



Huff! Puff!

Can **H** and **S** run up the hill?



Phonemes Tricky Words
h, b, f, l, ll, ss l, into

This book links to Unit 5 of Phonics Bug Teaching Software

www.bugclub.co.uk

PHONICS
Phase 2
Set 5



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Huff! Puff!



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Before and during reading

1 Say the sounds



2 Blend the sounds

Say the sounds, then the word.

h-i-ll, hill

f-i-t, fit

b-u-s, bus

l-e-ss, less

f-u-ss, fuss

3 Read the tricky words

I into

Point out the tricky bit of the word (e.g. the 'a' in 'into' sounds /oo/) and then blend the rest.



Meet the Alphablocks

We are the Alphablocks. We each have our own special sound. When we get together, word magic happens! When we make a word, we say our sounds in turn and then blend them together.



Talk together

Ask the children to read the title. When do they think someone might say, 'Huff! Puff!?' Have they ever got out of breath when they are running? Does the title give them any clues about what might happen in the story?

Vocabulary check

On page 2, check that children know what is meant by 'fit'. Do they think you have to be fit to run up a big hill?

While you read

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise.
- On page 4, ask the children to make the noise that S is making ('sssss'). Why do they think she makes this noise? (She is puffing out air.)
- On page 5, encourage the children to read the words in H's speech bubble with expression.
- On page 6, what could the other Alphablocks do to help?
- On page 8, who do the children think will get to the top of the hill first?

After reading

Story comprehension

- Why do the children think the word 'BIG' is in capital letters on page 5? (E.g. so that we know to read it with lots of expression.)
- On page 4, how do the children think S is feeling, and why?
- Can the children tell you why S has got into a mess on page 6? (Because she is too tired to run up the hill.)
- On page 8, do the children think that this is a good ending for the story? Why?

Picture detective

Ask the children to find an object in the pictures that contain the:

/b/ sound (page 8 – bus)

Don't necessarily do all of these activities – just those that your children need.



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Follow up

Speedy reading

Return to the words on the front inside cover (section 2) and check children can sound out and blend these words confidently. Ask them to practise reading them until they can read them quickly. Do the same for the tricky words (section 3).

Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

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I can run up the hill!



 h is fit!

2



 s is fit ...

3