

I Quit!



Level 5 – Green

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: WILLIAM ANTHONY

Despite his young age, William Anthony's involvement with children's education is quite extensive. He has written over 60 titles with BookLife Publishing so far, across a wide range of subjects. William graduated from Cardiff University with a 1st Class BA (Hons) in Journalism, Media and Culture, creating an app and a TV series, among other things, during his time there.

William Anthony has also produced work for the Prince's Trust, a charity created by HRH The Prince of Wales, that helps young people with their professional future. He has created animated videos for a children's education company that works closely with the charity.

PHONICS FOCUS

/ch/sh/
/qu/

This book focuses on phonemes /ch/, /sh/ and /qu/ and is a green level 5 book band.

I Quit!

Written by
William Anthony

Illustrated by
Brandon Mattless



Charlie wanted to be rich. He wanted to go to sleep on a bed of cash.



He sat on the chair by Mum and Dad. "What if we give you pocket money for doing chores?" Dad asked.



Charlie was sure there was a catch. Mum and Dad never handed him money like that.



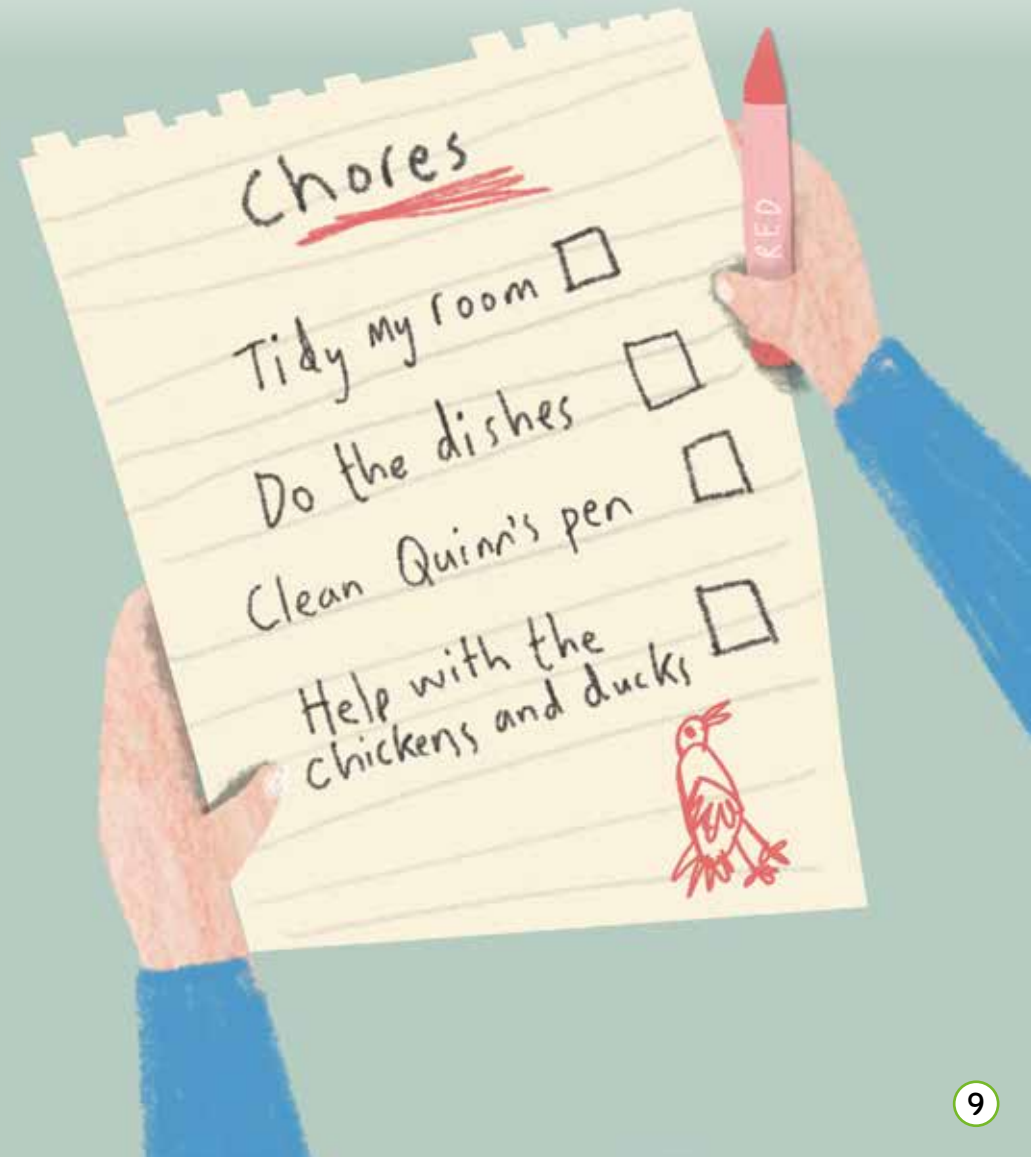
“There’s no catch,” said Mum, “You just have to stick with the chores, that’s all!” Charlie had a flashback.



Last month when he had a go at chores, he kept quitting. Sometimes, he'd even quit before starting.



"I can do it," Charlie said to himself. He made a checklist with each of the chores on it.



The first chore was to tidy up his room. He had to put his toys back and smooth his sheets.



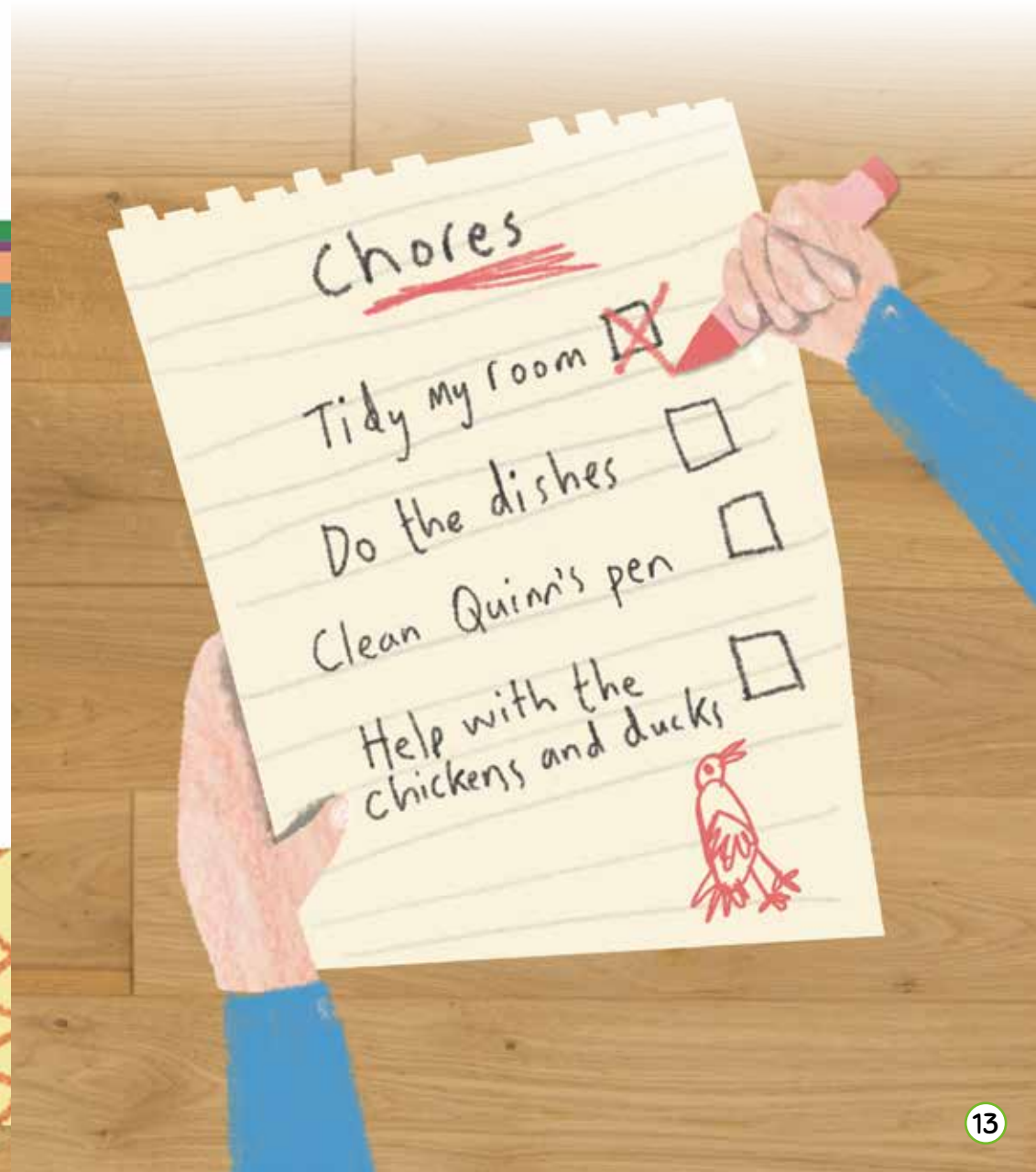
Charlie grabbed the toy chest and in went the shark. He pulled the sheets and made the bed. This was simple!



He was near to finishing, when he lifted up the chest to put on the shelf... It was too high!



That chore was no good. Charlie crossed it off the list. Next up was washing the dishes.



He filled up the dishwasher with the cups and mugs. He was very quick at that.



“Quick money,” Charlie said. He sat on the sofa and started to chill out.



Dad woke him up. "Charlie, you have to empty the dishwasher at the end too," he said.



"You have to do what with it?" Charlie yelled. "Our dishwasher is rubbish!" he said, storming off.



That was another cross on the list.
Charlie wasn't going to get any pocket
money like this.



Next up was cleaning the pen of Charlie's
pet chinchilla, Quinn. He had to swap the
wood shavings.



Quinn was fast asleep. It didn't matter.
Charlie took one look...



Charlie crossed off another chore. It only
took the sight of chinchilla poo for him to
quit that one!



There was just one chore left to get some pocket money. Charlie had to help Mum with the ducks and the chickens.



Charlie was sure that he would not quit this chore. He was going to do this chore well!



Charlie fed the ducks and swept the chickens' shed. All was going well until a duck looked at him... Quack!



Charlie sat on the bench with Mum and scrunched up the list. "Don't worry. I have one last plan," said Mum.



“If you can go to the shop and get me some carrots for dinner, you can keep the left over money.”

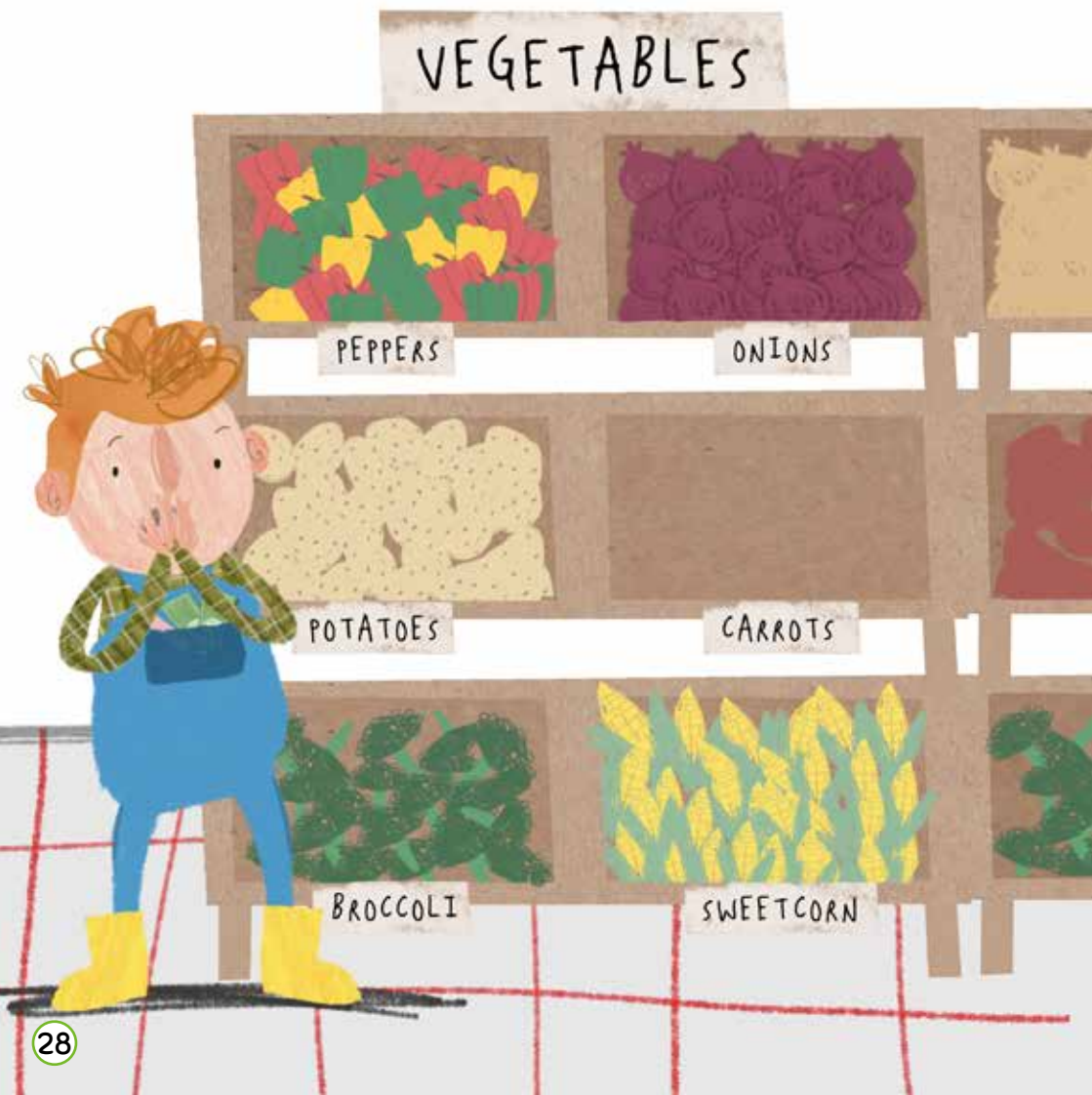


Charlie's eyes lit up. In a rush, he ran to the shop to get the carrots.



The shelf was empty. "I QU..." Charlie stopped. He didn't quit! He went to tell Mum.

"The shop didn't have any carrots, Mum," said Charlie.
"They what?" yelled Mum.



I Quit!

1. What was the first chore that Charlie had to do?
2. Why did Charlie quit cleaning out Quinn's pen?
3. Why did Charlie quit at helping Mum with the ducks and chickens?
 - (a) One of the ducks looked at him and made a "quack" noise
 - (b) He slipped and fell
 - (c) He was too tired
4. How do you think Charlie was feeling after he quit each of his chores?
5. Do you think Charlie was right to keep on quitting? What would you have done differently if you were Charlie?

Helpful Hints for Reading at Home

The focus phonemes (units of sound) used throughout this series are in line with the order in which your child is taught at school. This offers a consistent approach to learning whether reading at home or in the classroom.

HERE IS A LIST OF PHONEMES FOR THIS PHASE OF LEARNING, IN THE ORDER THEY ARE TAUGHT. AN EXAMPLE OF THE PRONUNCIATION CAN BE FOUND IN BRACKETS.

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

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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.

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