



# Bug Club Phonics

This is your free  
sample of **Go, Boat, Go!**

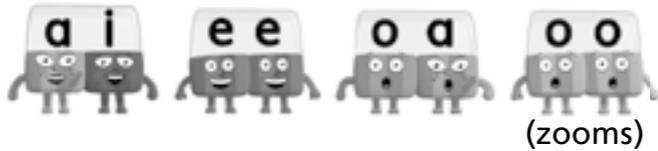


# Go, Boat, Go!



## Before and during reading

### 1 Say the sounds



### 2 Blend the sounds

Say the sounds, then the word.

**b - oa - t**, boat

**z - oo - m - s**, zooms

**s - ai - l**, sail

**s - p - ee - d**, speed

### 3 Read the tricky words

we are

Point out the tricky bit of the word (e.g. the 'e' in 'we' sounds 'ee') 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. Why do they think the characters might be saying 'Go, boat, go'? Do the children have any ideas for ways of getting a boat moving if it is stuck?

## Vocabulary check

Make sure that the children understand that 'bobs' on page 3 refers to the way the boat floats up to the top of the water.

## 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 immediately.
- On pages 4–5, how do the children think S might be able to help get the boat moving? Read on to see if they were right!
- On pages 8–9, check that the children understand why the boat still isn't moving, even though it now has a sail. (There is no wind.)
- Encourage the children to read the speech bubbles on page 9 with lots of expression.

## After reading

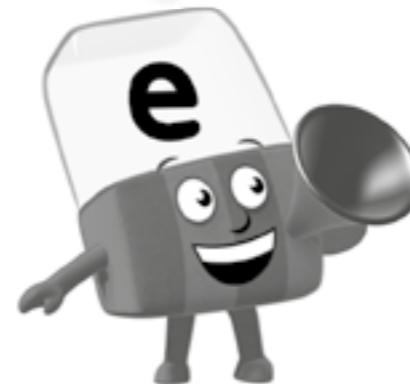
### Story comprehension

- How do S, I and L get back to the boat?
- What gets the boat moving in the end?
- Do the children think the boat is going fast on page 12? How can they tell? Prompt them to look for clues in both the words and the pictures.
- Can the children think of any other things the Alphablocks could have tried to get the boat moving?
- Encourage the children to make up a new story in which a different vehicle is stuck – e.g. a car that will not go. How could the Alphablocks solve the problem?

### Picture detective

Ask the children to find objects in the picture on page 9 that contain the:  
/ai/ sound (sail)  
/oa/ sound (boat)

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



## 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.

Published by Pearson Education Limited, Edinburgh Gate, Harlow, Essex, CM20 2JE.

www.pearsonschools.co.uk

Text © Catherine Baker 2011

Designed by Neil Sutherland (Magic Lantern)

Original illustrations © Alphablocks Ltd 2010, 2011

Alphablocks logo © Alphablocks Ltd 2010

Illustrated by Neil Sutherland (Magic Lantern), Blue-Zoo and Tony Trimmer

Printed in the UK by Ashford Colour Press

Created in collaboration with Alphablocks Ltd

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First published 2011

15 14 13 12 11

10 9 8 7 6 5 4 3 2 1

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN 978 1 408 27962 5

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#### Acknowledgements

We would like to thank the children and teachers of Bangor Central Integrated Primary School, NI; Glebe Infant School, Gloucestershire and Bishop Henderson Primary School, Somerset for their invaluable help in the development and trialling of the Alphablocks resources.

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**B**, **O**, **A** and **T** link up.

**b-oa-t**, boat!



A boat bobs up.

This boat is stuck!

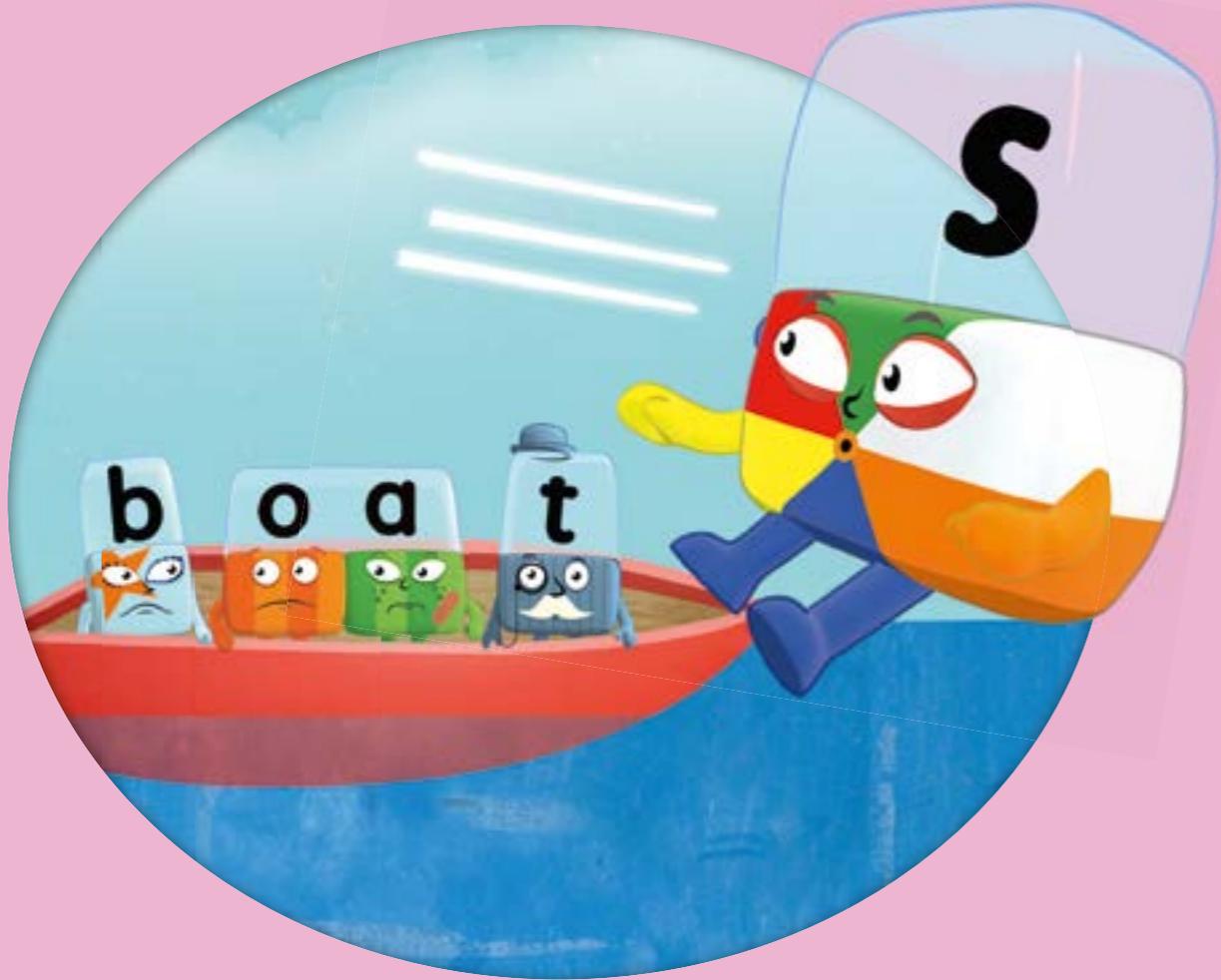


**B**, **OA** and **T** are on the boat, but it will not go.

We are stuck! Help us!



**S** zooms by.



**S** thinks she can help.  
She zooms off.

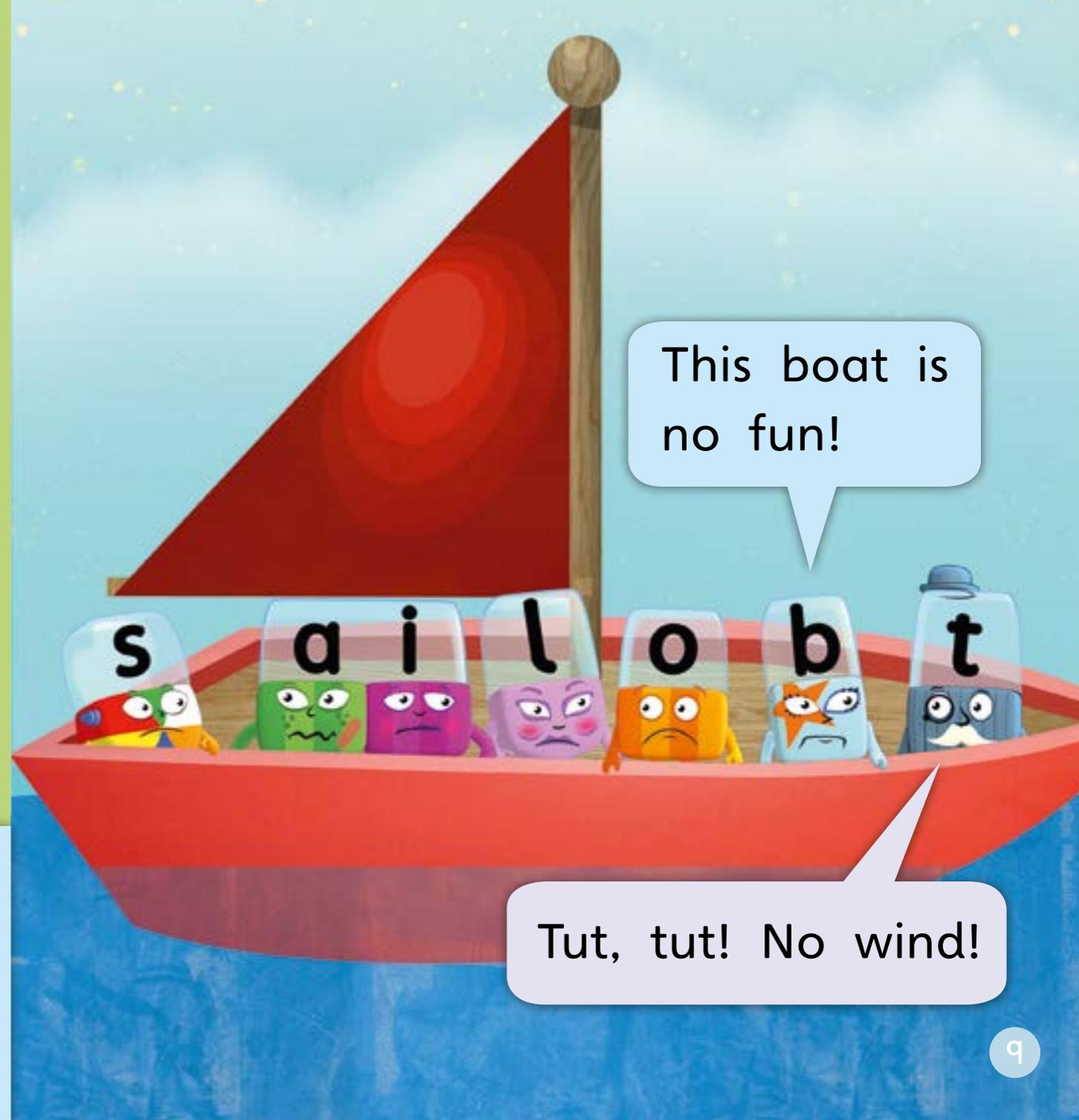


**S** bumps into **I** and **L**.  
They swim back to the boat.



**s - ai - l**, sail!

They fix the sail to the boat ...  
but the boat still will not go.



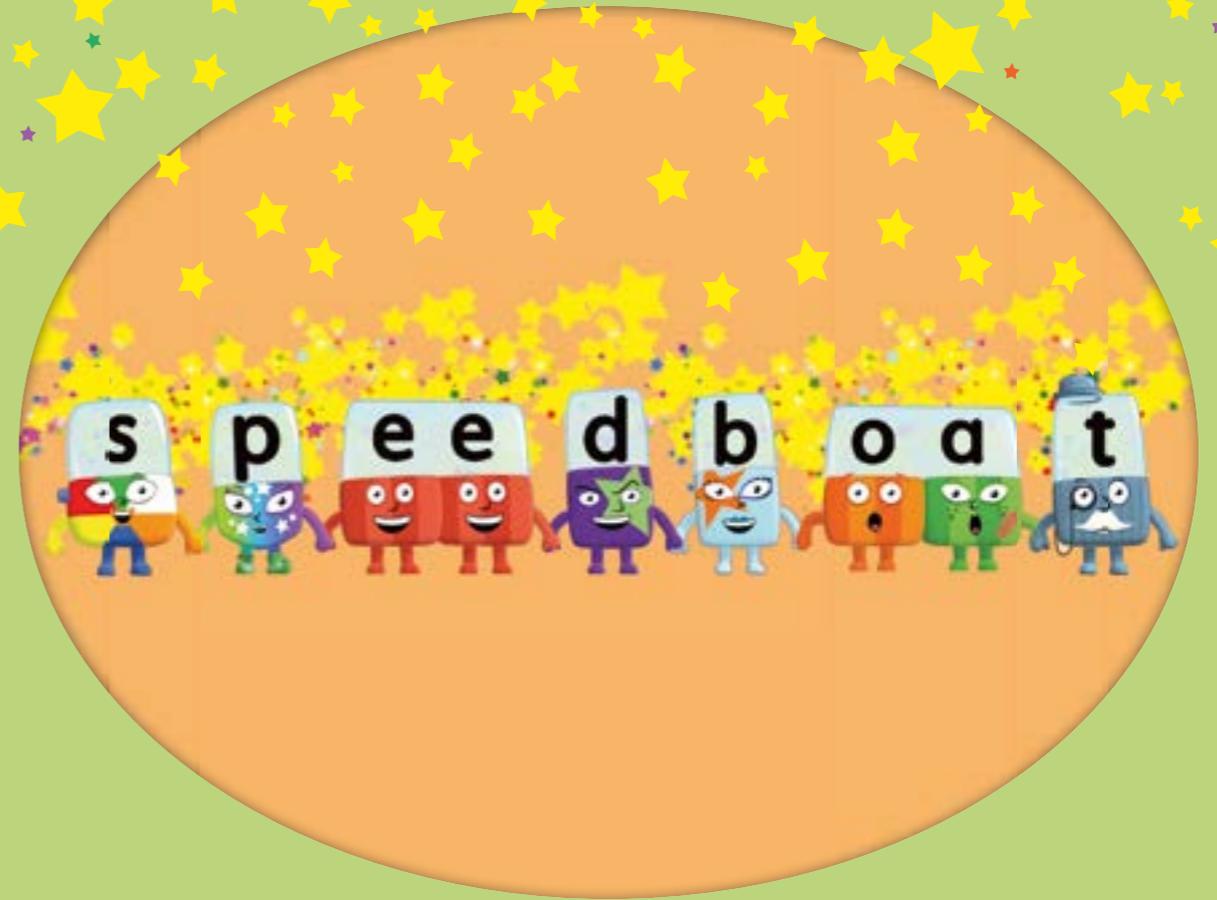
This boat is  
no fun!

Tut, tut! No wind!



**S** can help again. She bumps into **P**, **E** and **D**.

**s-p-ee-d**, speed!



**s-p-ee-d-b-oa-t**, speedboat!

Tip top! We are not stuck!



The speedboat is speeding along!

**That's the end of your free sample.**