




Run run run!



How to use this book

There are important activities which will help prepare your child for reading the story. When he or she has read the story, there are further activities which will help reinforce what has been learnt.

-  *Have fun talking about the pictures.*
-  *Encourage your child to read the engaging stories again and again for fun and practice.*
-  *Use the Star checklist on page 3 to build your child's confidence as he or she colours in a star after each activity.*

Six steps for reading success

- 1** *Practise reading the Speed sounds before each story.*
- 2** *Read the Green and Red words before each story.*
- 3** *Read the story.*
- 4** *Re-read the story to reinforce meaning.*
- 5** *Answer the questions about the story.*
- 6** *Practise reading the Speed words.*

Give your child lots of praise and encouragement. Have fun!

Run run run!

I can read the **Speed sounds**.



I can read the **Green words**.



I can read the **Red words**.



I can read the story.



I can answer the questions
about the story.



I can read the **Speed words**.



Say the Speed sounds

Consonants

Ask your child to say the sounds (not the letter names) clearly and quickly, in and out of order. Make sure he or she does not add 'uh' to the end of the sounds, e.g. 'f' not 'fuh'.



f	l	m	n	r	s	v	z	sh	th	ng nk		
b	c k	d	g	h	j	p	qu	t	w	x	y	ch

Each box contains one sound.

Vowels

Ask your child to say each vowel sound and then the word, e.g. 'a' 'at'.

at	hen	in	on	up
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Read the Green words

For each word ask your child to read the separate sounds, e.g. 'r-a-n', 'th-a-t' and then blend the sounds together to make the word, e.g. 'ran', 'that'. Sometimes one sound is represented by more than one letter, e.g. 'th', 'sh', 'ck'. These are underlined.

had fat man ran from
stop just past in van
that till pram run

Read the Red words

Red words don't sound like they look. Read the words out to your child. Explain that he or she will have to stop and think about how to say the red words in the story.

gingerbread the away said
he to

Run run run!

Introduction

Have you ever eaten a gingerbread man?
In this story the gingerbread man runs away.
Do you think Dan will catch him?



Dan had a big,
fat **gingerbread** man.

The gingerbread man
ran away from Dan.



“Stop, stop!” said Dan
to the gingerbread man.



But **the gingerbread** man
just ran and ran.



He ran past a cat . . .

and a man in a van.



“Stop!” **said the** cat,



and **the** man in **the** van.



But **the gingerbread** man
just ran and ran.



“Run, Dan, run!” said
the man in the van.



“Run and get
that **gingerbread** man.”



Dan ran past **the** cat



and **the** man in **the** van.

Dan ran till **he** got **to**
the gingerbread man.



But **the gingerbread** man
got on Fran's pram.



“Yum!” said Fran.

“A gingerbread man!”



“Yum, yum, yum!”



Questions to talk about

Ask your child:

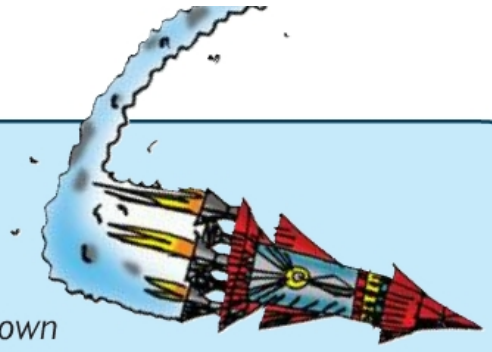
Page 7: What did the gingerbread man do?

Page 10: Who did the gingerbread man run past?

Page 16: Why did Dan run after the gingerbread man?

Page 20: Why did Fran say 'Yum, yum, yum!'?

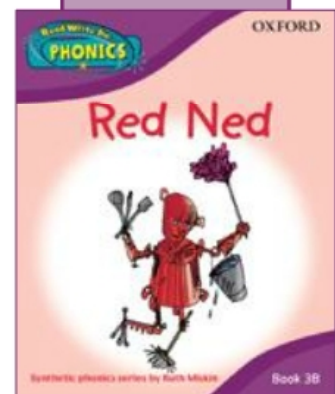
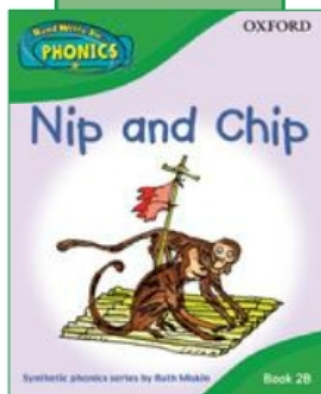
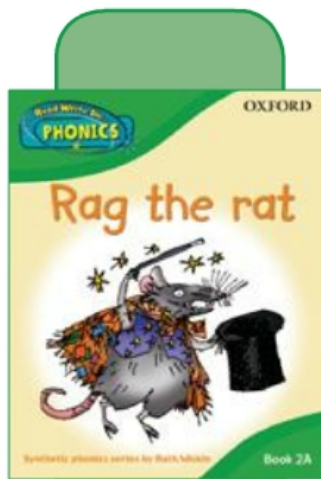
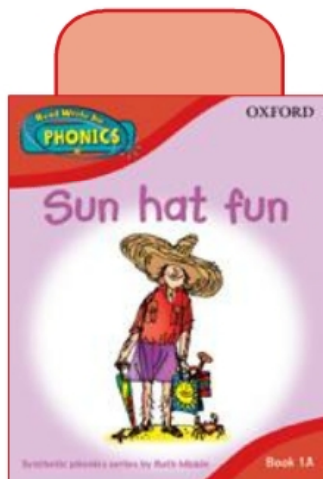
Speed words



Ask your child to read the words across the rows, down the columns and in and out of order, clearly and quickly.

man	fat	stop	run	past
yum	got	cat	to	the
just	ran	pram	said	but
on	get	till	that	he

Help your child to read with phonics



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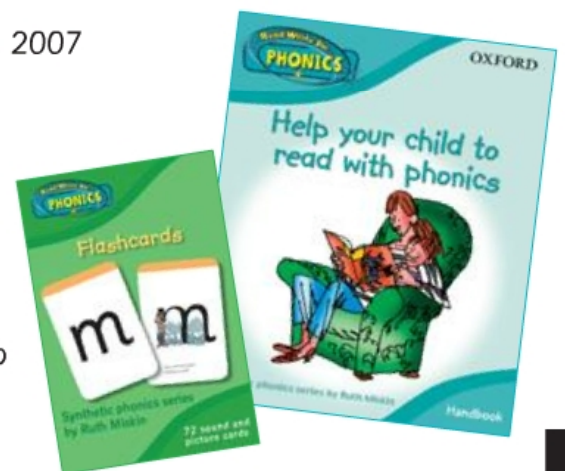
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Will Dan catch the gingerbread man?

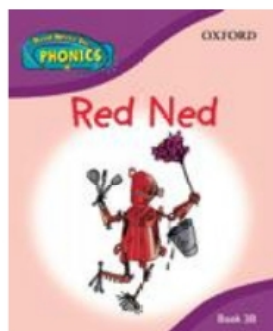


Ruth Miskin advises the government on the teaching of synthetic phonics and has trained its senior literacy advisers.

The *Read Write Inc. Phonics Storybooks* are lively, rhyming stories for your child to practise reading at home. They will enable you to support your child by reinforcing what he or she is learning at school in a fun and structured way.

Level 3 books will help your child:

- practise reading longer sentences
- practise reading extended stories
- increase their reading stamina



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