

How to use RWI books

Support your child as they follow each of the steps below.
There are notes in italics to guide you throughout each book.

Before reading a story, ask your child to read the Speed Sounds, in and out of order, and then the **Story Green Words** and the **Story Red Words**.

When reading a story:

- Help your child to sound-blend each word (unless your child can already read the word without blending). Praise your child for their effort!
- Re-read the story to your child with expression and chat about what is happening. Each story contains a set of questions to ask the children.
- Encourage your child to re-read the story again. This will develop their pace and fluency. Praise your child for reading the words more quickly.

Read Write Inc.

Phonics

Big Blob and Baby Blob

Set 2 Story 3

a e i o u

Story by Gill Munton
Illustrated by Tim Archbold

Series developed by Ruth Miskin



OXFORD



How to use this book

Follow the advice, in italics, given for you on each page. Support the children as they read the text that is on the cream background. Follow the detailed guidance in Read Write Inc. Phonics Handbook 1.

Glossary of terms

Fred Talk:	Fred is a puppet who can only say words in sounds. He never adds 'uh' after a consonant sound, e.g. fuh, luh, muh.
Grapheme:	One letter or one group of letters used to write one sound, e.g. the sound 'f' can be written with the grapheme f (fun) or ff (huff) or ph (photo) the sound 'c' can be written with the grapheme c (cat) or k (key) or ck (clock)
Green Words:	Words made up of the graphemes listed in the sound boxes on pages 4–5 <ul style="list-style-type: none">▪ Story Green Words are particular to the story▪ Speedy Green Words are common words that children practise reading quickly
Red Words:	Common words with a grapheme not listed in the sound boxes, e.g. said
Challenge Words:	Topical words with low-frequency graphemes
Syllables:	Chunks within long words
Root:	The part of the word that gives the most meaning

Please read the glossary of terms.

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Big Blob and Baby Blob



Story written by Gill Munton
Illustrated by Tim Archbold



Speed Sounds

Consonants Ask children to say the sounds. (In and out of order)

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll		nn		ss	ve	zz			nk
							s			

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k		gg			pp		tt	wh			tch
	ck											

Speed Sounds

4

Each box contains one sound. Sometimes one sound is represented by two letters (a digraph) or three letters (a trigraph). The digraphs and trigraphs used in this story are circled.

As the children progress with their reading, there will be more sounds to practise. It is important for the children to continue to practise reading the sounds, particularly those that are circled, as this will help them to successfully read the words in the story.



Vowels

Ask children to say the sounds in and out of order.

a	e	i	o	u
at	hen	in	on	up

ay	ee	igh	ow	oo
day	see	high	blow	zoo

As the children progress with their reading, there will be more sounds to practise.



Story Green Words



Ask children to read the words first in Fred Talk and then say the word.



Big Blob hat bun

Ask children to read the root first and then the whole word with the suffix.


grab → grabs spot → spotty

Each story contains a page called 'Story Green Words'. These words are particular to the story. For each word, ask your child to read the separate sounds (e.g. 'h-a-t' - referred to as Fred Talk) and then blend the sounds together to say the word (e.g. hat). In other books you will also find sounds that are represented by more than one letter are underlined (e.g. with / clean). Discuss the meanings of the word if your child is not sure.

Story Green Words are taught at the start of each book so the children can read the forthcoming story without sounding out every word. Children's effort can then be used rapidly to comprehend the story.

Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.



the	of	he
baby	no	to
put(s)	go	be
you	your	are

Red words are also known as common exception words - these are words that cannot be decoded in the regular way. They are words which use a particular combination of letters to represent sound patterns in a rare or unique way. Each book will contain different red words, particular to the story. Encourage the children to read the words in and out of order clearly and quickly.

Big Blob and Baby Blob

This is Big Blob
with **Baby** Blob.



8



Big Blob is at **the** shops
with **Baby** Blob.

9

In **the** hat shop ...

Baby Blob grabs a red spotty hat.
He puts it on.

Ga ga ga

“Stop it, **Baby** Blob!”



In **the** chip shop ...

Baby Blob grabs a bag **of** chips.

Ga ga ga

“Stop it, **Baby** Blob!”



In **the** bun shop ...

Baby Blob grabs a big bun.

Ga ga ga

“Stop it, **Baby** Blob!”



In **the** bed shop ...

Zzz zzz zzz





Questions to talk about

Ask children to TTYP for each question using 'Fastest finger' (FF) or 'Have a think' (HaT).

- p.10** (FF) What does Baby Blob do with the red spotty hat?
- p.11** (HaT) How do you think Big Blob feels when Baby Blob grabs some chips?
- p.12** (FF) What does Big Blob tell Baby Blob to do?
- p.13** (HaT) How do you think Big Blob feels when Baby Blob falls asleep?

Each story book will have a set of questions to talk about. Ask your child the questions and ask them to find and point to the answer in the text (you can direct them to the appropriate page number).

Speedy Green Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.



at	shop	stop
stop	chips	this
at	in	red
is	big	chips

At the back of each story is a list of Speedy Green Words. These are common words which are included frequently in the storybooks. Children should try to practise reading the words at speed so they can read the story without sounding out each word.