

Sam and the missing map

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



Sam has a map.

The map has a red dot.

Sam puts the map on a mat.

The cat hops on the mat.

The map is not on the mat.

Sam and the missing map

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

Sam lifts the bag.

The map is not in the bag.

Sam lifts the rug.

The cat sits on the map.

Sam pats the cat.

Sam gets the map.

Off to the red dot!

Talk together — adult reads these questions

1. Who was sitting on the map?
2. Where will Sam go next?

Sam and the missing map — short reading story

Grown-up guidance · keep separate from the activity

Grown-up answers

Who was sitting on the map? The cat. Where will Sam go next? To the red dot on the map.

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. Check or supply: a, the, is, has, as, to, i, puts. Blend familiar short-vowel words. Some stories include adjacent consonants; check each list first.

Title and questions

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