Pip and a fish

Adult reads the title. Use known sounds to read the story. Check the guidance first.



Pip is in a shop.

A fish is in a big tank.

The fish has a red fin.

Pip has a tank at the hut.

Mum checks the tank.

Pip and a fish

Adult reads the title. Use known sounds to read the story. Check the guidance first.

Pip can get the fish.

The fish is in a bag.

The bag has lots of water.

Mum shuts the bag.

Pip gets back to the hut.

Mum puts the fish in the tank.

The fish can swish and dip.

Pip has a wish.

A fish can rest in this tank.

Talk together — adult reads these questions

1. What did Mum check first?
2. Why does the transport bag need water?

Pip and a fish — short reading story

Grown-up guidance · keep separate from the activity

Grown-up answers

What did Mum check first? The tank at the hut. Why does the transport bag need water? A live fish needs water to stay safe.

Support

These original stories are independent of commercial phonics schemes. The prerequisite list is a selection aid, not a claim of curriculum alignment. Pronunciation and what has been taught vary. The illustration supports enjoyment and conversation; it should not be used to guess an unknown written word.

Check before reading

Spellings: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l, j, v, w, x, y, z, ck, ff, ll, ss, qu, sh, ch, th, ng, nk.
Check or supply: a, the, is, has, as, to, i, water, lots, puts.
Practise sh, ch, th and ng alongside familiar short vowels.

Title and questions

An adult reads the title, directions and questions. The child reads the story using the checked spellings.