



Kit and Dog



Written by Jeanne Willis
Illustrated by Sarah Horne

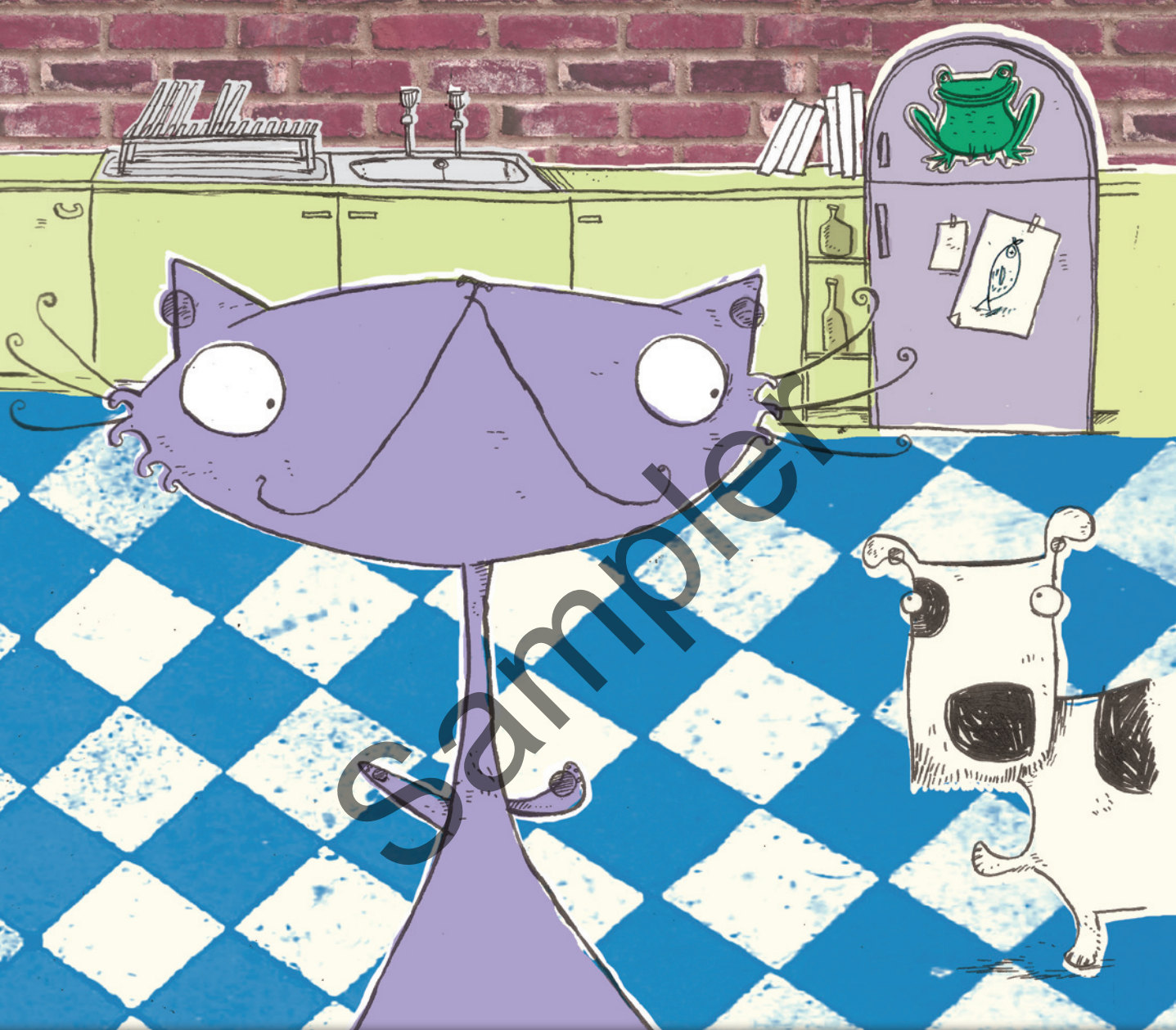
Kit and Dog



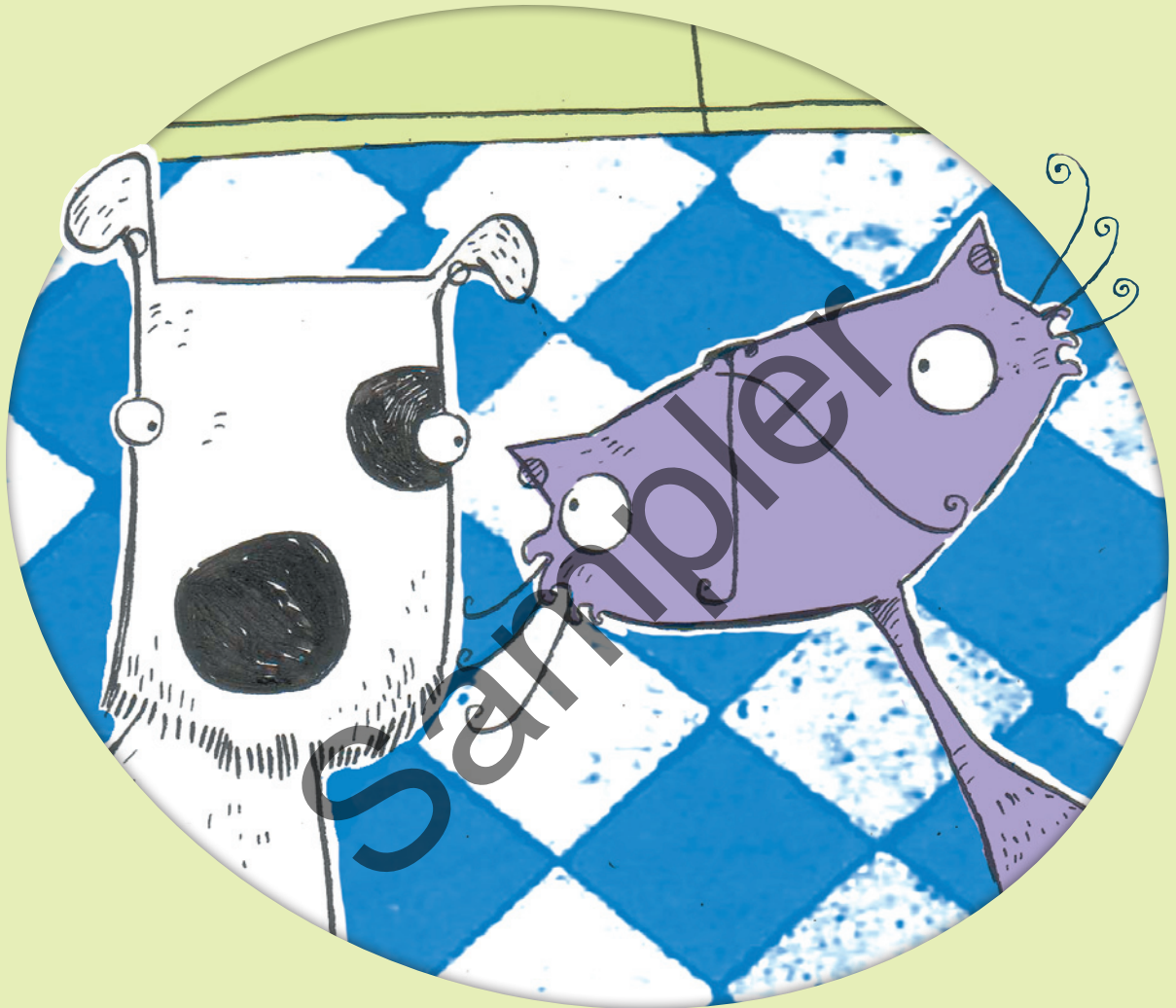
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A cod in a pot.

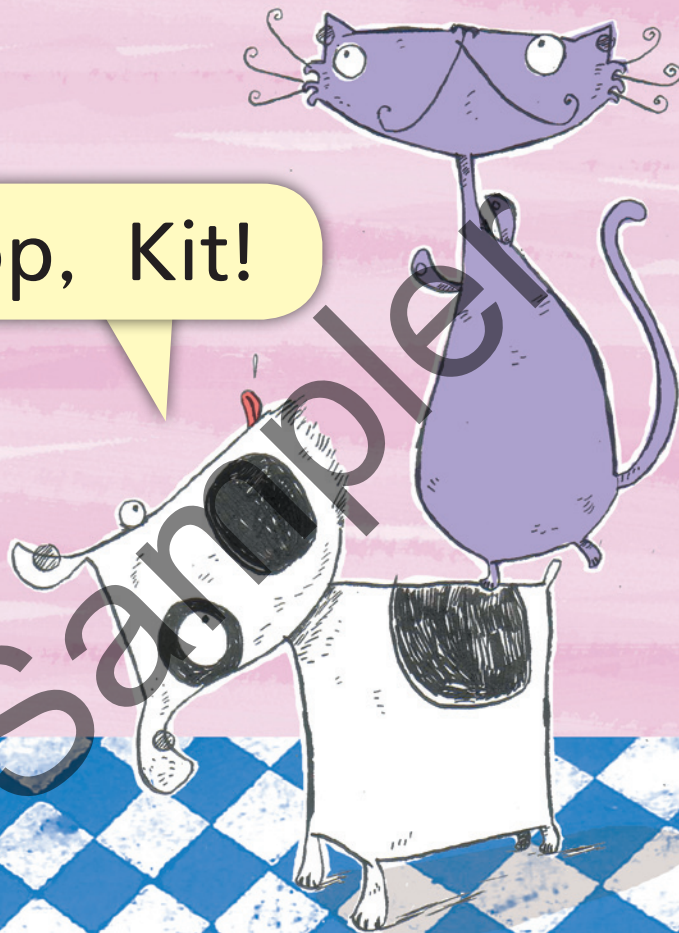


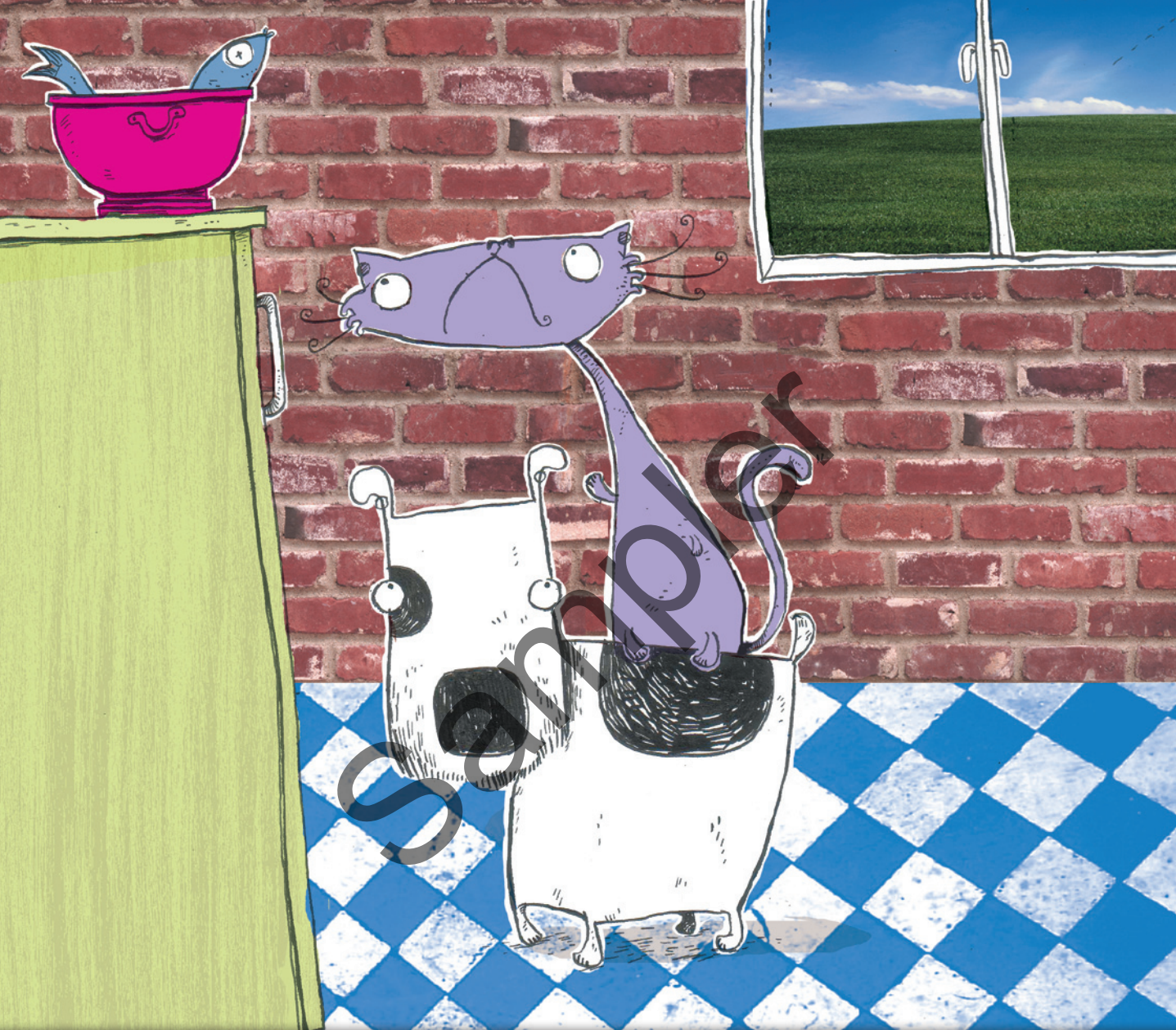
Kit got Dog.



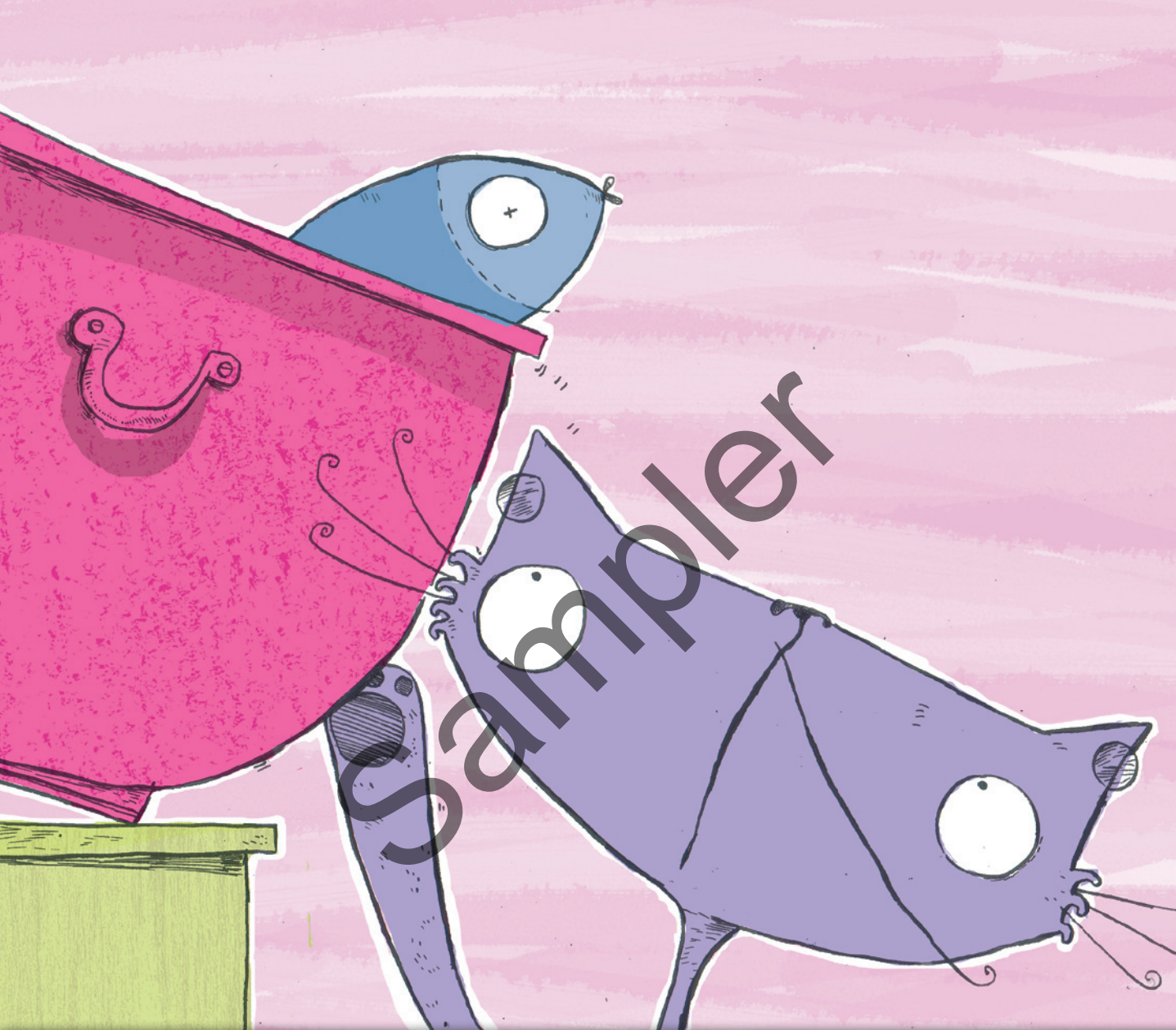
Dog nods to Kit.

On top, Kit!

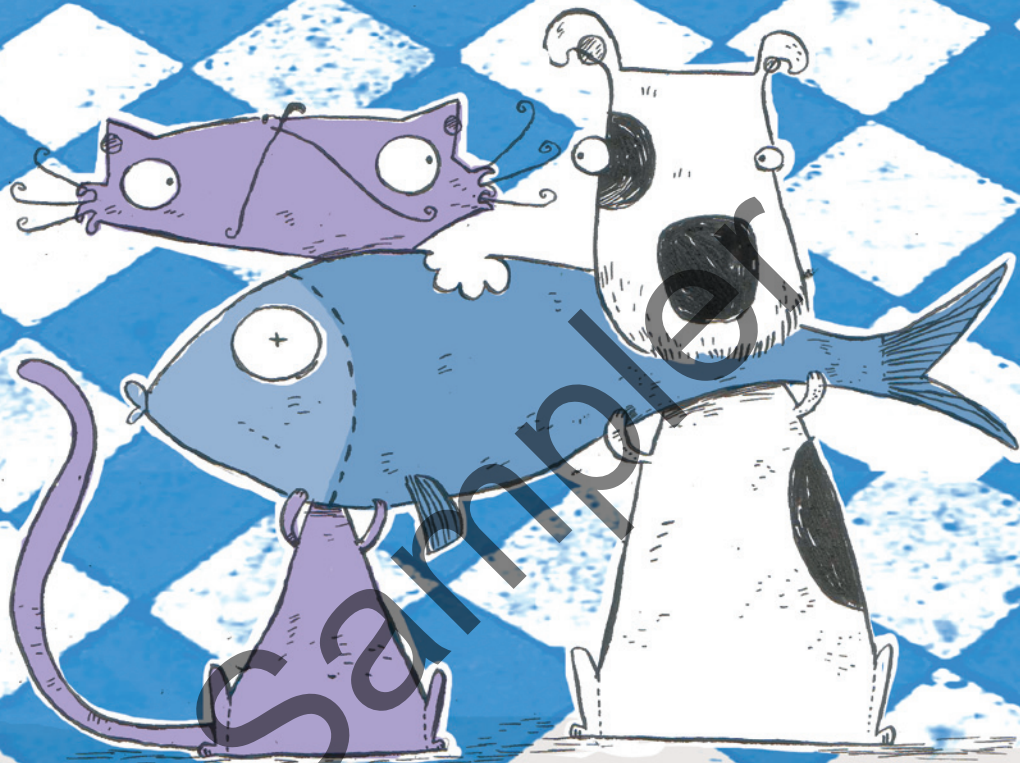




Kit is on Dog.



Tip, tip, tip ...



Kit and Dog got a cod!

Before and during reading

1 Say the sounds

g	o	c	k
---	---	---	---

2 Blend the sounds

cod ..	pot ..	got ..
dog ..	nods ..	on ..
top ..	Kit ..	

3 Read the tricky word

to ..

Point out the tricky bit of the word (i.e. the 'o' in 'to' sounds /oo/) and then blend the rest.

*Blend?
Say the sounds,
then the word,
e.g. c-a-t → cat!*

Story comprehension

Ask the children to read the title. Can they think who 'Kit' might be? Discuss how cats are sometimes referred to as 'kitty'. Why might a cat be interested in cod?

Vocabulary check

Turn to page 2 to discuss what a 'cod' is. If they are unsure, point out that it is a type of fish. Can they spot where the cod is in the picture?

Reading the story

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read any words they do not recognise immediately.
- Stop reading after page 3 and ask the children why they think Kit got Dog. What might she be planning?
- Ask the children to read pages 4–5. Who is Dog talking to on page 5?



After reading

Story comprehension

- Ask the children to recall what Kit and Dog did in the story. Whose idea was it to get the cod?
- Re-read page 4. Why do the children think Dog nods to Kit?
- How do the children think Kit and Dog feel at the end of the story?

Picture detective

Ask the children to find objects in the pictures that contains the:

/o/ sound (page 3 – frog)



*Remember
to prompt
and praise!*

Follow up

Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check 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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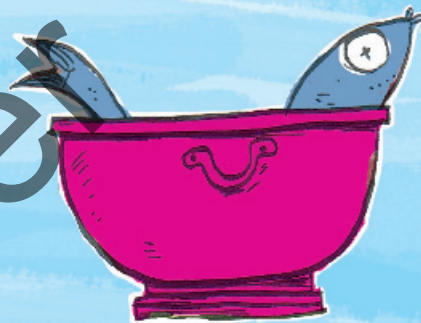
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Kit and Dog

PHONICS
Phase 2
Set 3



Kit and Dog spot a cod. Can they get it?



Phonemes
g, o, c, k

Tricky Words
to

This book aligns with Letters and Sounds Phase 2, set 3



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