



### Plot Summary

At night, Dora the cat creeps out and becomes Star Cat, on a quest for some yummy buns. She hunts high and low but the only buns she finds are being eaten by a moon cow. Poor Dora goes home hungry. Maybe her usual cat food isn't so bad after all!

### Phonic Focus

Say each phoneme with the children.

/ar/ (as in star)	/or/ (as in for)
/ur/ (as in burp)	/ow/ (as in town)
/oi/ (as in (boing))	

### Blending Practice

Using the words below, say each phoneme and then say the word. As you say each phoneme, write the corresponding grapheme for the children to see. Ask the children to say each phoneme from left to right all through the word and then blend the phonemes together to say the word.

<b>star</b> (s-t-ar)	<b>for</b> (f-or)
<b>burp</b> (b-ur-p)	<b>town</b> (t-ow-n)
<b>boing</b> (b-oi-ng)	

### Segmenting Practice

Use grapheme cards or tiles for the graphemes in each of the above words. Say each of the words clearly. Ask the children to say the phonemes in each word, tapping them out with their fingers. Then ask them to find the right graphemes to make each word, supporting them where necessary.

### Tricky Words

This story uses some tricky words. These are high-frequency words which are either irregular or not decodable at this level. Practise the tricky words below. Point out the tricky bit of the word (for example the 'ou' sounds /oo/ in the word 'you') and then blend the rest.

**you**      **her**

### Getting Started

Look at the front cover together and read the title.  
Ask: *Why does this cat look so special?*

Read the blurb to the children. Say: *Look carefully at the picture to see what Dora's Star Cat food might be.* Encourage the children to look at the iced bun in the creature's hand.

### During Reading

Tell the children that it's time to read the story. Remember to give them lots of praise and encouragement. Check that they are blending the phonemes from left to right and all through the word as they read. If a child comes across a word they do not recognise, encourage them to use their phonic skills to decode it.

**P2:** Focus on the boy's name 'Carl'. Encourage the children to say the phonemes individually, then blend them together to say the whole word ('C-ar-l'). Ask: *What does the sound effect 'Zzzzz' tell us about Dora?*

**P3:** Ensure the children sound out the word 'prowling' carefully, saying each phoneme first, from left to right, before blending to say the whole word ('p-r-ow-l-i-ng'). Check they understand what this word means.

**P4:** Ask: *How is Star Cat different to Dora?* Think about appearance as well as skills.

**P7:** Focus on the word 'absurd'. Ask: *Which two letters together make the sound /ur/?* ('u' and 'r') Encourage the children to say the phonemes individually before blending them together to say the whole word ('a-b-s-ur-d'). Ask: *What does this word mean?* (Ridiculous, silly.)

**P8:** Ask the children to point out the tricky word 'you' and support them as they read it. Ask: *What is a moon cow? Is it a real or an imaginary animal?*

**P9:** Ask the children to point to the comma. Ask: *Why has the writer put it in the text?* (To show a pause.)

**P11:** Support the children as they read the tricky word 'her'.

**P12:** Ask: *What do you think Dora thinks about Carl's cat food now?*

### After Reading

Ask the children to talk about the story, starting with either 'I like this story because ...' or 'I didn't like this story because ...' Encourage them to think of at least two reasons for their choices.