



Kat's Great Act

Written by Paul Shipton
Illustrated by Kelly Bryne



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Sampler



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Kit and Kat were circus clowns, but Kat dreamed of something else. “I wish I could be graceful like Alice the tightrope artist!” she said.



One night Alice had an accident.
“I tripped on that clumsy clown’s boots!”
she said. “I can not perform now!”



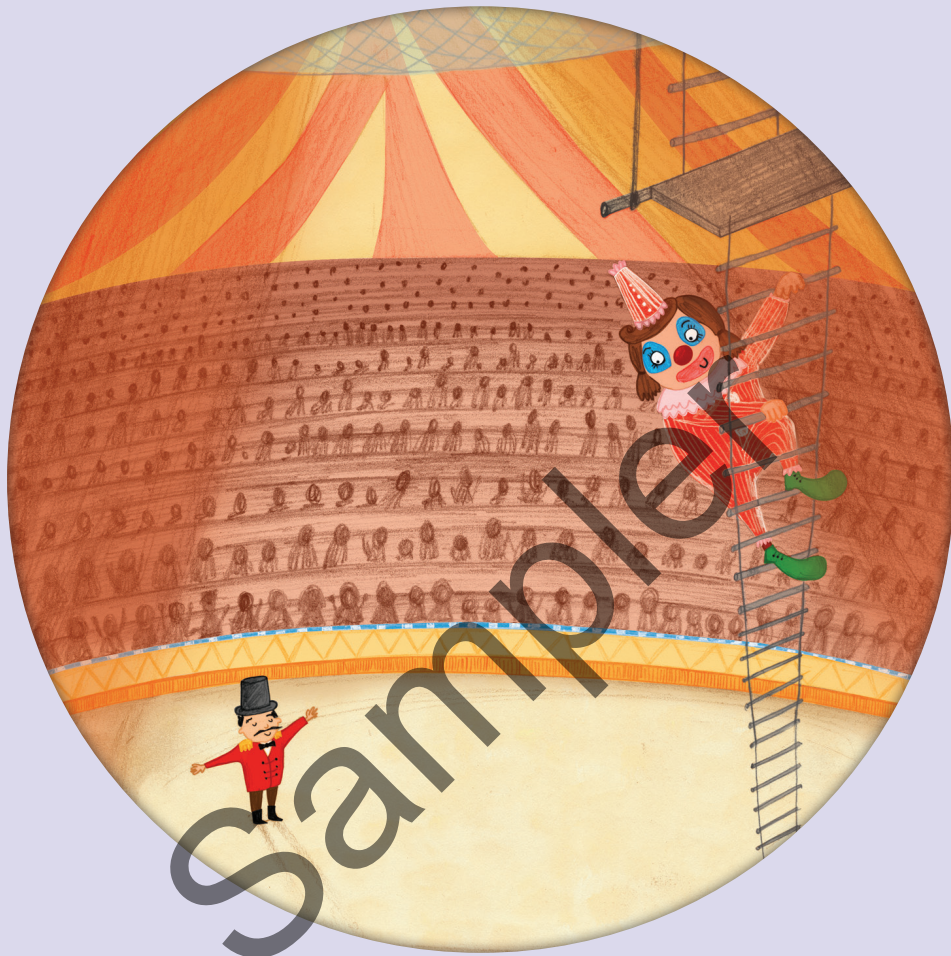
“You are the star of the circus, Alice!”
said the ringmaster. “What will we do?”
This was Kat’s chance.

I can replace Alice for this performance! I have practised on the tightrope.





The ringmaster glanced at the time.
He had no choice.
“Go on,” he said.



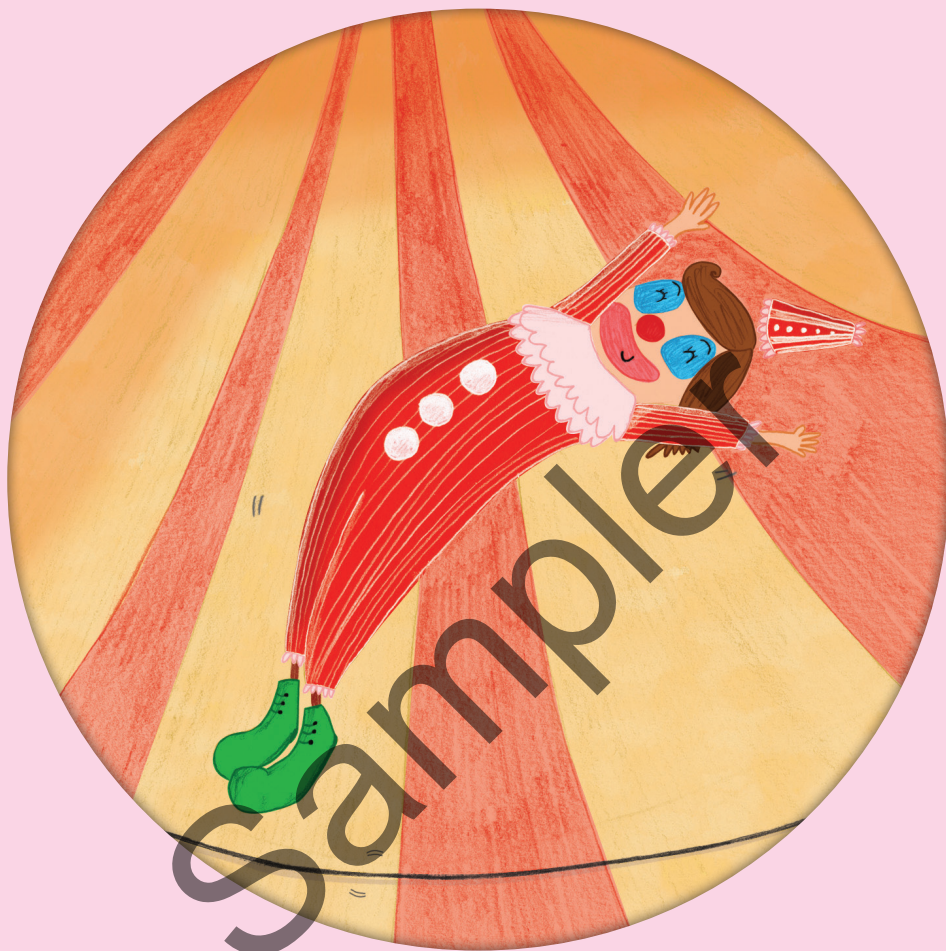
Kat had no time to put on fancy clothes. The ringmaster introduced her to the crowd and she went up the ladder.



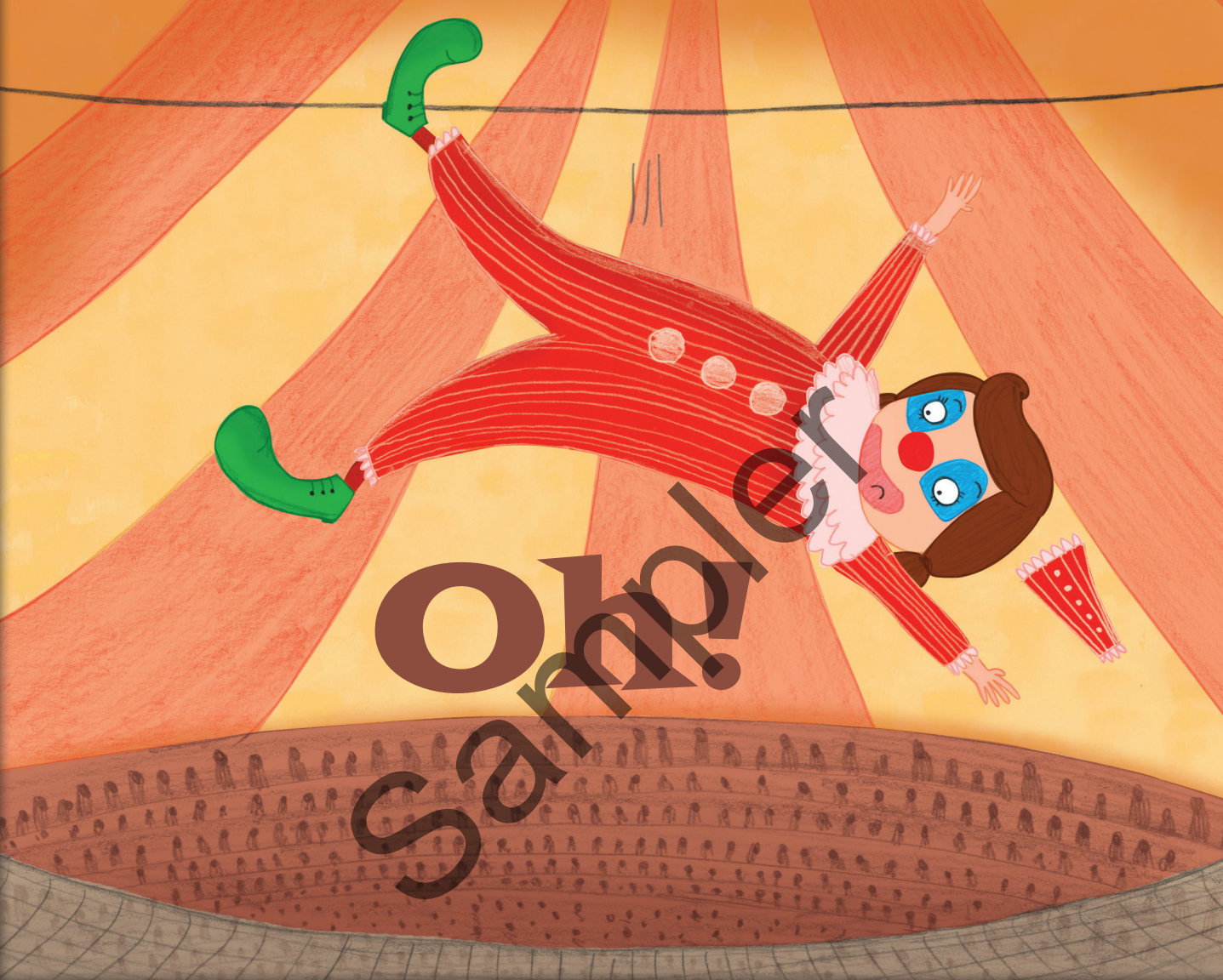
Kat rode a bike across the tightrope.
She had to concentrate hard.
She did not look graceful, just clumsy.



Then Kat began to dance on the tightrope. She still did not look graceful, just clumsy.



Kat raised her arms for the big finish ...
... a backflip!
She jumped up ...



... but her feet missed the rope!
“Oh no!” said the crowd as Kat fell
through the air.



She hit the net and bounced up ...



... and landed right on top of Alice the tightrope artist.
At first the crowd was silent.



Then somebody shouted, “Wow! That was the funniest act ever!”

The crowd clapped and whistled and cheered for Kat.



“You were great,” Alice praised Kat. “And I can help you to be graceful.”



Kat smiled. “Thanks,” she said. “But I think I will carry on just being funny, not graceful.”
“Great choice!” said Kit.

Before and during reading

1 Say the sounds and look at the new spellings

/s/ ce c st se

2 Blend the sounds

cir/cus c i r / c u s	grace/ful g r a c e / f u l	A/lice A / l i c e
ac/ci/dent a c / c i / d e n t	chance c h a n c e	choice c h o i c e
fan/cy f a n / c y	else e l s e	whist/led w h i s t / l e d

3 Read the tricky words

great clothes

Point out the tricky bits of the words (i.e. the 'ea' in 'great' sounds /ai/; the 'o' in 'clothes' sounds /oa/ and the 'es' sounds /z/) and then blend the rest.

*Blending more than one syllable?
Do one syllable at a time,
e.g. cir/cus*



Story comprehension

Ask the children to look at the cover. Where do they think the story is set? Look at page 2. Have they ever been to a circus themselves? What types of performers did they see?

Vocabulary check

Check that children understand the following words: graceful, tightrope, clumsy, ringmaster, praised. Look at page 8. Do children know what the word 'concentrate' means? Does the picture help?

Reading the story

- 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.
- Point out any places where there are speech marks on the page. What does this show us? Remind the children to read the words in speech marks as expressively as they can to show how the character might speak.
- On page 4, stop and ask the children for their predictions for how the story might continue.
- Read on and discuss whether their predictions were correct.

After reading

Story comprehension

- Can children retell the story in their own words?
- On page 3, what happened to Alice?
- Why did the ringmaster let Kat go on the tightrope?
- On page 11, why did the crowd say “Oh no!” when Kat fell from the tightrope? What did they think might happen?
- When Kat landed on top of Alice, how do the children think Alice felt?
- How do the children think Kat felt at the end of the story? Can they give reasons for their answer?

Picture detective

Ask the children to find the object in the picture that contains the:

/s/ sound, spelt ‘ce’ (page 3 – mice)

/s/ sound, spelt ‘se’ (page 4 – cheese)



Remember
to prompt and
praise!

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Follow up

Speedy reading

Return to the words on the inside front cover (sections 2 and 3) and check the children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

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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Kat's Great Act

Alice the tightrope artist has an accident. Is this Kat's chance to be the star of the show?



Phonemes

s

Graphemes

ce, c, st, se

Tricky Words

great, clothes

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