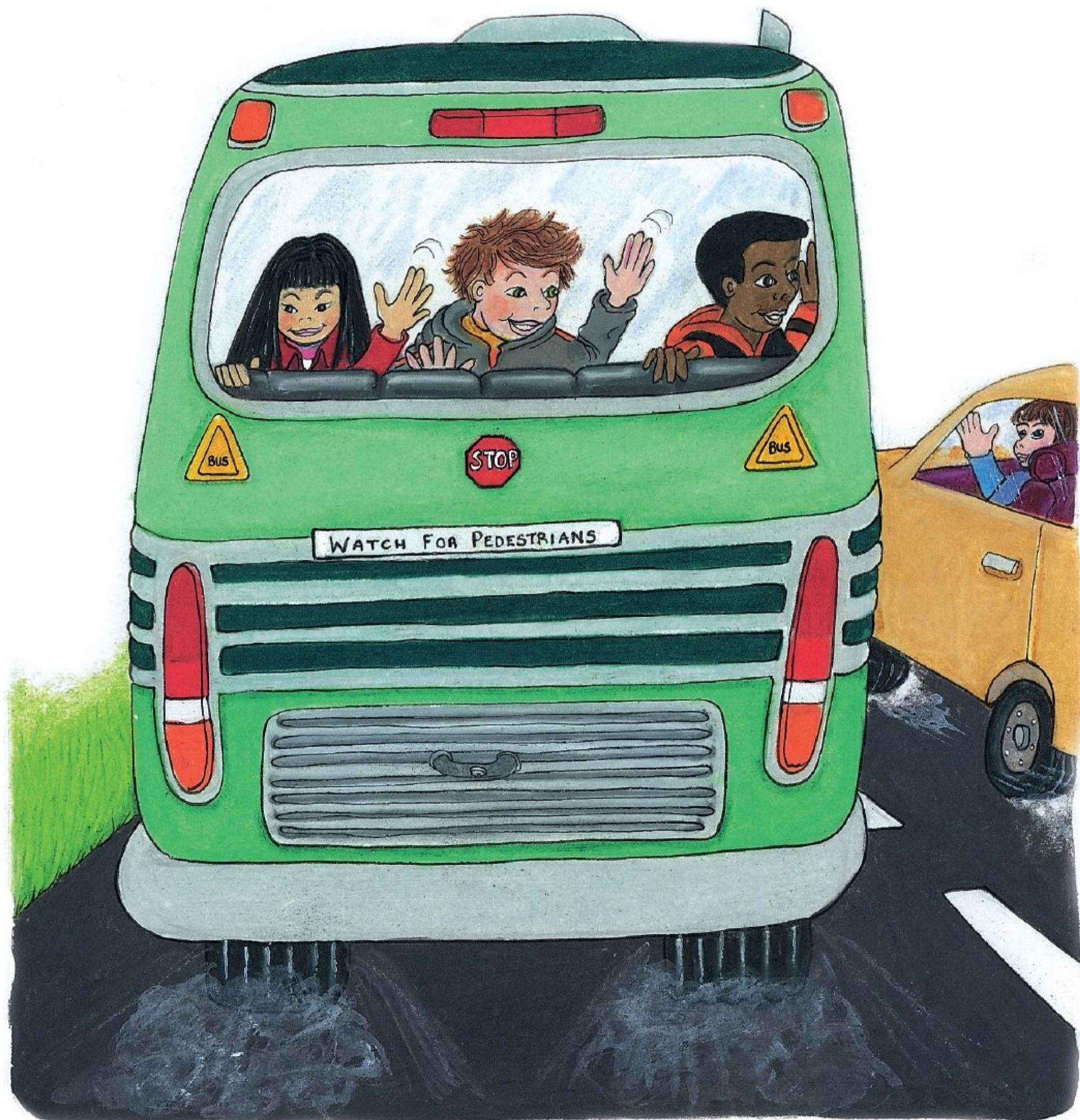
“This letter is about our outing,” she explains.

The children rush out with the letters. “We are going on an outing!” they shout.

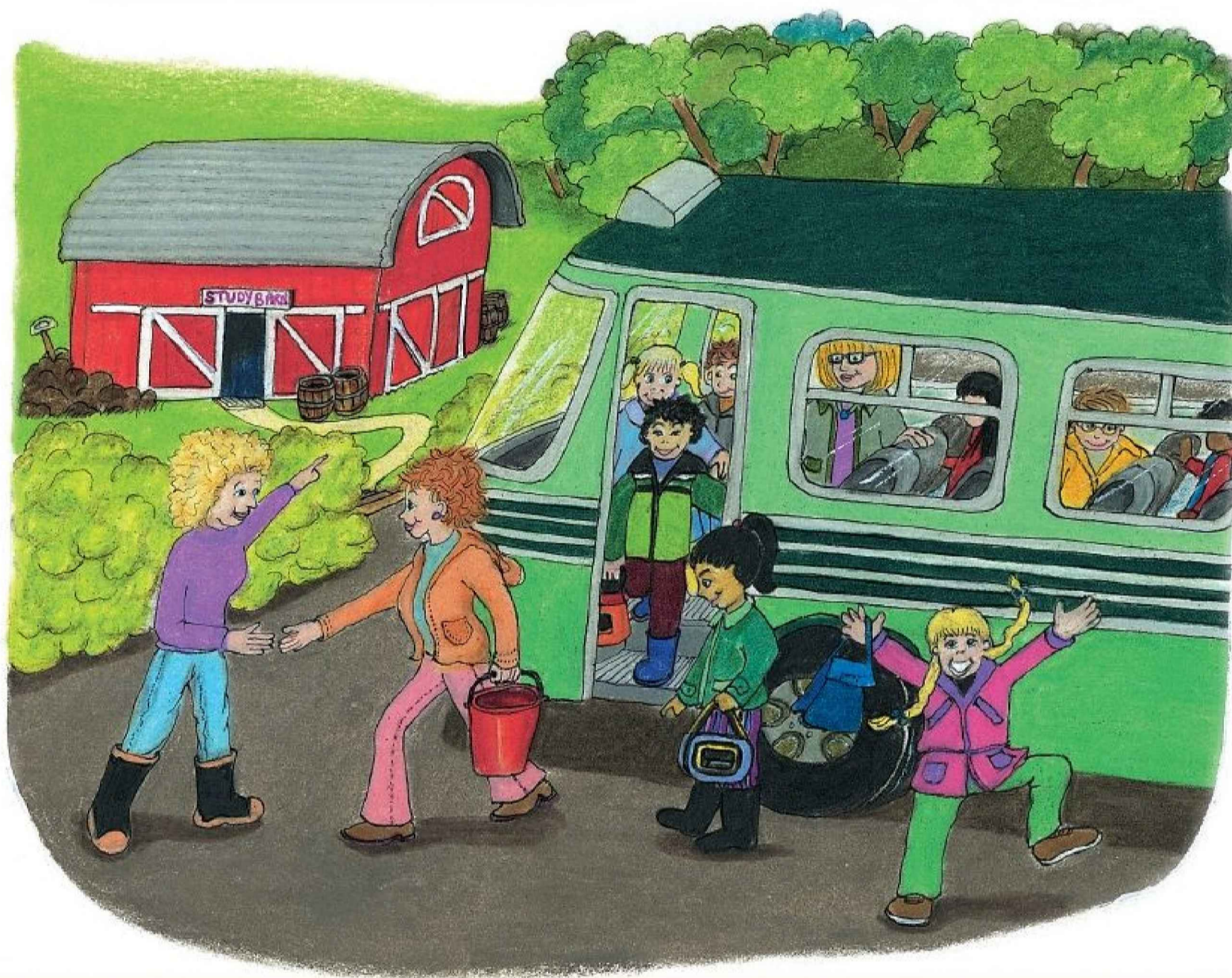


On the morning of the outing, the children arrive at school in boots and raincoats. They are all carrying lunchboxes. Miss Beech and the helpers hurry all the children onto the bus. Miss Beech has a bucket and a box of equipment.

Anna, Bill and Seth sit at the back of the bus. They wave to the cars as they drive along.



When they arrive, Miss Beech, the helpers and the children get off the bus and someone comes to greet them. She tells them her name is Roz.



Then she tells them to come down to the study barn, where they dump all the bags, lunchboxes and raincoats. Next, Roz tells them what they are going to do.

The children split up, and Bill, Seth and Anna go with Roz to the pond. They are going to do pond dipping. They have some nets and some flat plastic boxes.



They stand on a wooden platform and dip the nets into the pond. They sweep the nets about in the pond and then they empty the contents into the boxes.

They catch caddis flies and lots of tadpoles. Some of the bigger tadpoles have got legs. They catch a lot of pond weed too!

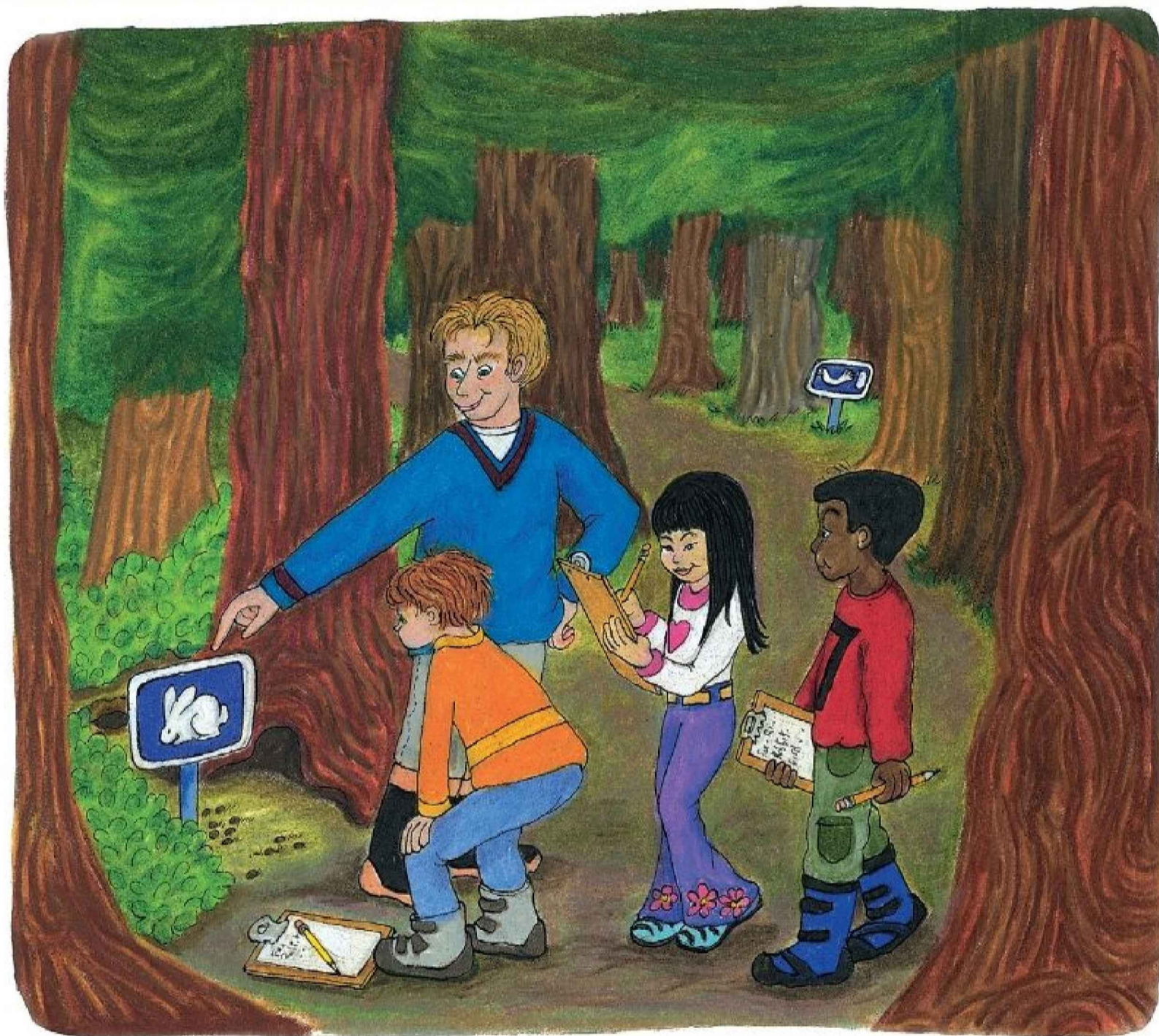


Suddenly, Anna's net slips out of her wet hands. It floats on top of the pond.



“Help!” shouts Anna. “I have lost my net.” Roz takes Bill’s net and hooks up Anna’s one with it. The children all clap as she gives it back.
“Thank you,” Anna smiles.

Meg, Gus and Hinda go pond dipping with Roz. Anna, Bill and Seth go with a man called Mark, who takes them on a forest trail.

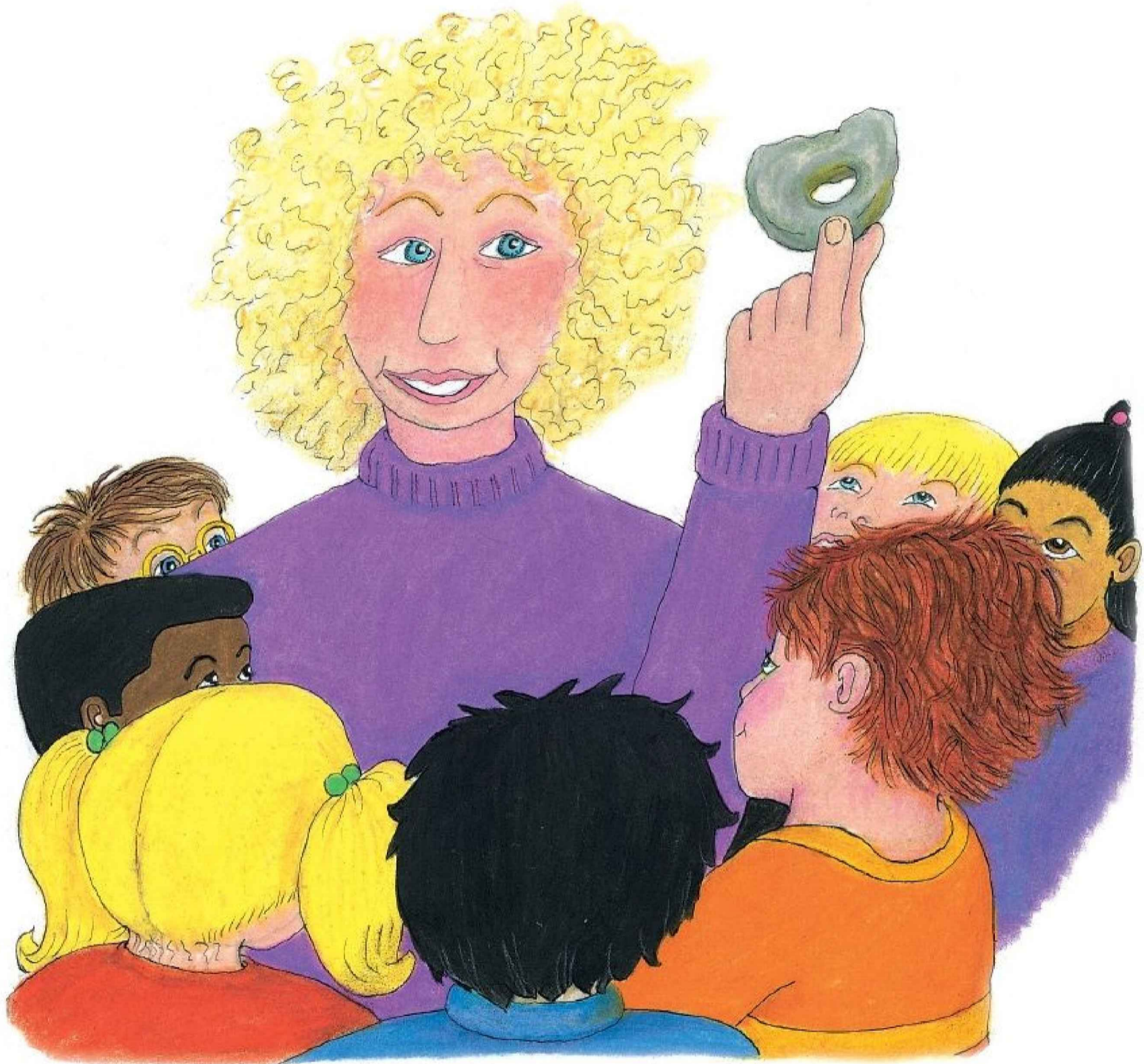


They go around the trail looking for markers with different animals on. Then the children do a quiz about the animals and where they live.



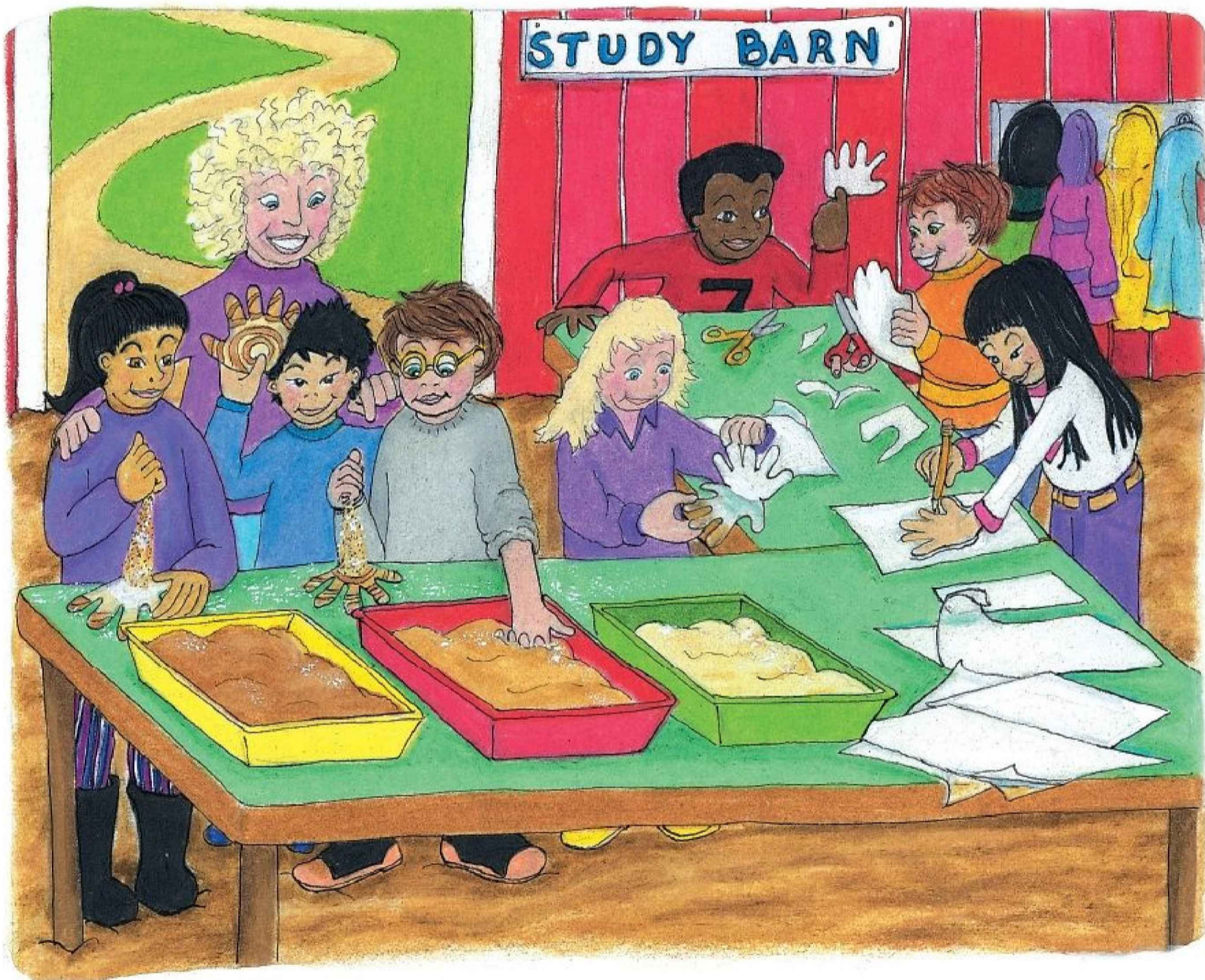
Next all the children meet up again for lunch. They go down to the bottom of some cliffs, where they sit down on the sand and have a picnic.

When everyone has finished, Roz sends the children off to look for interesting things.



“Keep a look out for lucky stones, like this one,” she tells them, and out of her pocket she takes a stone with a hole in it.

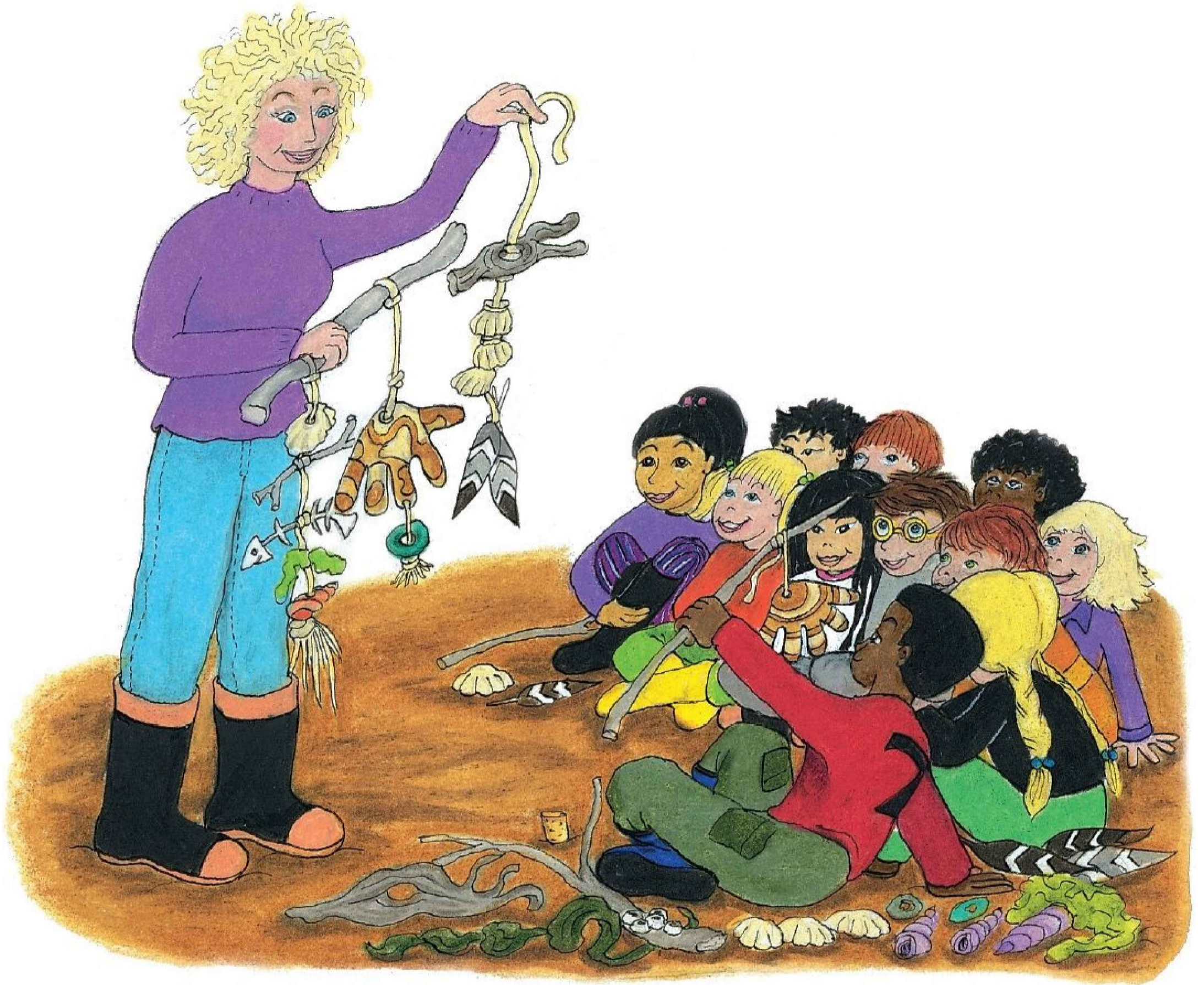
When the children get back, Roz is waiting for them. She has sticky-backed plastic and three boxes with different sorts of sand inside.



The children make sand hand-prints by cutting out hand shapes from the sticky-backed plastic and scattering the different sands onto them to make patterns.

The children stick the hand-prints onto card and cut them out. Roz gives out sticks and bits of string, and tells everyone to use the string to tie the hand-prints onto the sticks.





Next they tie all the interesting things they found onto the sticks as well, to make wall hangings. Roz explains that when the hangings are finished, the children can take them home.

The children look at what they have found and start to make the hangings.

They cut, tie and knot. When they have finished, they look at the hangings with Roz and Miss Beech.



Meg's stick has a big feather, a green stone and some shells. Bill's has a twisted bit of driftwood and a float from a fishing net.

"These are very good," Roz tells them.



Hinda's stick has lots of shells and a bit of rope. Anna is very proud of her hanging. She has found some driftwood that she thinks looks like a boat, and under her sand hand-print she has tied a lucky stone!



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.

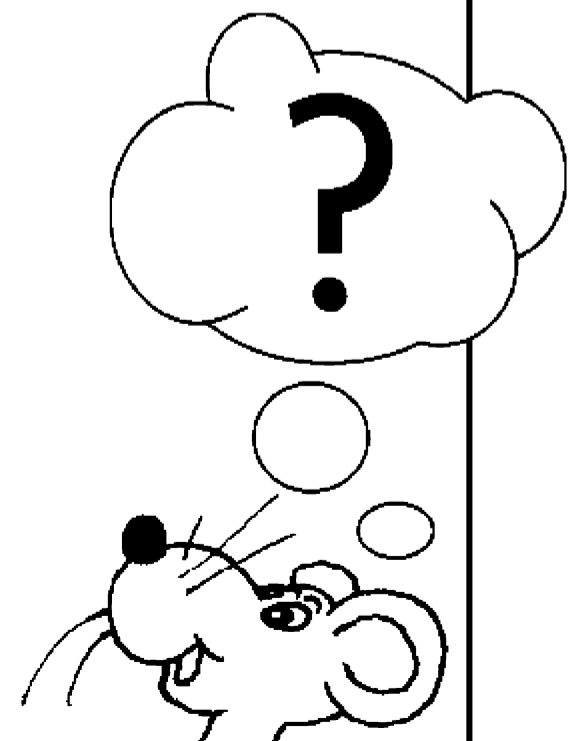
- Make reading this book a shared experience between you and the child. Try to avoid leaving it until the whole book is read before talking about it. Occasionally stop at various intervals throughout the book.
- Ask questions about the characters, the setting, the action and the meaning.
- Encourage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

- Who greets the children when they get off the bus?
- What do they catch in the pond?
- Where do they have their lunch?

What do you think?

- Are the children excited about the outing?
- How does the stone get a hole in it?



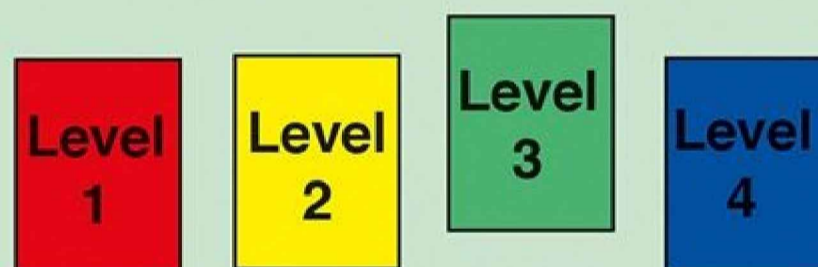


Jolly Phonics Readers are fully decodable books for new readers.

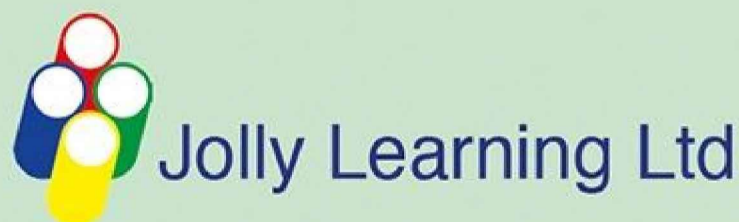
These Readers have been written with a **carefully controlled vocabulary**, and are specifically designed for children who are learning to read and write with *Jolly Phonics*.

- The text in these Green Level Books (third level) uses only **decodable regular words** (words that use the letter-sound knowledge taught so far: the 42 main letter sounds, the alternative sound of <y> at the end of words like *happy* and *sunny* and the 'hop-over <e>' spellings of the long vowel sounds) and a small number of **'tricky' words** (frequently used words that are not fully decodable at this stage).
- All the tricky words and alternative letter-sound 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 any 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.

Green Level Readers



Inky Mouse & Friends	General Fiction	Nonfiction
The Tree That Blinkd	The Three Billy Goats Gruff	Snakes
What's in the Box?	The Fox and the Stork	Deserts
The Old Red Tractor	The Outing	Captain Scott
The Model Boat	The Little Merman	Underground
Wait and See!	The Cricket and the Ants	Mushrooms
The Bad-Tempered Goat	Little Monsters	Teeth



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