Introducing the phonics

Quick sounds

Make letter pattern cards. Write two letters that make one sound together on pieces of card (sh, ch, th, ll, ss, ck, ff, zz). Put two or three letter cards together to make consonant clusters which make separate sounds (spr, spl, str, br, bl, cr, cl, dr, fr, fl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tr, tw). Ask the children to say the sound made by each letter pattern as you point to it.

Spot the sound

Display magnetic letters. Tell the children that you are going to say some words that contain consonant clusters. Ask the children to spot which of the words have a p sound in them. Say swing, spend, crept. Ask the children to write all the letters in the words they spot on the board. Read the words by sounding out and blending. Repeat with shrimp, squid, splint, and shrub, print, help.

Group or guided reading

Before reading

Introduce the children to the context words (see page 5, or the inside back cover of Splash and Squelch) by writing them on a whiteboard. Read these words and point out the letters which make the usual sound in each word (e.g. the w in we). This will help the children to remember these words.
Remind the children that if they find longer words that they do not recognise, they can still sound them out by first breaking the word up into smaller parts or syllables (e.g. tunnels – tunn and els).

(Prediction) Ask the children to look at the cover and read the title. Where could the story be set? Can they guess what could make a splash and a squelch sound in the story?

Strategy check
Explain that it is important when blending together the sounds in a word, to check it sounds like a real word as some words are less regular.

Independent reading
Encourage the children to read the book at their own pace, sounding out and blending words they do not recognise. Listen to each child reading and provide lots of praise and support.

Assessment
Observe the children to check that they can:
- successfully blend all the sounds for the word splish together, remembering the single sound made by the letter pattern sh
- successfully blend all the sounds for the word squelch together, remembering the single sound made by the letter pattern ch
- successfully blend the sounds of the multi-syllabic word squirrels together by blending the sounds in each syllable together first.

Emphasise and model these skills for any child who needs help.

Returning to the text
Ask the children to:
(Clarifying) Tell you where the children liked to splish, splash, splosh. (In the paddling pool.)
(Clarifying) Tell you where the children liked to squelch. (In the mud.)

Cover up the title, segment squelch into its separate sounds and write the word on a whiteboard. Find it in the book to check.

Find another word in the text which begins with the consonant cluster squ (squirrels).
Find words in the text which begin with a consonant plus the letter w (twigs, swing). Read the words by sounding out and blending.
Find words in the text which end with the consonant cluster mp (stamp, jump, stump). Read the words by sounding out and blending.

Shut the book, segment stump into its separate sounds and write the word on a whiteboard.

Assessment
Observe the children to check that they can:
- follow the meaning of the text, recalling significant parts
- segment words with consonant clusters into their separate sounds, remembering the letter patterns which represent those sounds
- hear the separate sounds in consonant clusters.

Model the appropriate responses for children who need help. Follow this up with further practice using the Blending Activity, Letter Pattern Activity and Segmenting Activity for Splash and Squelch on the eSongbirds CD-ROM, as well as additional practice reading Splash and Squelch using the Talking Story version.
Where next?

Further phonic practice

**Speed read**

You will need a list of words using the focus phonics for each child (*left, bolt, strong, crutch, fact, desk, splash, grunt, squelch, bring, stand, thrill, sprint, held, scratch, tramp, stretch*) and a timer. Start the timer. The children have to sound out and read as many of the words as they can before the time runs out. Ask them to count the number of words correctly read as their score. Repeat several times so that the children can better their own previous score. Send the lists home for homework.

Extension phonic work

Ask the children to draw a story map showing what they and their friends like to do. Write matching sentences using some of the story sentence structures, e.g.

*We like to...*

*And when we get home we like to...*