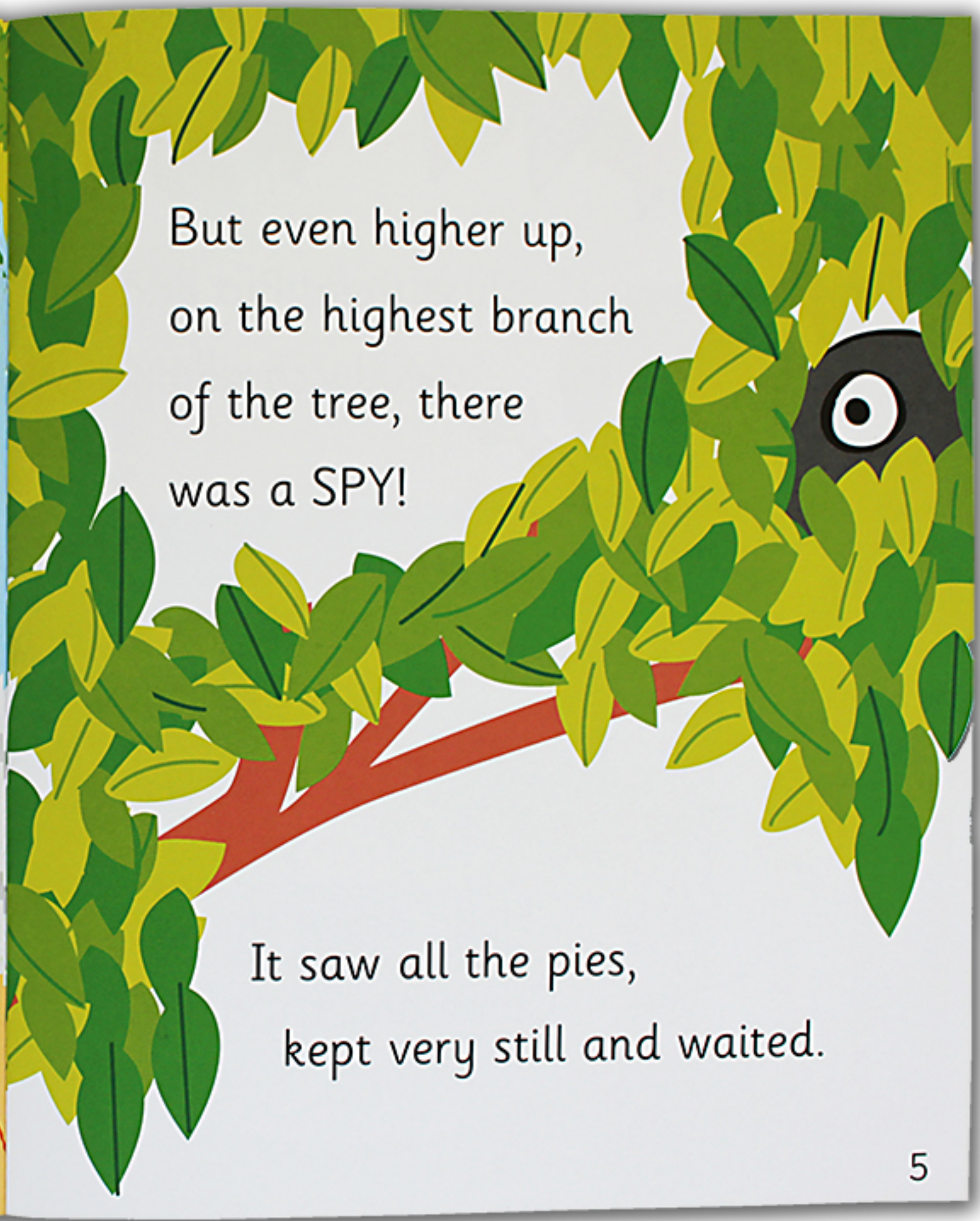


It looks like a  
real pie shop!

The Sky High  
Pie Shop.



But even higher up,  
on the highest branch  
of the tree, there  
was a SPY!

It saw all the pies,  
kept very still and waited.

## How to use this book

The Little Learners Love Literacy® stories enable children to practise their sound–letter relationship knowledge through reading. Each story is carefully sequenced to give children confidence and success.

### Stage 7 Little Learner books focus on:

**Vowel sounds:** one, two, three or four graphemes representing a vowel sound.

*The Snails That Tim Forgot* focuses on the graphemes **ai** as in **snail** and **ay** as in **day**. Talk about **ai** being in the middle of a word while **ay** is at the end of a base word. It is important to teach this explicitly, as children need to have this knowledge when writing. The word **crayon**, derived from French and Latin, is an exception.

### More teaching ...

- the /ā/ sound is represented by **ei**g in **ei**ght
- the /ā/ sound is represented by **ey** in the word **they**
- the /ā/ sound is represented by **ai**gh in the word **st**raigh**t**.

These are all examples of common words with unusual spelling patterns. Once children learn this, the words become decodable: **th-ey**, **ei**gh**-t**, **s-t-r-ai**gh**-t**.

Continue to encourage children to 'decode' or 'sound out' any unfamiliar words. To do this, children point to each grapheme and say the sounds; for example, **s-n-ai-l** or **t-r-ai-n**. Then they blend these sounds together to read the word.

**Heart words:** These are words that children need to 'learn by heart' as they cannot decode them at this stage. Some of the words in the previous books will now be decodable as children have more sound–letter relationship knowledge. Only the new Heart words are listed.

**Speed sounds:** Children point to each grapheme as they read it.

**Questions to talk about:** After children have read the book, it is important to talk about the questions and enjoy the story together. These questions help with comprehension and vocabulary. If they wish, children can refer to the book when answering the questions.

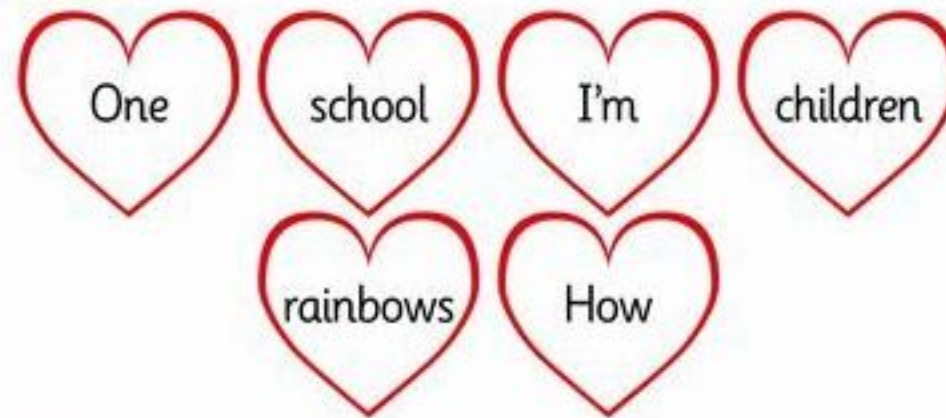
**Speed words:** This word list gives children practice reading decodable words with **ai** and **ay**. Encourage children to 'sound out' each word until they can read it automatically. Repeated reading practice will increase fluency and automaticity.

This Speed word page can be photocopied and the words cut up for further activities:

- Sort words into **ai** and **ay** letter patterns.
- Sort the words into groups according to the number of sounds: 2 sounds d-ay, b-ay; 3 sounds p-l-ay, p-ai-n, s-t-ay, t-r-ay, T-ai-t, c-l-ay, m-ai-l, w-ai-t; 4 sounds s-n-ai-l, S-p-ai-n, p-ai-n-t, b-r-ai-n, Ai-d-e-n, t-r-ai-n; 5 sounds c-r-ay-o-n; 6 sounds p-ai-n-t-i-ng.

- Play 'Snails in a Tray'. Photocopy the Speed words twice. Draw 'snails in a tray' on 36 cards and paste a word on the other side. Shuffle the word cards and deal each child five cards. Place the remaining cards in the middle, snail side up. The aim is to collect pairs of the same word. Children take turns reading one of their words then ask another player if they have its matching pair. If the player has the word, they read it and give it to the other player. If not, the player takes a card from the middle. Continue until all words have been matched.

**Heart words**



**Speed sounds**



**Questions to talk about**

- What did Tim find in the mail box?
- What is another word for 'mail box'? (letterbox)
- Why did Tim put the snails in his crayon box?
- Why did Tim forget about the snails?
- What did the children think of the rainbow classroom?
- How did Tim feel about the snails messing up the classroom?

### Stage 1

**Sounds:** m s f a p t c i

**Heart words:** the The My my I

- 1 Sam, Pip, Tim
- 2 I am Tim
- 3 My cat Tip
- 4 The map
- 5 Sam is it

### Stage 2

**Sounds:** b h n o d g l v

**Heart words:** the The my My I

- 6 Pip
- 7 Tim and the van
- 8 At the dam
- 9 My hat
- 10 Sam in the pit

### Stage 3

**Sounds:** y r e qu z

**Heart words:** he to was we she

- 11 Ned
- 12 Big Ted and Meg
- 13 Tim's quiz
- 14 Dad and his hot dog
- 15 The rat

### Stage 4

**Sounds:** j u k x w

**Heart words:** of are too for her

- 16 At the fun run
- 17 Mud
- 18 In the log hut
- 19 On the bus
- 20 The big red box

### Stage Plus 4

**Sounds:** a b c d e f g h i j k l m n o  
p q r s t u v w x y z

**Focus:** double consonants –  
one sound

- 20a The Little Vet
- 20b Sad Tip
- 20c No Ned
- 20d A Mud Picnic
- 20e The Big Wind Day

### Stage 5

**Sounds:** a b c d e f g h i j k l m n o  
p q r s t u v w x y z ck

**Focus:** adjacent consonants, ck

- 21 A Fan-tas-tic Snack
- 22 The Pip and Tim Zoo
- 23 The Best Stuff
- 24 A Bag of Junk
- 25 Splat!

### Stage 6

**Focus:** ck sh ch th ng

- 26 Quack!
- 27 The Shed Shop
- 28 The Munch Bunch Fun Park
- 29 Thud Thump Thunk
- 30 A Day in the Jungle

### Stage 7

#### Unit 1

**Focus:** ai ay ee ea igh ie oa

- 31 The Snails That Tim Forgot
- 32 The Teeny Tiny Tree
- 33 The Sky High Pie Shop
- 34 The Not So Good Goat
- 35 Beach Camp

### Stage 7

#### Unit 2

**Focus:** ar or er ir ur air

- 36 Art Party
- 37 Silly Sports Day
- 38 Monster Picnic
- 39 Airy Fairy Fair
- 40 Ha! Ha! Ha!

### Stage 7

#### Unit 3

**Focus:** oo ow ou oi oy

- 41 Hullabaloo
- 42 Down on the Farm
- 43 Oink, Oink, Oink!
- 44 Oops!
- 45 Hullabazoo

### Stage 7

#### Unit 4

**Focus:** oo ow ou oi oy

- 46 A Strange Tale
- 47 Rise and Shine
- 48 High Hopes
- 49 A Huge Day
- 50 Things to Amaze You

### Stage 7

#### Unit 5