

Answers

Writing in small print to be read by the teacher.

1. Writing words under pictures.

Children should look carefully. The following are for the teacher's instruction, not to be shown to the child:

house, mouse; cloud; road; torch; count.

2. Tracking

The child should first find the words containing the new sound, then read the passage. The next page checks for understanding. The child can refer back to the passage as needed.

3. Drawing

Look for evidence that the child has understood the story. Train the child to include as much detail in the picture as possible. Drawing helps to 'stick' the new sound in the memory and is a helpful tool to develop both reading comprehension and spelling.

4. Writing: children can use the story to help spell words, though should spell correctly without help those that have been taught in the phonic lessons. Assess as the child writes and ask; 'What revision is needed of sounds?' and plan work accordingly.

5. Be the Teacher: Proof is a time honoured strategy for helping children improve their spelling. Give as much support as is needed.

Tom can see a mouse in the house. Tom runs and shouts.

Name _____

ou

Write the words under the pictures. Colour the pictures.



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Underline the sound 'ou' in red. Read the passage.

On Tuesday, Tom has a fright.
He sees a mouse in his bedroom.

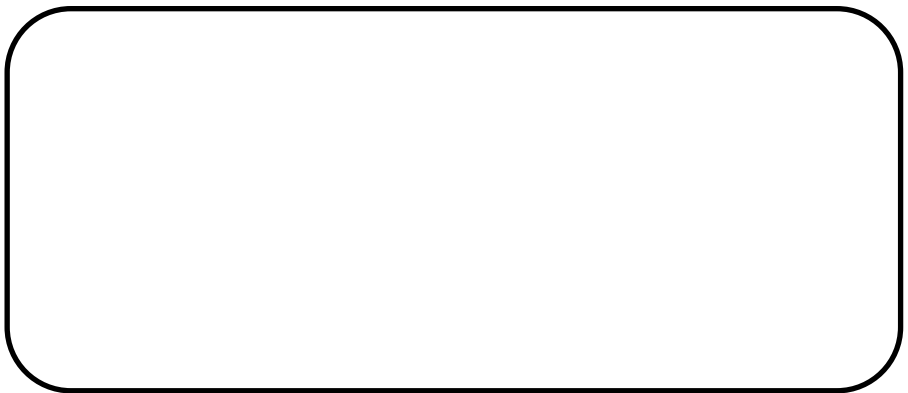
“Who let a mouse into my house?” he
shouts.

Tom pulls out his bed to look for the
mouse, but it is not to be seen. Then
he gets his torch.

“I will shine this bright light around
the room,” he says to himself.

The mouse ran away.

Draw a picture of the mouse in the bedroom.



Round the House!

This is a game for one player. Follow the trail around and around to chase the mouse out of the house! How quickly can you do it? Try and beat your time each time you play. Remember: **ou** is the mouse sound: run round the house to catch the mouse!

The maze is shaped like a house with a grey roof. The words are arranged in a path that starts at the top left and ends at the bottom right. The path is defined by thick black lines. There are three mouse illustrations: one at the top left, one in the middle left, and one at the bottom right.

in shout count pound
house found cloud sound
round out found count
sound cloud shout mouse
house shout out pound
round mouse house out

do does

Read and write/tell 'yes' or 'no' in the spaces. Think carefully!

Does a dog wag its tail? _____

Do cats bark? _____

Do sheep moo? _____

Does the sun shine at night? _____

Be the teacher!

What is wrong with this writing? Write it correctly underneath.

Tom can see a mous in the
horse. tom runs and shuots