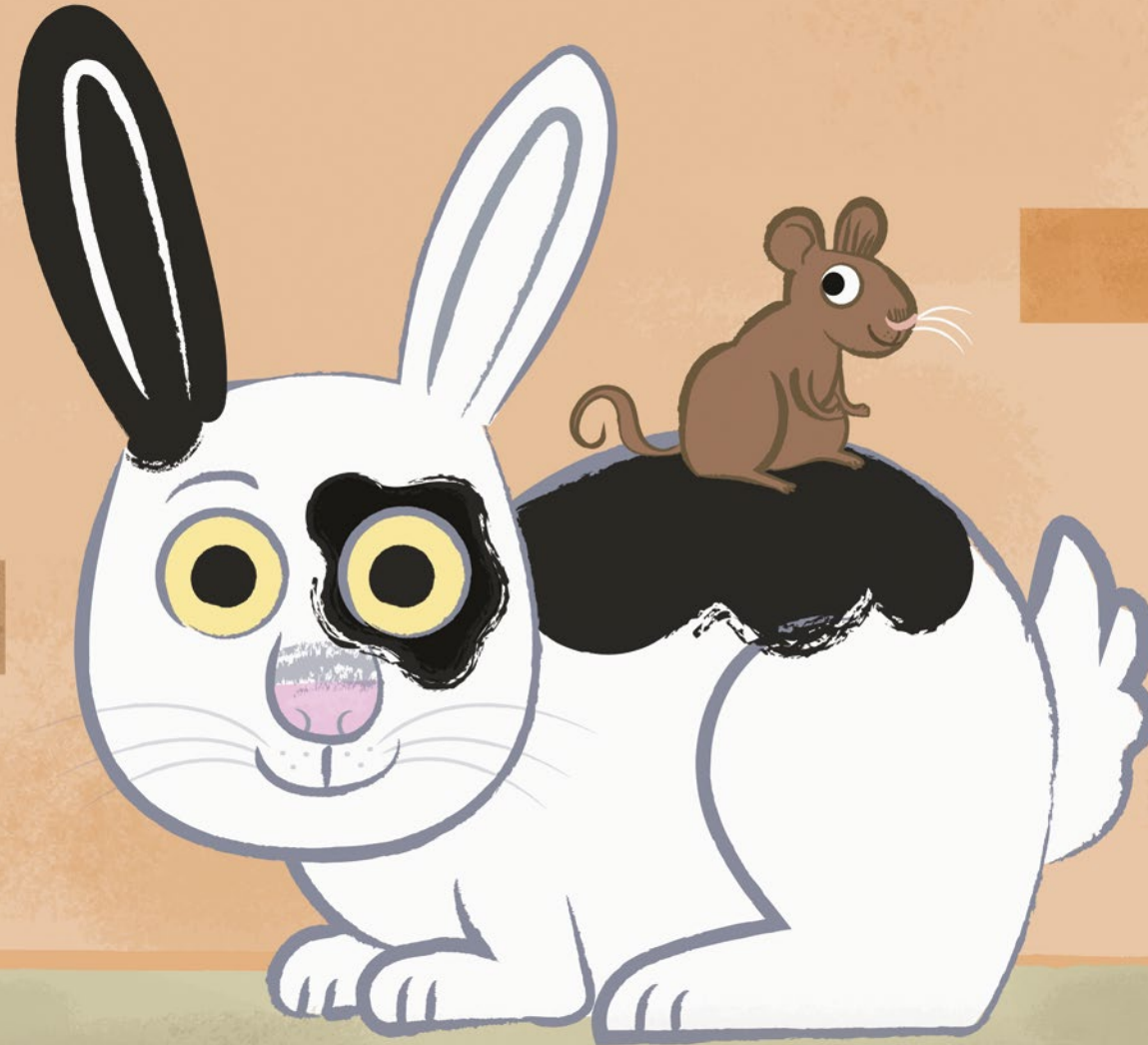


Sam



It's reading time!

The new letters and sounds are: **s** as in **sun**, **a** as in **ant**,
t as in **tap**, **m** as in **mat**

The new high frequency words are: **a the I**

Before reading

- Look at the front cover together. Ask the student to read the title. Point to the word 'Sam' and ask, 'Who do you think Sam is? Why?'
- Turn to page 2. Practise reading the words accurately before starting the book. This will support a fluent and more pleasurable reading experience.
- Discuss any interesting or unusual vocabulary contained within the book that the student may not be familiar with (these words are highlighted on page 3).

During reading

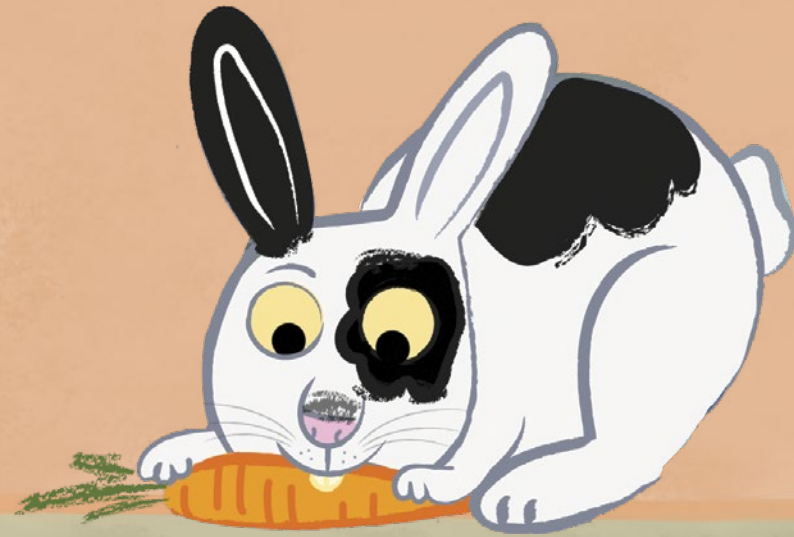
- To read unfamiliar words, ask the student to place their finger below each grapheme (spelling pattern) and say the phoneme (sound) it represents before blending all the phonemes together. Repeat until the student can hear the word.
- If the student struggles, sound out and blend the word together rather than giving them the word.

After reading

- Use the comprehension questions at the back of the book to check for understanding and encourage reflection.
- Ask the student to read the text again. This will help them to build fluency, which will aid comprehension as well as boost their confidence.

Have fun!

Sam



Written by **Kristin Anthian**

Illustrated by **Lily Trotter**

Fast phonics

Before reading this book, ask the student to practise saying the sounds (phonemes) and reading the new words used in the book. Try to make it as speedy and as fun as possible.

Read the tricky high frequency words

The student can't sound out these words at the moment, but they need to know them because they are commonly used.

a the
I

Tip: Encourage the student to sound out any sounds they know in these words, and you can provide them with the irregular or tricky part.

Say the sounds

s a
t m

Tip: Remember to say the pure sounds. For example, 'sssss' and 'nnnnn'. If you need a reminder, watch the *Snappy Sounds* videos.

Snappy words

Point at a word randomly and have the student read the word. The student will need to sound out the word and blend the sounds to read the word. For example: 'Sss-a-mmm, Sam'.

am Tam at
sat Sam mat

Quick vocabulary check

The underlined words may not be familiar to the student. Check their understanding before you start to read the book.

I am Sam.



I am at a mat.



I sat at the mat.

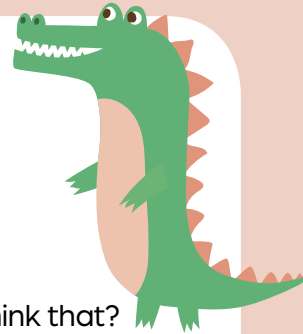


Tam sat at the mat.



Comprehension questions

Well done!



Let's talk about the story together

Ask the student:

- What happened first in this story?
- Who sat at the mat?
- What is another word for 'mat'?
- Who was Tam? Did she look after Sam? Why do you think that?

Snappy words

Ask the student to read these words as quickly as they can.

sat

Sam

at

mat

am

Tam

Fluency

Can the student read the story again and improve on the last time?

Have fun!

Title Sam

Text type Imaginative: Narrative

Word count 31

Approximate Reading Level RL: 3



Sam

Student text written by Kristin Anthian
Teacher text written by Kristin Anthian
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Illustrated by Lily Trotter

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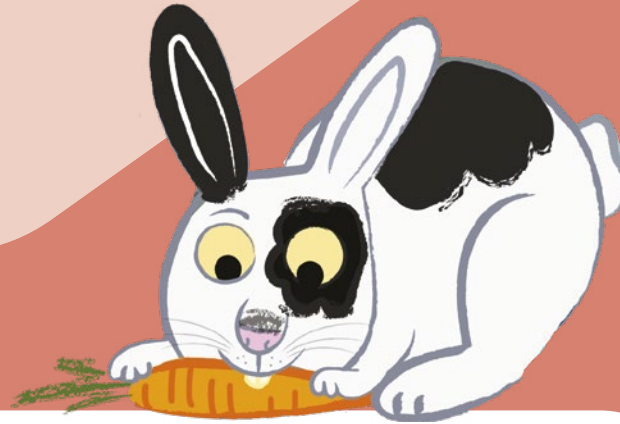
Don't forget spelling!

The student has the letter-sound knowledge to spell the words that they have read in this book.

Once they have practised spelling some of the words in this book, you might like to read a couple of the words or sentences for them to write. Make sure the student says the word or sentence after you so they have heard it correctly, before spelling it.

Sam

I am Sam.



Books at this level:

1: Sam

2: Nip in the Tin

3: Dip in, Dad!

4: Is It Big?

5: Kim and Kat Get Fit

6: The Fun Run

7: Jet to the Vet

8: Zak the Dog

9: Get the Rat!

10: A Fun Hat

Level 1, Book 1

Focus Letters and Sounds

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