

# A Bad Lad



Phonics  
Set 5

Fin is a bad lad! How bad is he?

## Phonemes

/h/, /b/, /f/, /ff/, /l/, /ll/, /ss/

## Tricky Words

I, into



# A Bad Lad



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Pearson

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# Before and during reading

## 1 Say the sounds

h

b

f

ff

l

ll

ss

## 2 Blend the sounds

bad ... .	lad ... .	Fin ... .
mess ... _	Cub ... .	cab/in ... . . .
lap/top ... . . . .	rob ... .	bank ... . . .
lock ... _	off ... _	bell ... _
puff ... _	his ... .	cuffs ... _ .

## 3 Read the tricky words

I

in/to  
... . . .

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

Dots and dashes?  
The dots show one sound made by one letter. The dashes show one sound made by two letters.

## Story comprehension

Ask the children to read the title. What is meant by 'a bad lad'? What kinds of things might a bad lad do?

## Vocabulary check

Check that the children understand the meaning of the following words in the context of this story: cabin, rob, cuffs. Do they know what the 'Cub hut' is? If necessary, explain that it is a kind of club for children. Look at page 3 and check that the children understand the meaning of a 'cup' in this context.

## Reading the story

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- Point out that there are speech bubbles on pages 2 and 3. 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. Do the same when they meet them again on pages 7 and 8.



# After reading

## Story comprehension

- Why is Fin a 'bad lad'? What kinds of things does he do?
- What happens when he tries to rob the bank?
- Where does Fin end up?
- Do the children think that Fin is sorry at the end?

## Picture detective

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

/f/ and /l/ sounds (pages 2, 4 – flag)

/b/ sound (page 5 – bat)



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

# Follow up

## Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check that 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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I am a bad lad.



Fin is a bad lad.



Fin gets into the Cub hut.  
Fin gets a cup and runs.





Fin gets into Rick's cabin.  
Fin gets a laptop and runs.



“I can rob a bank.”





Fin picks the lock, but  
sets off the bell.





Stan gets his cuffs.  
Stan runs to the bank.

I am a bad lad!



Fin sobs and sobs.