Introducing the phonics

**Quick sounds**

Write two letters that make one sound together on pieces of card (sh, ch, th, ll, ss, ck, ff, zz). Make letter cards of consonant clusters which make two separate sounds (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.

**Segmenting and blending**

Write words with consonant clusters on cards and place them in a bag (e.g. jump, fact, snap, scan, trick, brisk). Display magnetic letters. Ask a child to pick a card and read the word without showing it to the other children. Ask another child to segment the word into its sounds and find the letters that make those sounds to write the word. Ask the children to say the sound of each letter as you point to it, then blend the letters together to read the word. Look at the word on the card to check it.

Group or guided reading

**Before reading**

Introduce the context words (see page 4, or the inside back cover of *The Trunk and the Skunk*) 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 n in no). This will help the children to remember these words.
Remind the children that if they do not recognise longer words, they can sound them out by first breaking the word up into smaller parts or syllables. Say some longer words and ask the children to break them up into smaller parts or syllables (e.g. trumpet – trump and et, blanket – blank and et).

Ask the children to read the title and find a word which contains a consonant cluster (trunk, skunk, and) and a word which has two consonants making just one sound (The, the). Tell the children to look out for words with consonant clusters in the story.

(Clarifying) Look at the picture on the cover and talk about what sort of creatures these are.

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 stamp together
- successfully blend all the sounds for the word stinks together
- successfully blend the sounds of the multi-syllabic word mammoth 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 what a mammoth is and what it can do. (It can stamp, dig, pick things up, drink and smell with its trunk, slosh its Mum and Dad.) Ask: Why does the mammoth slosh the skunk? (Because it smells.)

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

Change one letter pattern

Change smell to write spell, then spill, still, stilt, stint, stink, blink, blank, and clank.

Find words in the text which begin with the sound st (still, stinks, stop, stamp). Read the words by sounding out and blending.

Find words in the text which end with the sound nk (trunk, drink, skunk). Read the words by sounding out and blending.

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 The Trunk and the Skunk on the eSongbirds CD-ROM, as well as additional practice reading The Trunk and the Skunk using the Talking Story version.
Where next?

Further phonic practice

**Spot the difference**

Say pairs of words that are the same except for one letter (e.g. *went, wept; mink, milk; clamp, cramp; sting, swing; text, test; plan, flan; band, bank*). Write the first word on a whiteboard and ask the children to change one letter to make the second word.

**Extension phonic work**

Ask the children to use non-fiction books to find out about an animal (e.g. What does it eat? Where does it live?). Record this information in writing or pictures and use it to write and illustrate a story about the animal. Use some of the sentence structures from *The Trunk and the Skunk*, e.g. *I can stamp on... I can pick up...*