



Songbirds

Phonics

# The Trunk and the Skunk



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### Talk together

Ask the child to

- Point to the word *Trunk* in the title and the letters that make the beginning two sounds *tr*.
- Point to the letters that make the two end sounds *nk*. Stress that when sounding out the word *trunk*, both letters in *tr* make separate sounds (*t - r*), and both letters in *nk* make separate sounds (*n - k*).
- Look out for words with two consonants together.

### Read the story

Remember, children learn best when reading is relaxed and enjoyable, so give lots of praise.

- Look at the cover and read the title. Ask: *Which animal has a trunk? Which is a skunk?*
- Encourage the child to try to read any words they don't recognise by saying the sounds of each letter pattern separately (e.g. *s - k - u - n - k*), then running the sounds together quickly. If they find it difficult to say the sounds, say the sounds first and then see if they can hear the word.
- Explain that it is important when running the sounds in a word together to check it sounds like a real word, as some words are less regular (e.g. *have*). Read these words to the child if they don't recognise them. Point out the letters that make the usual sound in each word (e.g. the *h* in *have*). This will help them to remember these words.

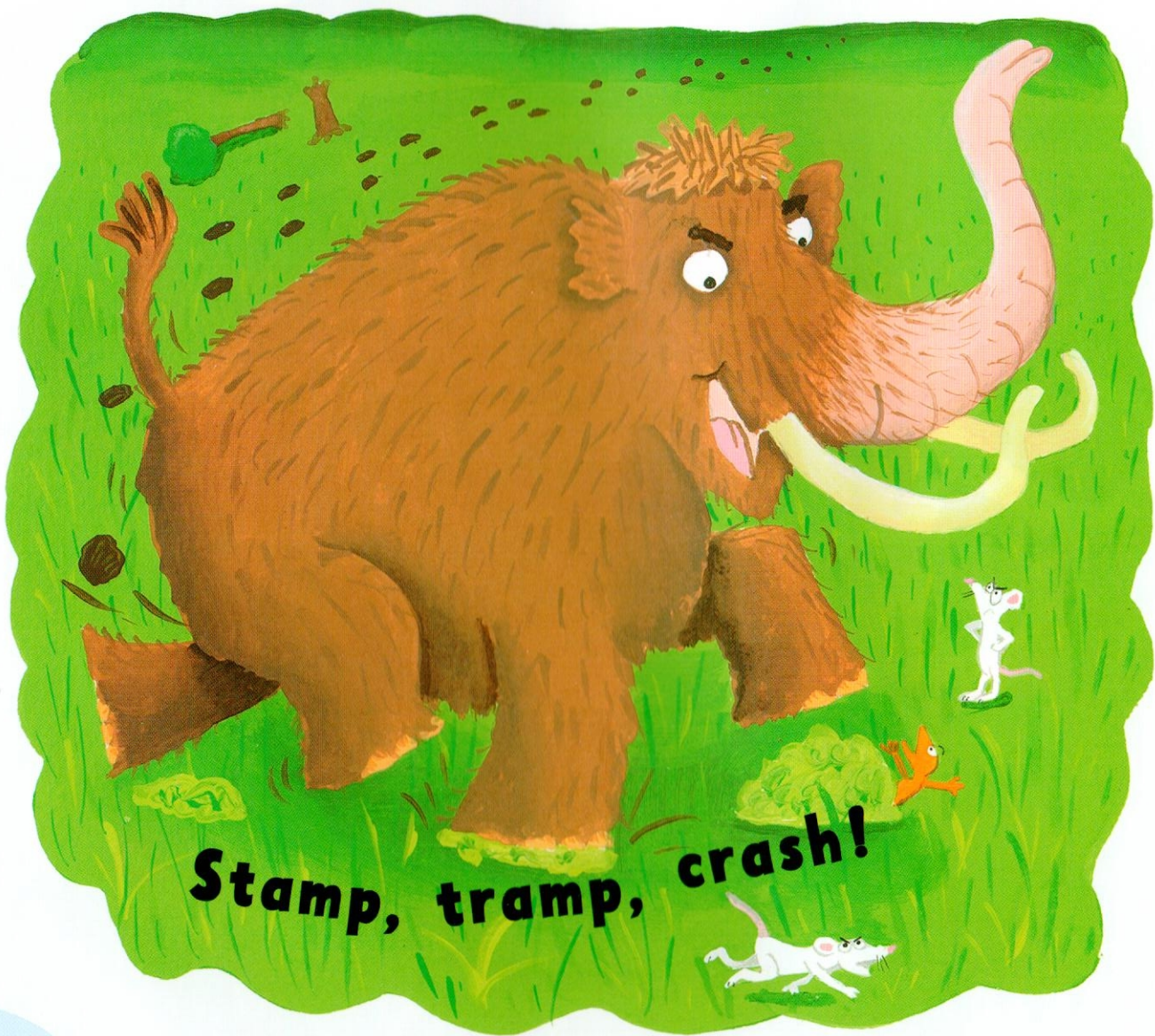


I am a mammoth.





I have big, thick legs. I can stamp on things.





I have long tusks. I can dig with them.



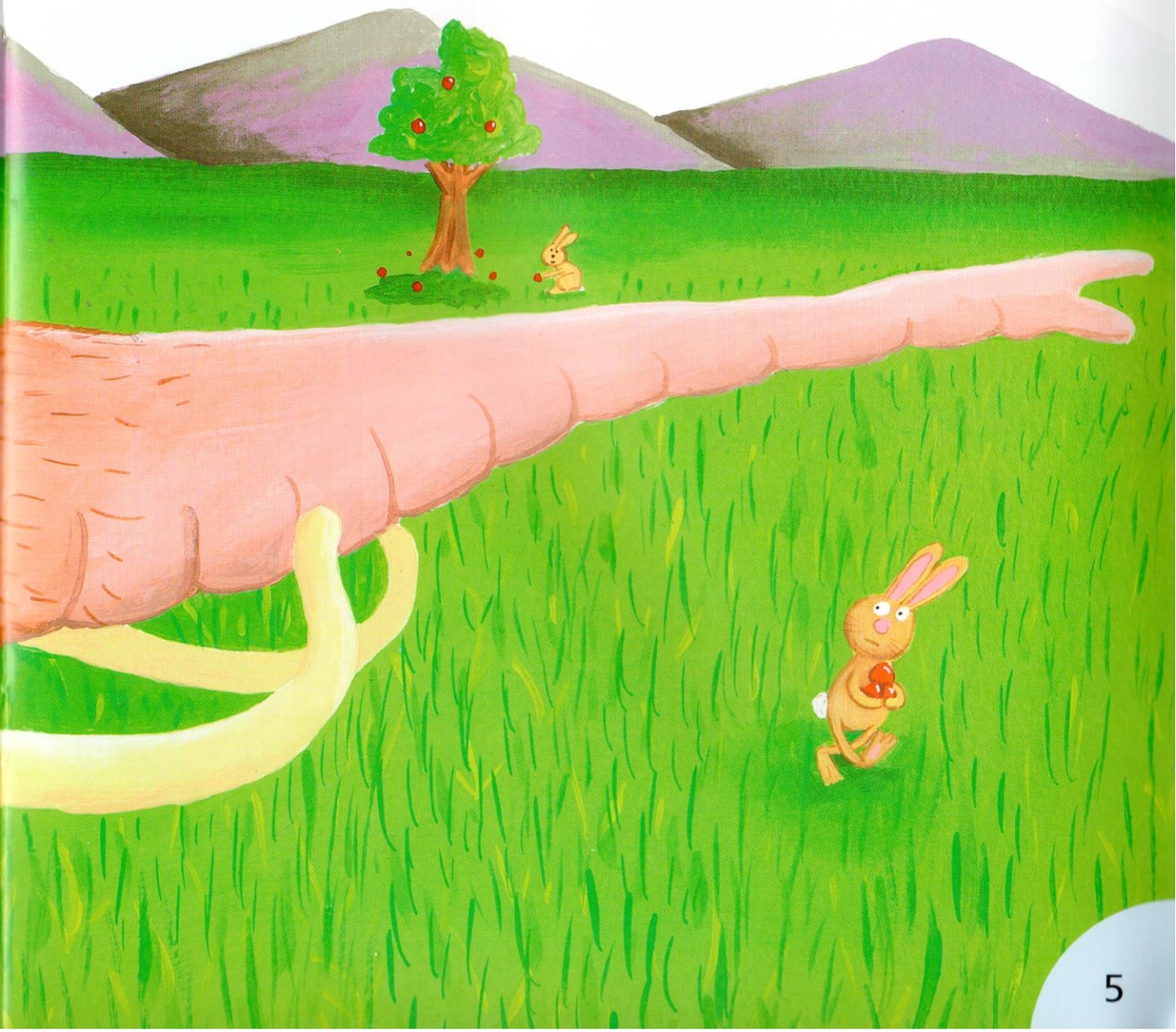


And I have a long trunk.





I can do lots of things with  
my trunk.





I can pick things up.





I can lift things.





I can drink.





I can slosh my mum and dad!





And I can smell things with  
my trunk.





I can smell *good* things...  
Sniff, sniff! Bananas!





And I can smell *bad* things...  
Sniff, sniff! A skunk!





This skunk stinks! I will  
slosh him!





**Slosh!** That will get rid of  
the smell.





Sniff, sniff...





Oh no! The skunk still smells of skunk.





### **Check comprehension**

Ask the child

- What can a mammoth do with its trunk? (Pick up things, lift things, drink, smell.)

### **Check phonics (letter-pattern sounds)**

Ask the child to

- Find and read two words on page 2 which rhyme (*stamp, tramp*).
- Point to the end two letters. Say what sounds they make in the words.
- Think of other words which end with the sound *mp* (e.g. *lamp, damp, camp, jump, lump*).
- Point to the beginning two letters of *stamp*. Say what sounds they make.
- Find some more words in the book which begin with the two consonants *st* (*stinks, still, stop*).

**Example phonic words:** stamp tramp crash trunk lift drink slosh stop smell  
sniff skunk stinks Help still mammoth thick things long tusks with them  
and lots pick that this will smells

**Context words:** bananas good have I my no of Oh the