

Lorna Starts School

By
Emilie Dufresne

Illustrated by
Andrew Owens

PHASE 3
AND 4

/ar/or/

Lorna Starts School



Level 4 – Blue

Helpful Hints for Reading at Home

The graphemes (written letters) and phonemes (units of sound) used throughout this series are aligned with Letters and Sounds. This offers a consistent approach to learning whether reading at home or in the classroom.

HERE IS A LIST OF NEW PHONEMES FOR THIS PHASE OF LEARNING. AN EXAMPLE OF THE PRONUNCIATION CAN BE FOUND IN BRACKETS.

Phase 3			
j (jug)	v (van)	w (wet)	x (fox)
y (yellow)	z (zoo)	zz (buzz)	qu (quick)
ch (chip)	sh (shop)	th (thin/then)	ng (ring)
ai (rain)	ee (feet)	igh (night)	oa (boat)
oo (boot/look)	ar (farm)	or (for)	ur (hurt)
ow (cow)	oi (coin)	ear (dear)	air (fair)
ure (sure)	er (corner)		

HERE ARE SOME WORDS WHICH YOUR CHILD MAY FIND TRICKY.

Phase 3 Tricky Words			
he	you	she	they
we	all	me	are
be	my	was	her

Phase 4 Tricky Words			
said	were	have	there
like	little	so	one
do	when	some	out
come	what		

TOP TIPS FOR HELPING YOUR CHILD TO READ:

- Allow children time to break down unfamiliar words into units of sound and then encourage children to string these sounds together to create the word.
- Encourage your child to point out any focus phonics when they are used.
- Read through the book more than once to grow confidence.
- Ask simple questions about the text to assess understanding.
- Encourage children to use illustrations as prompts.



This book focuses on the phonemes /ar/ and /or/ and is a blue level 4 book band.

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Lorna felt odd. She was starting school this morning.

“Lorna, it will be fun!” Mum said.



“But Mum, I do not fit in with the kids at school,” Lorna said, pushing her food with her fork.



Mum felt torn. It might be hard for Lorna, but it might be good for her.



Fussing her pets was fun, but Lorna still felt odd.



She went to the end of the path as it began to rain.



It was not far, but the rain fell hard on Lorna. Her feet and hair were wet.



At school, Lorna stood at the back.
"Look! She will be at school with us!"



Lorna's cheeks went red. This was going to be hard.



It was hot, but Lorna kept her scarf and cloak on. She felt better with her scarf and cloak.



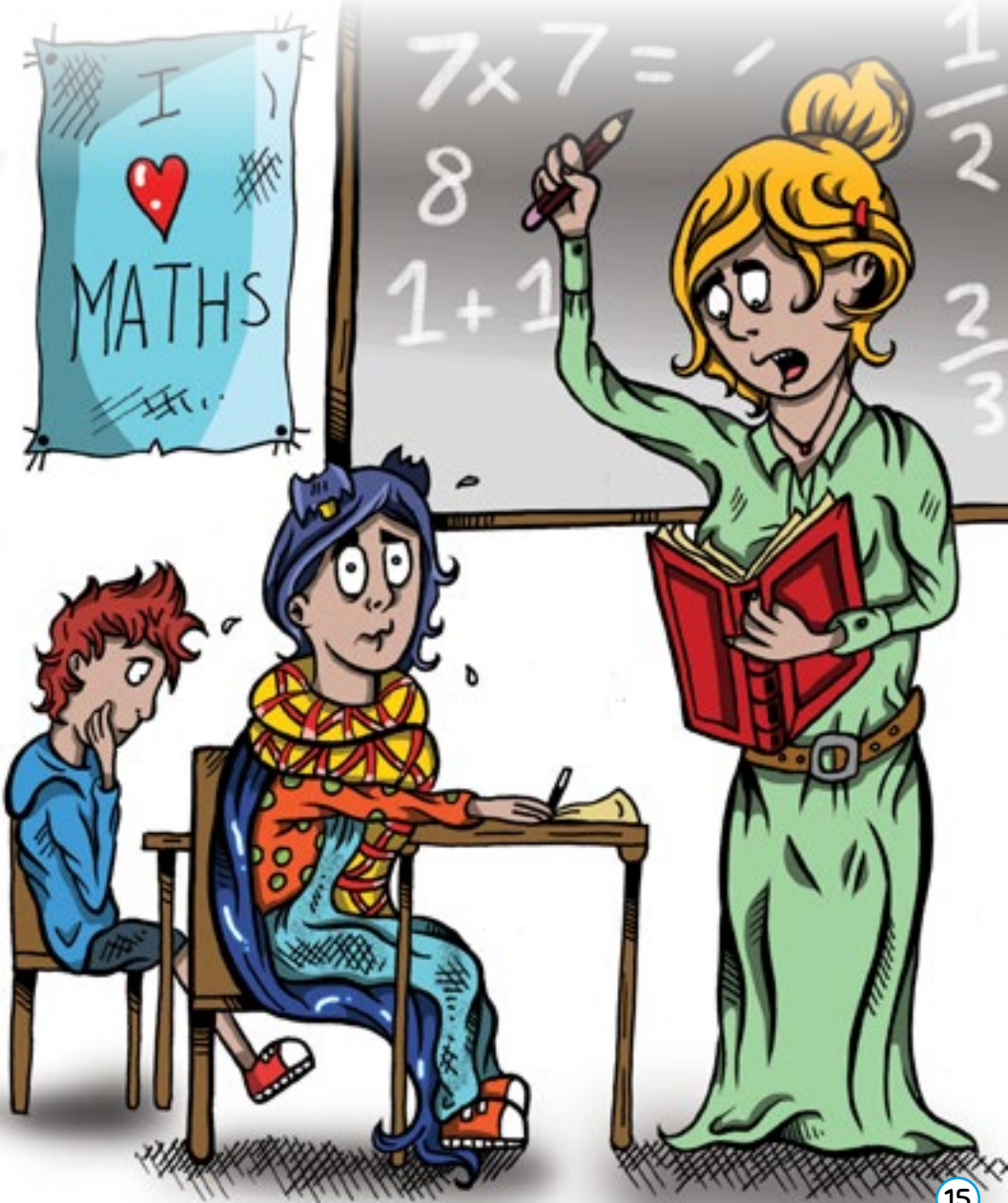
Lorna felt the kids might be looking at her. "I cannot let them see my sharp teeth!"



The bell rang and the kids stood in the yard to go in.



In morning lesson, Miss Ford was harsh.
Miss Ford and the kids did lots and lots of sums.



Next it was art with Mr Sharp. Lorna had card and lots of paint.



Lunch was garlic pasta with corn.
“Garlic is horrid!” said Lorna.



Lorna felt the kids looking at her. "Let us go and sit with her. She looks sad," said Mark.



Mark sat with Lorna. "It can be hard to start school," he said.



Lorna said she still felt sad.
"Look at that!" said Mark.



“It is basketball next! Will you go with us?” he said to Lorna.



"Yes," said Lorna, "I am good at basketball!" Lorna felt better.



Lorna met the rest of the kids in the park.
"I cannot wait for basketball," she said.



“Look, it is Lorna!”

“Will you join us for basketball, Lorna?”
a kid asks.



Mr Sharp split the kids up. Lorna was put with the green bibs.



They began and Lorna got the ball and ran!



Lorna got to the hoop and took aim at the target. She threw the ball.



The ball hit the hoop. It went in! Lorna got a basket!



The greens began to cheer. "Lorna! Lorna! Lorna!" School is not so bad in the end.



Lorna Starts School

1. Why was Lorna feeling odd?
2. What did Miss Ford make the kids do?
 - (a) Run around
 - (b) Lots of sums
 - (c) Be quiet
3. How do you think Lorna felt when she thought other kids might be looking at her?
4. Which colour bib did Lorna wear in her sports lesson?
5. Do you think Mark did the right thing by sitting with Lorna?
What would you have done to make Lorna feel better?

An Introduction to BookLife Readers...

Our Readers have been specifically created in line with the London Institute of Education's approach to book banding and are phonetically decodable and ordered to support each phase of the Letters and Sounds document.

Each book has been created to provide the best possible reading and learning experience. Our aim is to share our love of books with children, providing both emerging readers and prolific page-turners with beautiful books that are guaranteed to provoke interest and learning, regardless of ability.

BOOK BAND GRADED using the Institute of Education's approach to levelling.

PHONETICALLY DECODABLE supporting each phase of Letters and Sounds.

EXERCISES AND QUESTIONS to offer reinforcement and to ascertain comprehension.

BEAUTIFULLY ILLUSTRATED to inspire and provoke engagement, providing a variety of styles for the reader to enjoy whilst reading through the series.

AUTHOR INSIGHT: EMILIE DUFRESNE

Born in Québec, Canada, Emilie Dufresne's academic achievements explain the knowledge and creativity that can be found in her books. At a young age, she received the award of Norfolk County Scholar, recognising her top grades in school. At the University of Kent, Emilie obtained a First Class Honours degree in English and American Literature, and was awarded a Masters in The Contemporary with Distinction. She has published over 60 books with BookLife Publishing, in subjects ranging from science to geography, art and sports, and even animals as superheroes! Children enjoy Emilie's books because of the detailed narrative and the engaging way she writes, which always entices children to want to learn more.



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Lorna is starting school today. She is feeling very nervous and is worried that people will be mean to her because she is different. Lorna finds it hard at first, but with the help of her basketball skills and her new friend Mark, Lorna soon begins to fit in.

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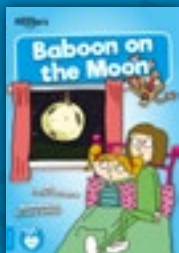
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**JUST SOME OF THE OTHER AVAILABLE
TITLES IN THIS BOOK BAND COLOUR...**



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