

# Ow, Oi!

By  
Robin Twiddy

Illustrated by  
Chris Cooper



Ow, ow!

Oi, oi!

PHASE 3

/ow/oi/

# Ow, Oi!



Level 4 – Blue

# Helpful Hints for Reading at Home

The graphemes (written letters) and phonemes (units of sound) used throughout this series are aligned with Letters and Sounds. This offers a consistent approach to learning whether reading at home or in the classroom.

HERE IS A LIST OF NEW GRAPHEMES FOR THIS PHASE OF LEARNING. AN EXAMPLE OF THE PRONUNCIATION CAN BE FOUND IN BRACKETS.

Phase 3			
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 3 Tricky Words			
he	you	she	they
we	all	me	are
be	my	was	her

GPC focus: /ow/oi/

## 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.

PHASE 3

/ow/oi/

This book focuses on the phonemes /ow/ and /oi/ and is a blue level 4 book band.

# Ow, Oi!

**Written by**  
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It is not good to put on socks that are in a bin.



But look! Temin puts them on his feet for fun.



Temin puts a foot down and... Ow. That is odd.



Temin puts his foot down and now it is an oi, not an ow.





Step, step, ow, oi. Step, step, ow, oi.  
Step, ow. Step, oi.



**Ow, oi, ow, oi.**

Temin hops up and down on a foot. Ow,  
ow, ow, ow.



**Ow, ow, ow, ow.**

Hop, hop, hop, hop, hop. Oi, oi, oi, oi, oi.



**Oi, oi, oi, oi, oi.**

Temin has a jig. The socks go ow, oi, ow,  
oi, oi, ow.



**Ow, oi, ow, oi, oi, ow.**

Well, this is odd. Temin did a big hop in the mud. Ow, oi!



Temin looks at the socks. Socks that go ow  
and oi. How odd!



“Look Mum! Look Dad! Socks that ow  
and oi!”



Dad puts them on, but his feet are too big. Ow, ow, ow! Oi, oi, oi!



**Ow, ow, ow!**

**Oi, oi, oi!**



Mum has a check. Yes, the sock has a  
pong now.



Mum puts the socks in a pot to boil.



Ow, oi, ow, oi! The socks do not like to boil.

**Ow, oi, ow, oi!**



The socks get hung up, but for how long?



Ow, oi. The pegs dig into the socks. Oi,  
ow!

**Oi, ow!**



Mum rolls the socks up. Ow, oi!



**Ow, oi!**

The cat taps the socks then pow! The cat hits them hard.





Ow, oi, ow, oi. It is fun for the cat but not for the socks.

**Ow, oi, ow, oi!**





Temin is in bed, but the socks will not let him be.



Ow, oi, ow, oi. The socks row! Ow, oi,  
ow, ow, ow.

**Ow, oi, ow, oi!**

**Ow, oi, ow, ow, ow!**



Temin cannot drop off. The row is too much of a din.

Ow, oi ow, oi.  
Ow, oi, ow,  
ow, ow.



He looks to the din. Will the row end soon?

Ow, oi ow, oi.  
Ow, oi, ow,  
ow, ow.



An odd man is in the room. Now the row ends.





The socks hop onto his feet with a yep  
and a mmm.



# Ow, Oi!

1. Why do you think the socks kept saying “ow” and “oi”?
2. Would you put on socks you found in the bin?
3. What did the cat do with the socks?
4. What do you think the socks were arguing about?
5. Why do you think the socks made a different sound when the odd man put them on?

## 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 Letters and Sounds.

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: ROBIN TWIDDY

Robin Twiddy is one of BookLife Publishing's most creative and prolific editorial talents, who imbues all his copy with a sense of adventure and energy. Robin's Cambridge-based first class honours degree in psychosocial studies offers a unique viewpoint on factual information and allows him to relay information in a manner that readers of any age are guaranteed to retain. He also holds a certificate in Teaching in the Lifelong Sector, and a postgraduate certificate in Consumer Psychology.

A father of two, Robin has written over 70 titles for BookLife and specialises in conceptual, role-playing narratives which promote interaction with the reader and inspire even the most reluctant of readers to fully engage with his books.

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/ow/oi/

This book focuses on the phonemes /ow/ and /oi/ and is a blue level 4 book band.





## Ow, Oi!

Temin has found some socks. Interesting socks.  
Talking socks. However, they only seem to say  
ow and oi. Can Temin make the socks happy?

Do the socks say anything else?

And who do the socks really belong to?

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**JUST SOME OF THE OTHER AVAILABLE  
TITLES IN THIS BOOK BAND COLOUR...**



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