



General Fiction

# The Pumpkin Party



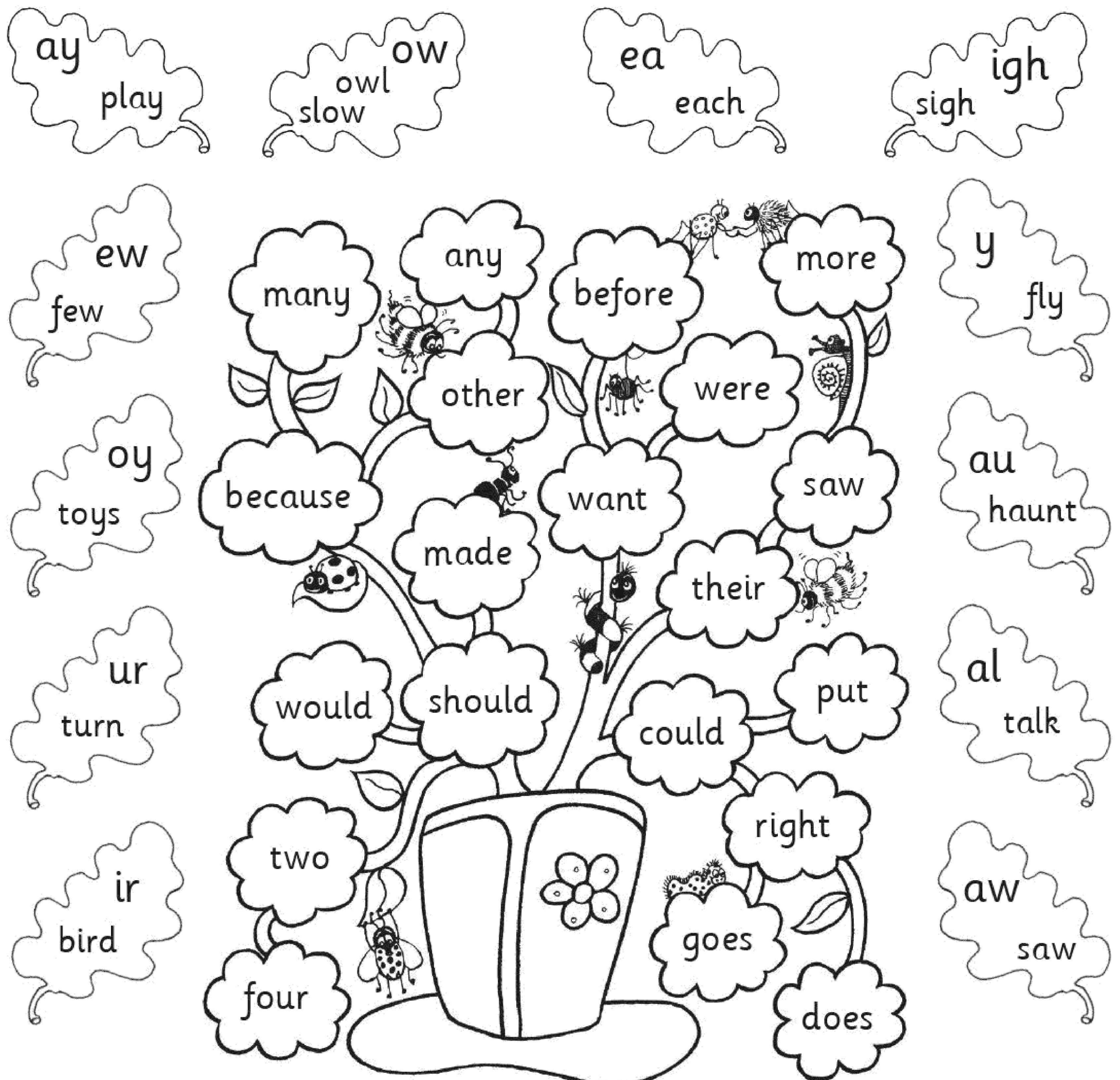
Jolly  
Phonics



## 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.





Meg and her dad were playing ball.  
Meg calls it soccer,  
while her dad calls it football.  
Dad kicked the ball at the goal.

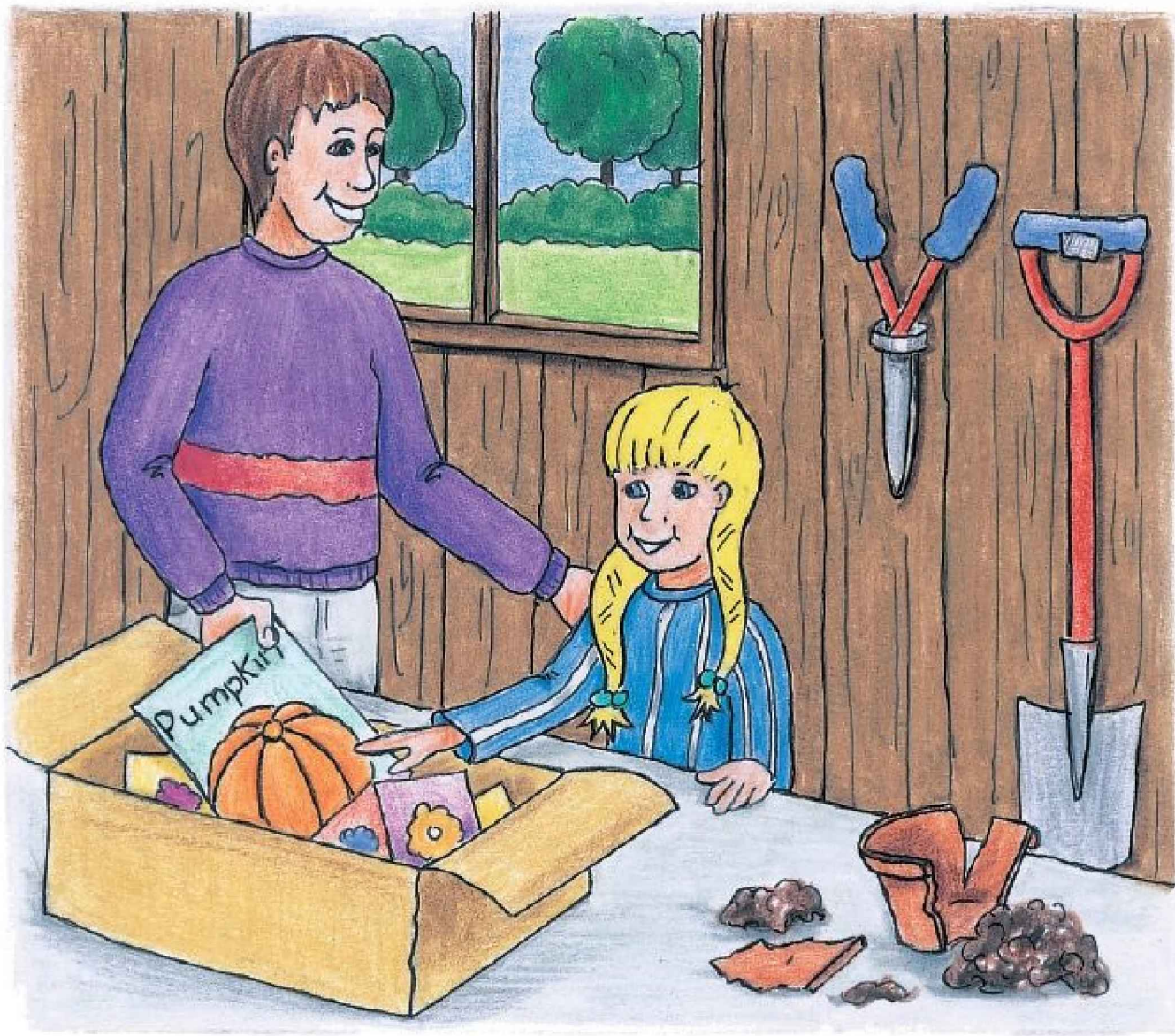


“Goal!” he yelled.  
“No!” cried Meg, as the ball knocked  
down a pot of flowers. CRASH!



Meg and Dad brushed the bits of pot and soil and flowers up.

“I think we had better stop football now,” said Dad. “Come on, we’ll put some seeds in.”



Meg liked helping her dad in the garden. They grew all sorts of things.

In the shed, they looked at the packets of seeds.

“This one,” said Meg, picking one out.



They put soil into some pots and Meg popped a seed into each one. The seeds were big, flat and white.



Then they wrote the name of the seeds on the markers and put them in the pots too.



When the seedlings had about four leaves each, Meg and her dad put them out into the garden.

“Right then,” said Dad, “you had better give them a drink to get them off to a good start.”





By the time summer arrived, everything in the garden was getting bigger. Meg stood and looked at her patch of garden.



“They are doing well,” commented her dad.



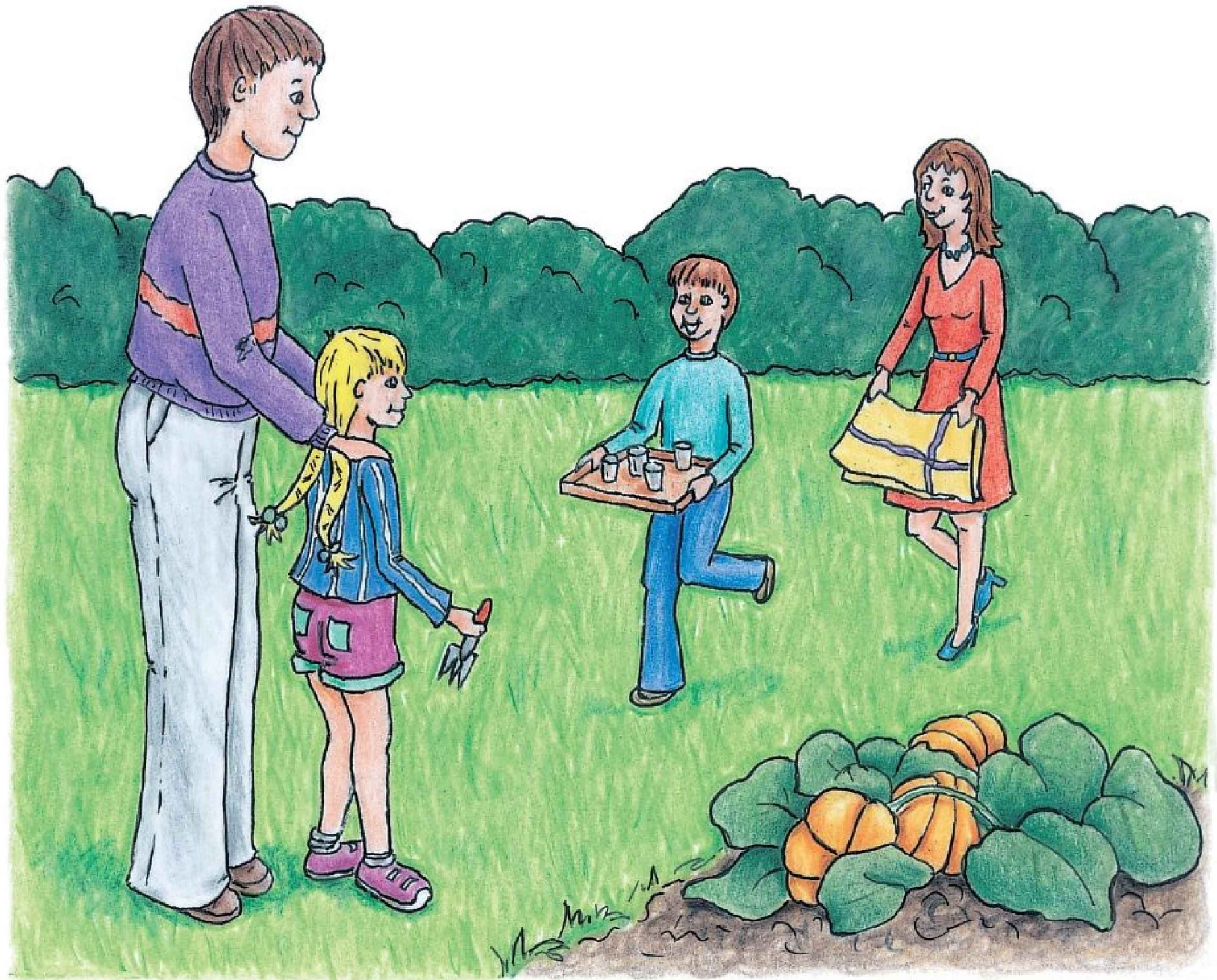
“We should write your name on one of the small ones and see what happens when it grows,” said Dad. “I used to do that when I was a boy.”



So Meg scratched her name onto one of the small pumpkins.



“That really is a fine crop of pumpkins you have grown,” said Dad. “What are you going to do with them all?”



“We will never eat *all* of them,” said her brother, Josh, as he carried a tray of drinks out. They all sat down and looked at the pumpkins.



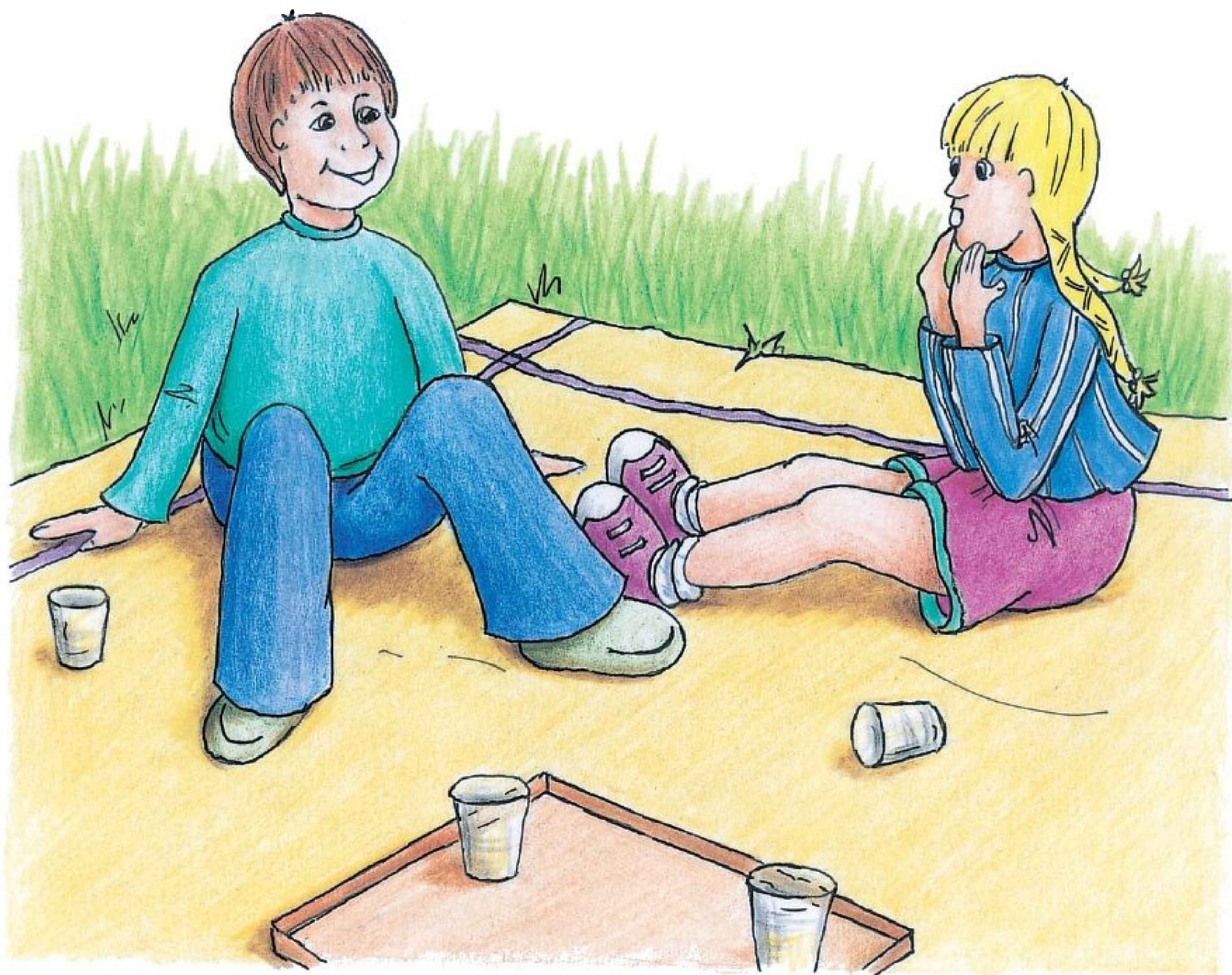
“Anyway,” continued Josh, “forget pumpkins. The thing I want to know is what sort of birthday party you are going to have.

I bet it will be a soccer party. You have a soccer party every time!”





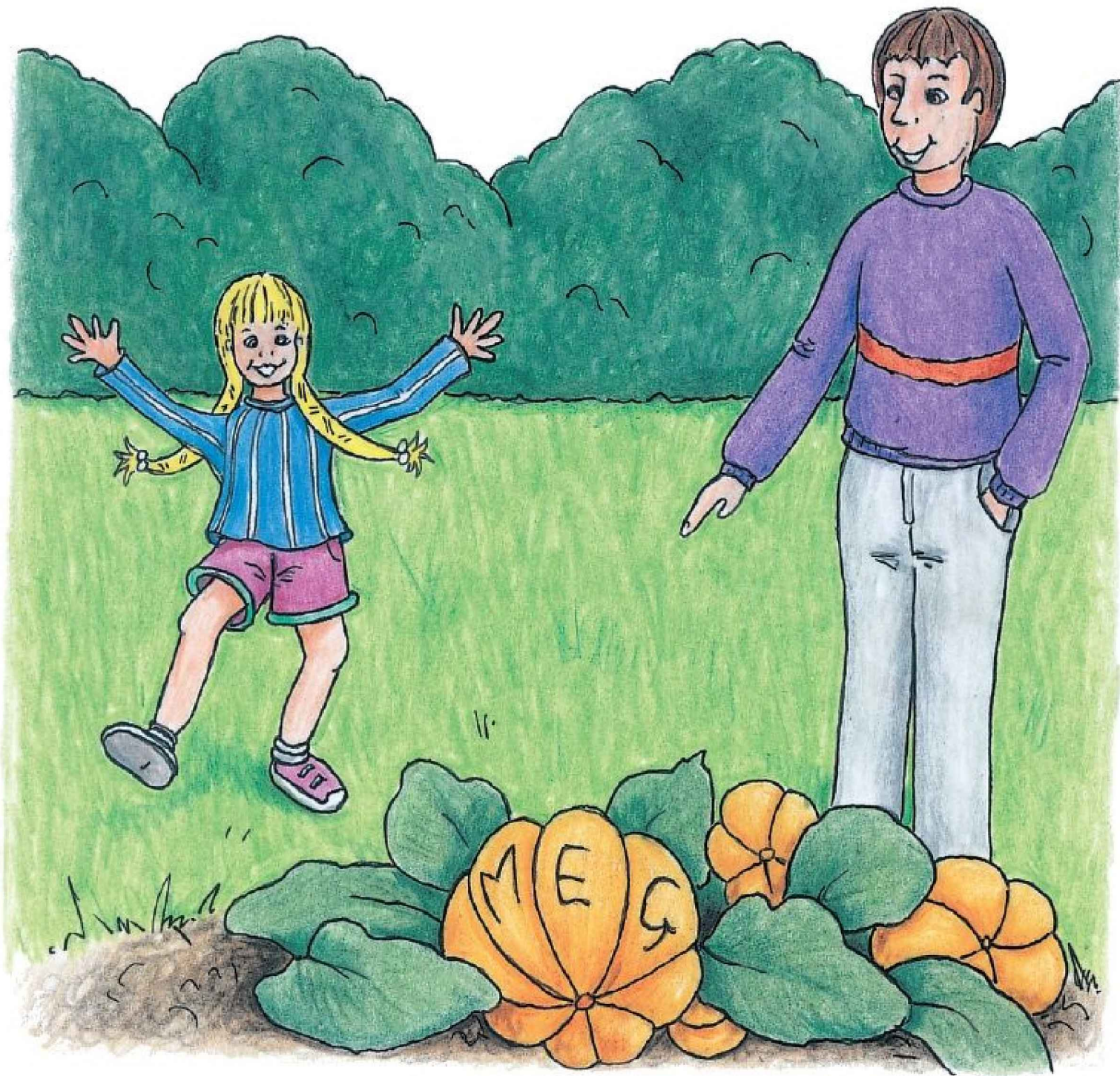
“Well, I’m not going to this time,” said Meg. “This time, I want a... er... a...,” she looked around, “a different sort of party,” she finished.



“You have a soccer party every time,” said Josh, and smiled.



On the morning of her party,  
Meg and Dad were in the garden,  
looking at the pumpkins.



The pumpkin had been small when she  
had scratched her name on it,  
but now the pumpkin and her name  
were much bigger. Her name had  
grown with the pumpkin.





Meg picked her pumpkin first, and then nine more. She collected them up and took them inside.

“What do you want all of those for?” said Josh, looking puzzled.

“Wait and see!” replied Meg with a smile.



At four o'clock, Meg's friends started to arrive. Anna and Kim were first, then Bill, Hinda and Seth.



They went outside to play until the others arrived. Meg unwrapped her presents and thanked everyone for their gifts.



“Right, come inside,” said Meg.  
“Welcome to my pumpkin party!”  
There was a pumpkin for each of them.  
“We are going to make our own pumpkin  
jack-o’-lanterns,” explained Meg.



“The knives are quite sharp,” said  
Meg’s dad, “so go slowly,  
and call me if you need help.”



When they had finished, they looked at their lanterns. Seth's had lots of pointed teeth, Hinda's had a big smile, and Gus had carved all the way around his.



“They are splendid!” said Meg’s dad, as he put a night-light in each one.



They put the jack-o'-lanterns around the room and then they had their party food. Meg had helped to make a pumpkin pie, which everyone tried. Then it was time for the birthday cake.



“I know what shape it will be,” said Josh. “It’s just got to be a p-”



“A football pitch!” cried everyone,  
as the cake was carried in.



“Well!” said Josh, and smiled.  
“I said you would get soccer into your  
party someday or another!”



## 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.

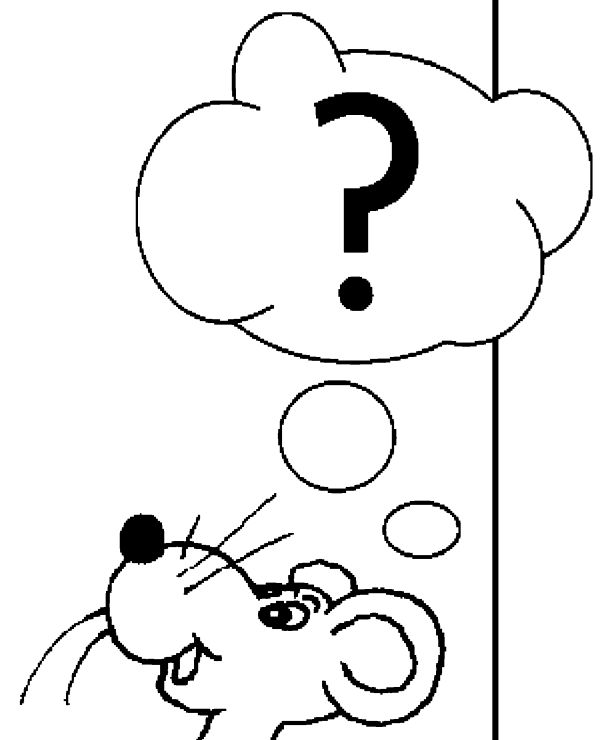
- Make reading this book a shared experience between you and the child. Try to avoid leaving it until the whole book is read before talking about it. Occasionally stop at various intervals throughout the book.
- Ask questions about the characters, the setting, the action and the meaning.
- Encourage 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 seeds does Meg choose to plant?
- What does Meg scratch into one of the pumpkins?
- What do the children do at Meg's party?

### What do you think?

- What time of year is it when Meg has her party?
- Why is Meg's cake in the shape of a football pitch?







## 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 <b> 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	<b>The Pumpkin Party</b>	The Moon
Beach Rescue	Town Mouse and Country Mouse	The Nile



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