Luca & Lisa

The Cat and the Hat



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Book 1 | Supported first reader | Working draft

Before you begin



Read together in short, relaxed sessions.

Check these sounds first: a (as in cat), c (as in cat), m, h, s, t, p, n, r, d and o (as in on).

Introduce the supported words ‘the’ and ‘a’.

The A symbol means the adult reads or leads.

On other pages, help your child sound out the words.

Read the story first; try the activities another time.

More guidance is at the back of the book.



Meet Luca and Lisa

This is Luca. This is Lisa.

They have a cat.



The cat sat.



The cat sat
on the mat.



Luca had a hat.



The hat was
on the mat.



The cat sat
on the hat.



“Tap, tap!”



The cat ran.



The cat sat
on the mat.



The cat had a nap.



A cosy ending

Lisa helped Luca get his hat back.

The brim was bent. They both smiled.

Tell the story







What happened first? What happened next?

How did the story end?

Your turn

Tell the story in your own way.

You can speak, sign, point or use a communication aid.

Talk together



Why did Lisa tap the mat?

How did Lisa help Luca?

What could you do if a pet sat on your things?

Your turn

Look at Luca’s hat at the end.
What is different about it?

Blend and read



c a t → cat

m a t → mat

h a t → hat

Your turn

Say each sound, then blend the word.

Point to the letters as you read.

Help with sounds; encourage reading through the whole word.

More words to blend



s a t → sat

t a p → tap

n a p → nap

Your turn

Read each word.

Choose one word to act out.

Model the word if your child needs help.

Words from the story



r a n → ran

h a d → had

o n → on

Your turn

Read each word.

How many sounds can you hear in ‘on’?

‘On’ has two sounds; ‘ran’ and ‘had’ each have three.

Change the first sound



c a t → cat

m a t → mat

h a t → hat

Your turn

What changes? What stays the same?
Say every sound, then blend each word.

Only the first sound changes. Keep blending ‘a’ and ‘t’ too.

Try a new word



c a t → cat

c a p → cap

c a n → can

Your turn

Change the last sound.

Blend each whole word.

These words use sounds already practised. Explain ‘cap’ and ‘can’ if needed.

Say it, then spell it



cat

mat

hat

Your turn

Say the sounds in a word.

Use letter tiles or write the letters on separate paper.

Hide the printed word. Say ‘cat’, then repeat with ‘mat’ and ‘hat’.
Writing is optional; choosing letters is another way to practise.

Read it again



The cat sat.

The cat had a nap.

Your turn

Read these sentences.

Try the story again another day.

Help with ‘the’ and ‘a’, as introduced before the story.

Help with reading

Point to each letter and say its sound.

Blend the sounds to read the whole word.

For example: c - a - t becomes cat.

Say /t/ without adding an extra “uh” sound.

If your child needs help, model the sounds and blend together. Encourage them to read the letters rather than guess from the picture or first letter. After reading, enjoy talking about the illustrations.

Spread practice over short sessions.

Use words that match the sounds already taught.

Stop when your child is tired or loses interest.

Our learning goal

Blend three sounds to read words
with the short ‘a’ sound.
Say each sound in a word to help spell it.

Main practice: cat, mat, hat, sat, tap and nap.
Also used: ran, had and on.
The new practice words are cap and can.
The sound list at the front is a readiness check,
not a teaching order for a phonics programme.

Introduce ‘the’ and ‘a’ as supported words.
The adult reads the marked passages, including
character names and words such as ‘was’.
Children can show understanding by speaking,
signing, pointing or using a communication aid.

Notice the progress

Look for these small steps over several readings:

Your child blends the main words with less help.

They read a practised sentence more smoothly.

They say the sounds in ‘cat’ and choose the letters.

They tell you something that happened in the story.

Date: _____

Words to practise: _____

Something my child enjoyed: _____

Revisit taught sounds before adding new ones.

Allow time; use these notes to guide further practice.

The aim is growing confidence, not a speed score.

Working prototype; not a validated phonics programme.
Names and illustrations remain provisional.
Guidance basis: DfE, The reading framework; SSP core criteria.