



OXFORD

Rag the rat



Synthetic phonics series by Ruth Miskin

Book 2A

How to use this book

This book has two stories.

- | | |
|----------------|---------|
| Rag the rat | page 6 |
| Jess in a mess | page 16 |

Before each story there are important activities which will help prepare your child for reading it. When he or she has read the story, there are further activities which will help reinforce what has been learnt.

-  Have fun talking about the pictures.
-  Encourage your child to read the engaging stories again and again for fun and practice.
-  Use the Star checklists on pages 3 and 13 to build your child's confidence as he or she colours in a star after each activity.

Six steps for reading success

- 1** Practise reading the Speed sounds before each story.
- 2** Read the Green and Red words before each story.
- 3** Read the story.
- 4** Re-read the story to reinforce meaning.
- 5** Answer the questions about the story.
- 6** Practise reading the Speed words.

Give your child lots of praise and encouragement. Have fun!

Story



I can read the **Speed sounds**.



I can read the **Green words**.



I can read the **Red words**.



I can read the story.



I can answer the questions
about the story.



I can read the **Speed words**.



Story Rag the rat

Say the Speed sounds



Consonants

Ask your child to say the sounds (not the letter names) clearly and quickly, in and out of order. Make sure he or she does not add 'uh' to the end of the sounds, e.g. 'f' not 'fuh'.

f	l	m	n	r	s	v	z	sh	th	ng	nk
---	---	---	---	---	---	---	---	----	----	----	----

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Each box contains one sound.

Vowels

Ask your child to say each vowel sound and then the word, e.g. 'a' 'at'.

at	hen	in	on	up
----	-----	----	----	----

Read the Green words

For each word ask your child to read the separate sounds, e.g. ‘r-a-t’, ‘w-i-th’ and then blend the sounds together to make the word, e.g. ‘rat’, ‘with’. Sometimes one sound is made up of more than one letter, e.g. ‘th’, ‘sh’, ‘ck’. These are underlined.

rat with his big top hat
it and up a bat clap
cat mat flap

Ask your child to read the root word first and then the word with the ending.

rap → raps tap → taps pop → pops

Read the Red words

Red words don’t sound like they look. Read the word out to your child. Explain that he or she will have to stop and think about how to say the red word in the story.

the

Story 1

Rag the rat

Introduction

Have you ever seen a magician? This rhyming story is about a magician who is a rat. What do you think he might pull out of his hat?



Rag the rat
with his big top hat,

raps it, taps it,
and up pops a bat.



Clap, clap, clap!



Ask your child:

8 What does Rag the rat do to his hat to make magic?

Rag **the** rat
with his big top hat,



raps it, taps it,
and up pops a cat.
Clap, clap, clap!

Rag the rat
with his big top hat,
raps it, taps it,
and up pops a mat.



Flap, flap, flap!



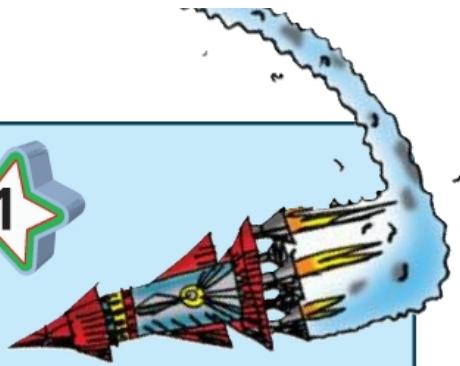
Ask your child:

★ What three things pop out of Rag's hat?

Speed words for Story



Ask your child to read the words across the rows, down the columns and in and out of order, clearly and quickly.



clap	big	mat	pops	up
bat	and	the	hat	taps
it	cat	raps	a	top
his	with	clap	rat	flap

Story



I can read the **Speed sounds.**



I can read the **Green words.**



I can read the **Red words.**



I can read the **story.**



I can answer the **questions
about the story.**



I can read the **Speed words.**



Story 2 Jess in a mess

Say the Speed sounds

Consonants

Ask your child to say the sounds (not the letter names) clearly and quickly, in and out of order. Make sure he or she does not add 'uh' to the end of the sounds, e.g. 'f' not 'fuh'.



f	l	m	n	r	s	v	z	sh	th	ng
					ss					nk

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											ck

Each box contains one sound.

Vowels

Ask your child to say each vowel sound and then the word, e.g. 'a' 'at'.

at	hen	in	on	up
----	-----	----	----	----

Read the Green words

For each word ask your child to read the separate sounds, e.g. ‘m-u-d’, ‘s-p-l-a-sh’ and then blend the sounds together to make the word, e.g. ‘mud’, ‘splash’. Sometimes one sound is made up of more than one letter, e.g. ‘th’, ‘sh’, ‘nk’. These are underlined.

in mud and splash a big
mess but big trunk is
just thing off

Ask your child to read the root word first and then the word with the ending.

hop → hops sit → sits
skip → skips slip → slips

Read the Red words

Red words don’t sound like they look. Read the words out to your child. Explain that he or she will have to stop and think about how to say the red words in the story.

she the to

Story

Jess in a mess

Introduction

Do you like elephants? This rhyming story is about an elephant who keeps getting dirty.



Jess hops in mud.
She sits in mud.

She skips and slips
and trips in mud.



Splash!

Ask your child:

★ What five things does Jess do in the mud?

Jess gets in a
big, big mess.



But Mum's big trunk
is just **the** thing



to get **the** mud off Jess.





Splash!

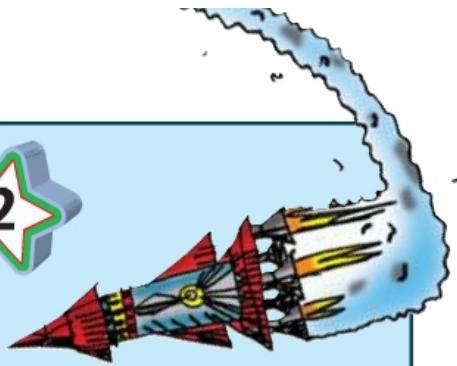
Ask your child:

★ What does Jess's mum use her trunk for?

Speed words for Story

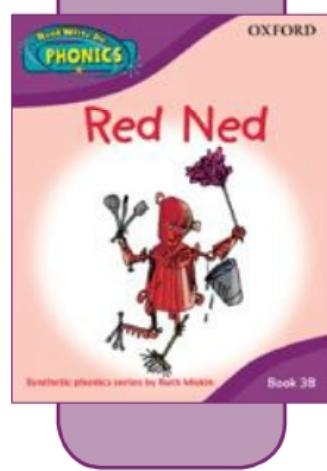
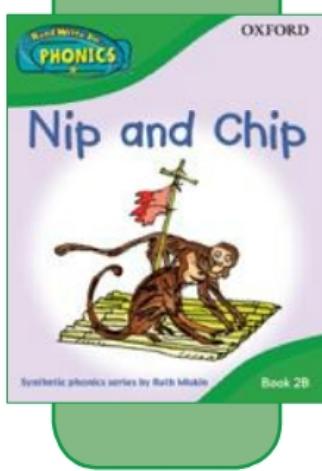
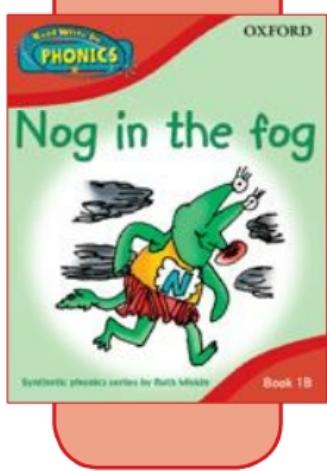
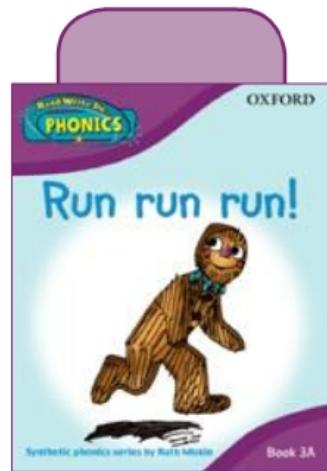
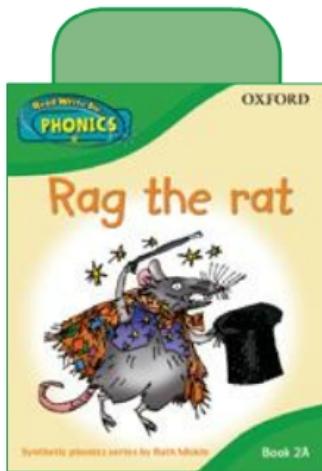
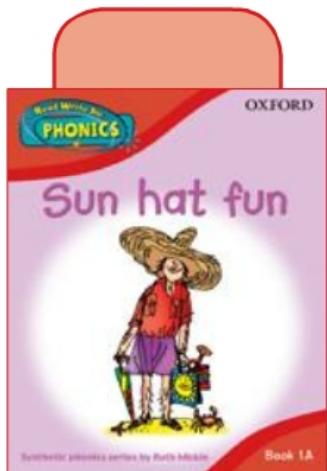


Ask your child to read the words across the rows, down the columns and in and out of order, clearly and quickly.



mud	big	just	hops	she
trunk	to	skips	sits	thing
splash	slips	mess	in	gets
trips	and	the	off	but

Help your child to read with phonics



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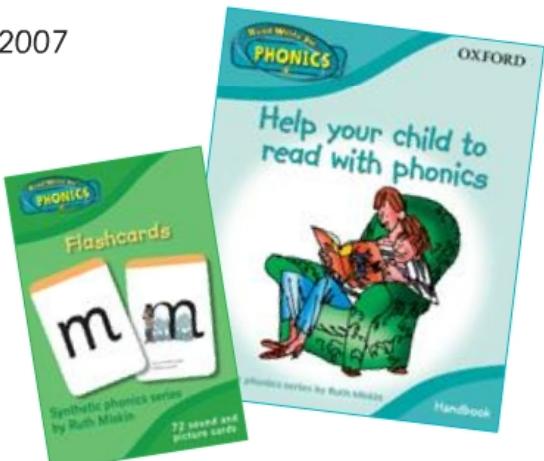
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Rag the rat does magic tricks.

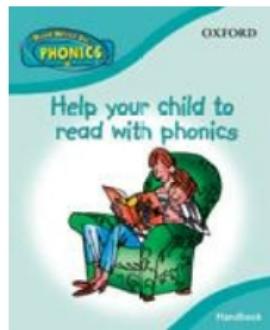
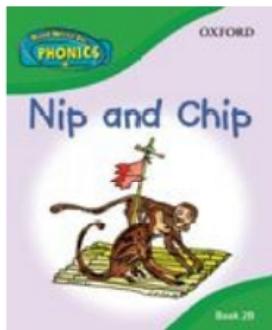


Ruth Miskin advises the government on the teaching of synthetic phonics and has trained its senior literacy advisers.

The *Read Write Inc. Phonics Storybooks* are lively, rhyming stories for your child to practise reading at home. They will enable you to support your child by reinforcing what he or she is learning at school in a fun and structured way.

Level 2 books will help your child practise:

- blending sounds to make words
- reading simple sentences
- reading short, rhyming stories



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