



Oxford  
Reading  
Tree

# The Journey



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Alex Brychta



Story written by Roderick Hunt  
Illustrations by Alex Brychta



### **What's this story about?**

The family has a tiresome journey but it's all worthwhile in the end.

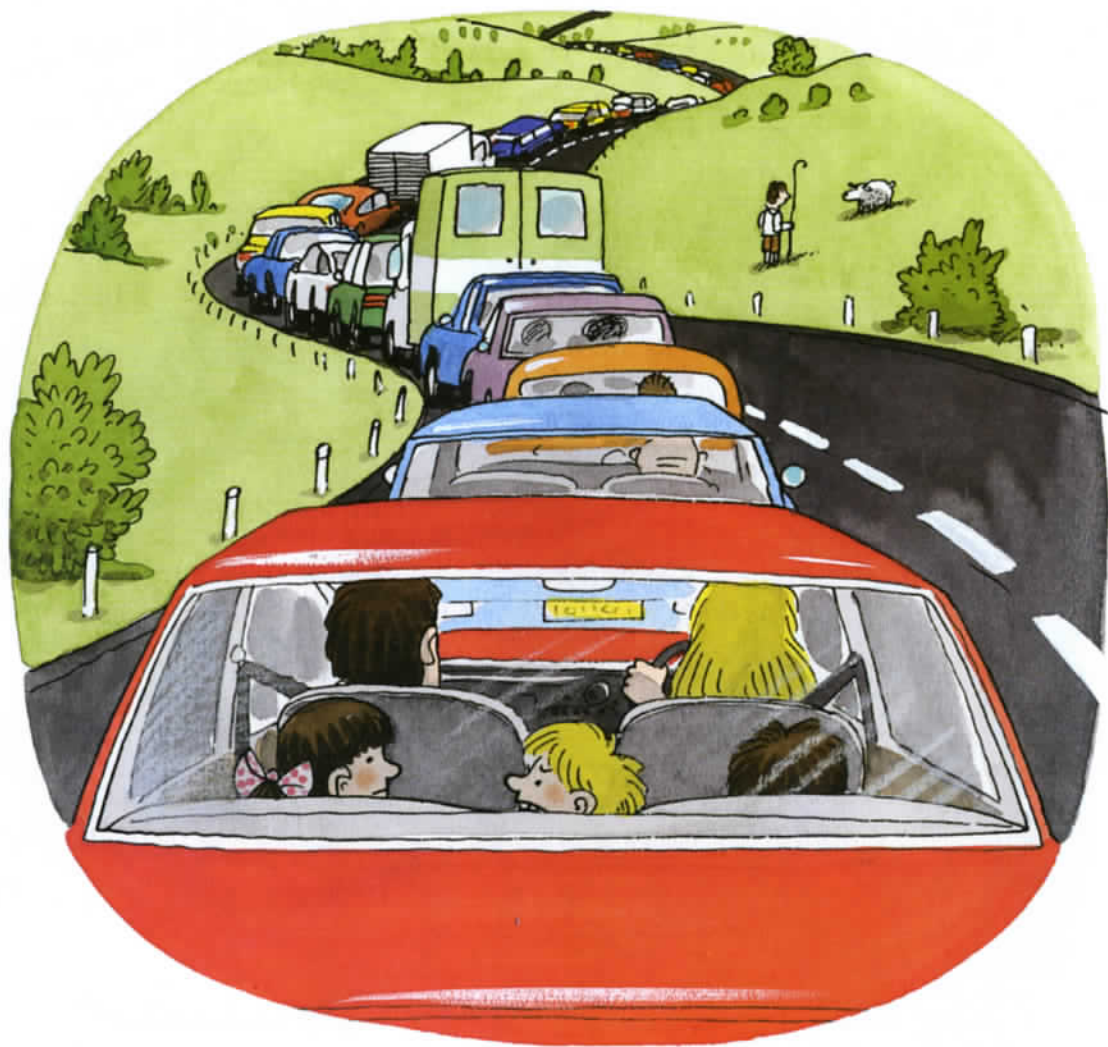
### **Talk together**

Talk about long journeys you remember: how you felt, and how you passed the time. Ask, "Is the family going on a long or a short journey?" Look for clues on the cover.

### **Read the story**

**W** = Word recognition   **C** = Language comprehension

- C** Read the story together. Talk about each picture.
- W** Remind the child to point at each word as you read.
- W** Use the first letter of new words to work out a word that makes sense.
- W** Page 3, remember that 'th' makes one sound.
- C** Page 4, talk about why Dad might be cross.
- W** Page 6, work out 'lost' sound by sound: l-o-s-t.
- C** Ask the child to read the story again. Give plenty of praise for reading confidently.



"I'm bored," said Kipper.



“I’m hungry,” said Biff.





"I'm thirsty," said Chip.



“I’m cross,” said Dad.

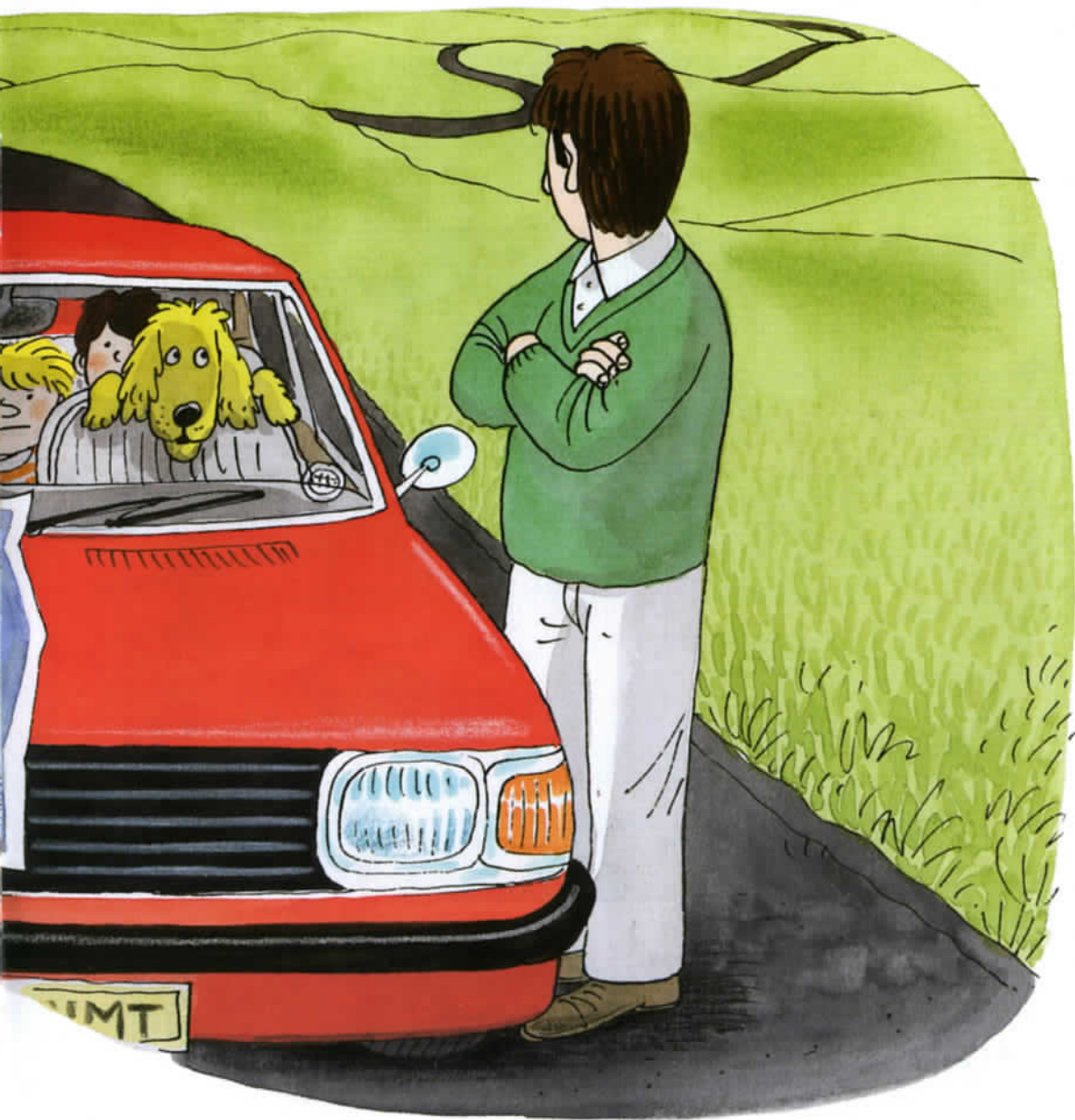






“I’m lost,” said Mum.







“Hooray!” said everyone.

## ***Play a game***

### ***Who said it?***

*This game helps the child to remember the story.*

- Ask, e.g. "Who said 'I'm lost'?" The child has to try to remember.
- Then the child asks you a question. Can you remember? Look in the book to check the answer.
- Have a few turns each.

### ***Other ideas***

*You can use these ideas straight away, or on another day.*

- Find 'said' on each page. Practise spelling 'said'.
- Find 'I'm' as often as you can. Explain that 'I'm' is short for 'I am'.



# The Journey

What a long journey!

This story practises these words:

dad I am (I'm) said mum

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text © Roderick Hunt 1995  
illustrations © Alex Brychta 1995  
First published 1995  
This edition published 2008  
10 9 8 7 6 5 4 3 2

ISBN 978-0-19-846381-8



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