

Name: _____

Phoneme Thinking: Ben the Bat

Hello from me, Fezziwig the owl! My friend Ben the bat comes out at night like me. Learn all about him and his home and see what you can find out!

Where does Ben the bat sleep?

The cave is very dark. Lots of bats sleep in the cave, packed tight. Ben the bat is safe there in the day, out of sight. High up in the cave, he can hang upside down and sleep all day. It is too bright to sleep outside. In the cave, no one can get to him, so he can rest. It is never too cold or too hot in the cave. It is just right. At midnight, Ben gets up and flies out of the cave to hunt. His flight lasts all night, looking for moths to eat. When it gets light, he flies home and says 'goodnight' to the other bats.

Good reading! Now what did you learn?

Is it light or dark in the cave?

_It is _____ in the cave.

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When does Ben go out of the cave?

__Ben goes out of the cave at _____.

Why does he go out of the cave?

_He goes out of the cave to _____.

Does Ben live in the cave on his own?

_____.

Thinking time...

Fezziwig the owl comes out at night and sleeps all day, like Ben. Would she like the cave? Why?

Would you like to sleep in a cave?

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Phoneme Thinking: Answers

Is it light or dark in the cave?

It is dark in the cave.

When does Ben go out of the cave?

Ben goes out of the cave at midnight.

Why does he go out of the cave?

He goes out of the cave to hunt for food/moths.

Does Ben live in the cave on his own?

No, he lives with lots of other bats.

Thinking time...

Fezziwig the owl comes out at night and sleeps all day, like Ben. Would she like the cave? Why?

She (probably) would like the cave, as it is dark there so she can sleep like Ben does.

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Guidance for Parents

This reading comprehension activity should help your child practice their phonics and general reading. This activity is aimed at early readers and writers i.e. KS1 who are able to sound out and read simple texts and are confident forming letters. It is designed to practice reading/‘decoding’ and comprehension skills to help with understanding new texts.

The focus is on the ‘igh’ phoneme/sound as in ‘sigh’ or ‘might’. This is represented by the ‘igh’ grapheme/letters. This is taken from the national curriculum. If your child’s school uses the ‘Read Write Inc’ phonic scheme, this phoneme is from Set 2 and is called *‘igh, fly high’*. This phoneme is featured heavily in the text to practice it, though the later task itself focuses on comprehension. ‘Midnight’ and ‘goodnight’ have been included as examples of (phonetically decodable) longer words. Point out their length after they have been read, as successfully reading 8 or 9 letter words like these should help build confidence. Children should work through words with the ‘igh’ phoneme, but if they struggle with others then help them as needed, as comprehension is the key aim here.

Children should read through the text with your help, aiming to understand the meaning of the words and sentences as they read them. Are they following the information? Does it make sense to them? Infer meaning of unfamiliar words from context e.g. ‘moths’ must be a food bats like/animals bats like to eat etc. They should then read the questions and refer back to the text to find the answers and complete the stem sentences. The last two questions then ask the children to use all the information to consider and answer open questions. Encourage them to explain how they know the answers and what part of the text is their evidence. This skill of skimming and finding evidence/retrieving information from a text will be very important as they become more confident readers.