



Oxford  OWL

Oxford Owl

eBook library



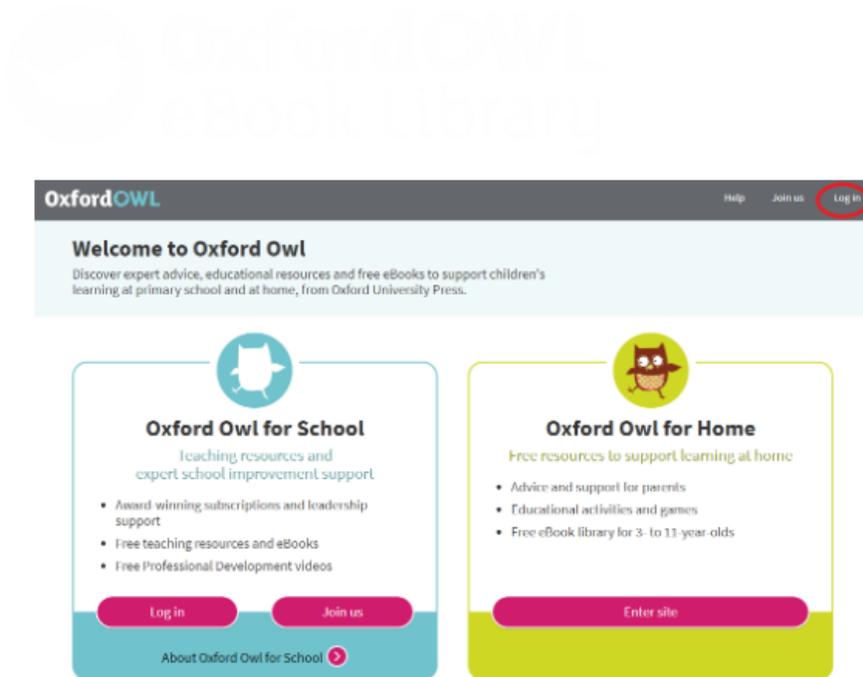


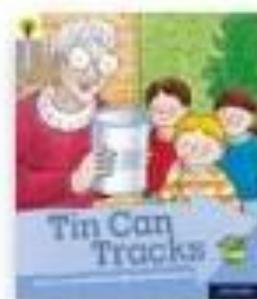
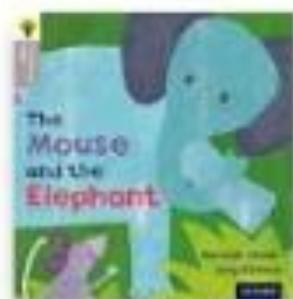
Parent/Carer information leaflet

The Oxford Owl eBook Library contains a wide selection of books from across Oxford's most popular series. The books are carefully levelled and progress in reading difficulty from those appropriate for Reception right through to those suitable for Year 6. The exact number of books and range of levels your child has access to will depend on the subscription that their school has bought.

How does my child access the eBook Library?

1. Go to www.oxfordowl.co.uk
2. Click on the 'Log in' link (top right) to open the login form.
3. Make sure the 'Students' tab is highlighted. Type in the class name and password that your child's teacher has given your child, and click 'Login'.





How do I know which book my child should read?

Your child's teacher will tell them which Oxford Level (or Book Band) they are working on. Your child can then read any of the books at that level.

Alternatively, your child's teacher may specify an exact title.

Age groups



Series



Levels



PYP theme



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Age groups

Series

Levels

Start Again

Levels

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- Oxford Level 13
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- Oxford Level 16

Cat Chase

The Mouse and the Elephant

The Little Red Hen

Splash!

The Loopy Monster

Can You Say No?



Written by Roderick Hunt and illustrated by Nick Schon,
based on the original characters created by
Roderick Hunt and Alex Brychta
Phonics Consultant: Debbie Hepplewhite

BEFORE READING

Talk together

- Look at the cover picture together and read the title and blurb on the back. Ask: *What do you think will happen?*
- Look through the book and talk about the pictures.

Say the sounds

These are the focus letters and sounds your child will practise in this book.

a t p i n d g o c u r h b
ff l

Sound the words

These words practise some of the focus letters and sounds for this book.
Encourage your child to say the sounds from left to right to read the words.

as in on Dad had big bag bud
bug bad Biff lid log

Before reading

Talk about the book

- Talk about the title of the book and the information on the back cover.
- Does your child have or know a dog? What does it like to do?
- Ask your child what he or she thinks the dog in this book might like to do.

Practise phonics

Your child should be able to read most of the words in this book by saying the letter sounds then blending them together, e.g. d-o-g becomes 'dog'. Ask your child to practise their phonic skills by reading these words:

food then sleep with pond jump

Common exception words

Common exception words (sometimes called Tricky Words) have letters which do not sound as your child might expect, e.g. the letter 'e' in 'she' does not make the /e/ sound as in 'pet'. Encourage your child to read these words by saying and blending the letter sounds as much as they can, then help them with the tricky part if needed.

she her

Challenge words

These words may be tricky for your child to read using their phonic skills but they are important for the meaning of the book. Encourage your child to read these words by saying and blending the letter sounds as much as they can, then help them with the tricky part, or simply read the word to them.

drink day busy wash

During reading

Encourage your child to read at their own pace, pointing under each word if it helps.

- If your child gets stuck on a word, prompt them to say the letter sounds then blend them together to make the word, e.g. h-a-s becomes 'has'.
- If your child is still struggling with the word, read the word to them. This is perfectly OK and allows them to move on quickly with the book.

Oxford
OWL

For teachers
Helping you with free eBooks, inspirational
resources, advice and support

For parents
Helping your child's learning
with free eBooks, essential
tips and fun activities



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AFTER READING

Change the letter

- Notice that the words *Big*, *Bad* and *Bug* begin with the same sound.
- Have fun thinking of more examples, e.g. *Slippery*, *Slithery Snake*.

WHAT IS BLENDING?

For reading (decoding) say the sounds from left to right of the word and blend the sounds to hear the whole word.

How to blend

Point under each letter or letter group as you say the sound, then run your finger under the whole word as you say the whole (or blended) word.

e.g. **b-u-g** **bug**



Biff had a bug.

A bug on a bud.

Kipper had a bug.

A bug on a log.



Reflect while you read

- Lily and Jess are both worrying about changes in their lives. Think about a time when something changed in your life. Did your concerns about what might happen match the experience itself?
- How does living on the island change Lily and lead her to appreciate new things?

After reading

- Who reveals the local legend of the Viking princess to Lily and her family, and why does it feel significant to them?
- How is life on the island different to Lily's life in Edinburgh? Look for examples from the story to support your answer.
- Do you think Lily was right when she accused her parents of only being interested in the past? Find an example from the story to justify your answer.

Book quiz

- 1 Which word is printed on the yellow tape that warns people to keep away from the dig?
a danger b beware c biohazard
- 2 Where do the high school students from the island stay on a Friday, if the weather is bad?
- 3 How can Lily's parents tell that Unna must have come from a wealthy family?

Chapter 2 Learning to Flurple

By the time they had walked all the way along the shore throwing the ball for Molly ('She's a collie cross – she should have been a sheepdog but she hasn't the brains for it') they had learned a lot about each other. Jess was exactly two months older than Lily ('The twenty-second? My birthday's the twenty-second too!') so they were both due to start high school in August. Jess had two younger brothers and her parents had at least five different jobs between them – boatbuilding, sheep farming, teaching music, working in a preschool, painting and decorating, and whatever else came their way. Like most people on the island they were crofters too, using their little patch of land to grow food and keep a few chickens. Jess had lived all her life on the island. She was learning the violin and piano. (Lily was learning the flute.) It turned out that they liked the same books, the same music and the same films. Lily soon liked Jess enough to admit shyly that she liked writing and illustrating stories, and Jess said, 'Oh, do you do that too? So do I!'

'Is there much to do on the island?' asked Lily.

'Oh, there's always something going on,' said Jess.

'There's the animals to see to, and we've got choirs and a drama group and dancing and all that, and sports teams.

And it's easy to get to the mainland – that's where the cinema is. The Internet's a bit slow sometimes, but mostly it's OK. Everyone relies on it. And we've got the wee primary school, but the high school's on the mainland.'

Lily had guessed that it must be. She hadn't seen all the island yet, but she couldn't imagine it having a high school. There wouldn't be enough pupils.

'Will you have to fly there?' she asked.

'Ach no, everyone goes on the ferry,' said Jess. She threw the ball again and looked up. 'We can go up here and over the headland, then back down to the beach on the other side.'

The beach, she said, was known as Jackie's Bay, but nobody knew who Jackie was. There were two paths leading down to it – the shallow one Lily had used ('the Slidie') and, at the other end, the steeper and rockier 'Selkie's Stair'. The climb up to the top of Selkie's Stair was hard, but the view over the bay made Lily gasp with delight. They stepped on to soft, springy turf so thick with small pink flowers that she couldn't even tiptoe without stepping on them.

'This bit's called the Braid,' Jess told her.

'What are these flowers?' asked Lily.

'It's only sea thrift,' said Jess, sounding surprised.

'Have you not seen them before?'

Play activity 1

Play activity 2

Help

Oxford Owl



Big, Bad Bug Activity 2

Read the sentence and fill the gap.

Biff had a bug in a ____.

bag

box

Lynsey

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next

Audio:



Zoom:



Reset zoom

Go to page:

Go to page

Turn:



Other good reads

OxfordOWL 



If you enjoyed this, you might also

- **Bats** by Gill Munton (*Read Write Inc. Phonics, Non-fiction, Set 3*)
- **Light and shadow** by Gill Munton (*Read Write Inc. Phonics, Non-fiction, Set 3*)
- **Beep! Beep! Clocks and watches** by Gill Munton (*Read Write Inc. Phonics, Non-fiction, Set 3*)

Where to Jump

Jump in the garden
Till your face is red,
But no, no, no, NO ...
Jumping on the bed!

Jump in the water
But what have I said?
But no, no, no, NO ...
Jumping on the bed!

Celia Warren



Earth

Our world is the **planet** Earth.

From space, all of the sea makes Earth look blue.

Earth is one of the eight planets in the **solar system**.

Together, these planets circle around the sun.

Earth

If you zoomed out more, the solar system would seem small.

The planets would look tiny – like the eyes of a fly!

The universe

You could keep zooming out from the solar system.

Then you would go further out into the **universe**.

You could go on zooming out forever.

You would never reach the end.

