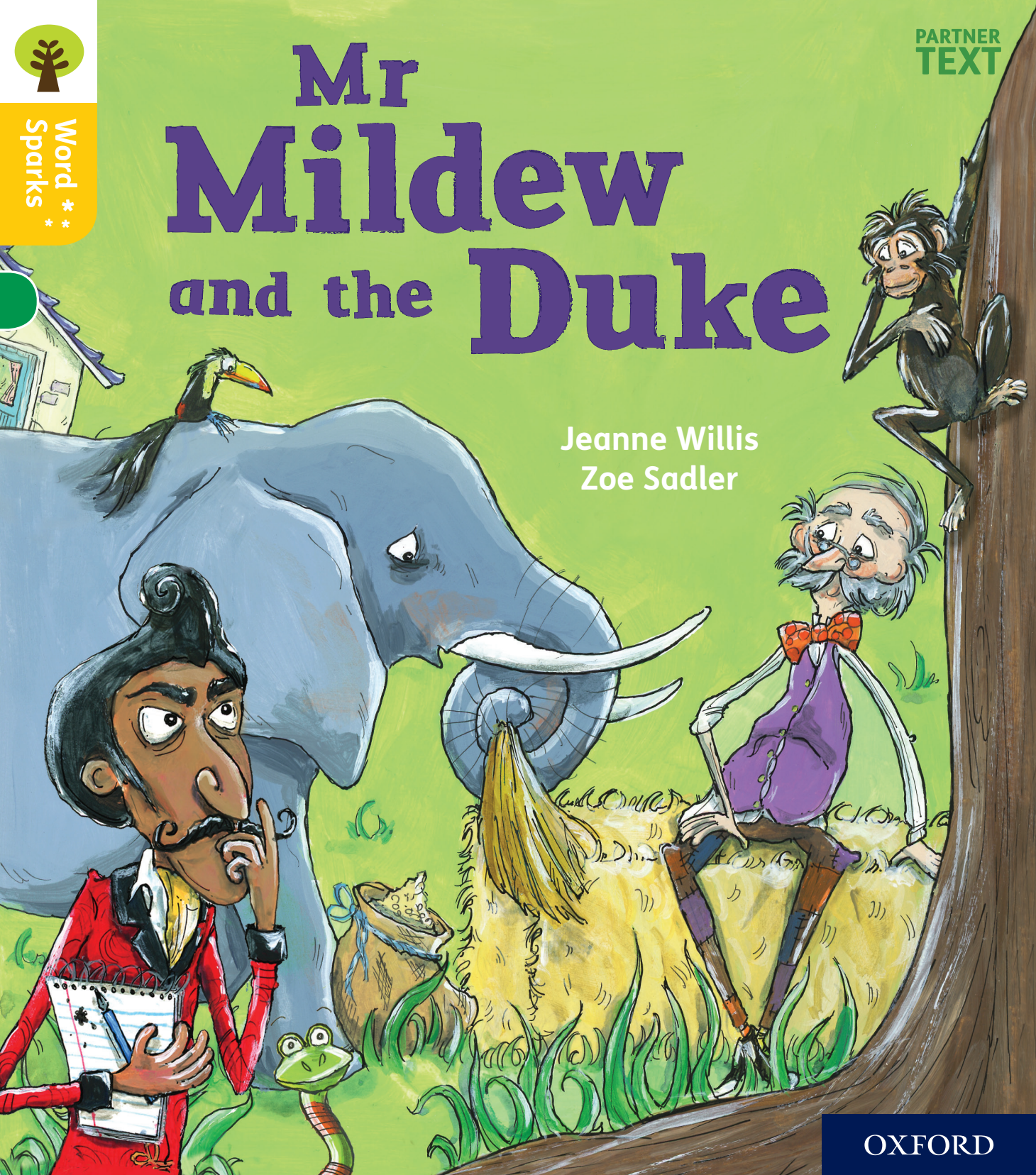


PARTNER  
TEXT

# Mr Mildew and the Duke

Jeanne Willis  
Zoe Sadler



Word  
Sparks

OXFORD

## Focus words

This series features 300 carefully selected words from the Oxford Children's Corpus. The following focus words appear in this book.

### ancient

ADJECTIVE

Things that are ancient are very old.

### create

VERB

When you create something, you make it.

### impossible

ADJECTIVE

If something is impossible, it cannot happen.

### ordinary

ADJECTIVE

Ordinary things are not unusual in any way.

### otherwise

ADVERB

or else

### popular

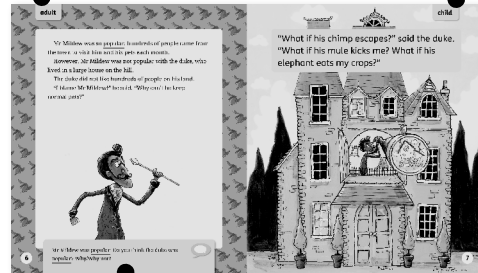
ADJECTIVE

well-liked, especially by a lot of people

## How to use this book

This page is for an adult to read.

This page is for a child to read.



These focus word boxes are for adults to read. Whenever it feels right, pause and talk about the focus words.



It is useful to read the book more than once to help build fluency and consolidate new words.

## Phonics

Remember that sometimes one sound can be made by two or three letters, e.g. *wh-ea-t* becomes *wheat*. Some decodable words in this story are:

**wheat    newts    key    bales    home**

**Common words:**

**make    time    Mr    asked**

Tell children how to say the tricky bit of the word if necessary (e.g. the 'a' sounds /ar/ in 'asked') and then blend the rest.

## Vocabulary



Say the focus word and encourage your child to say the word too. Talk about what the word means. You can use the focus word box and the definition/s to help you.

After you've finished the book, talk about the focus words and any other words that you or your child found interesting. Carry on talking about the focus words whenever a chance comes up in real life, or when reading other books.

Mr Mildew was so popular, hundreds of people came from the town to visit him and his pets each month.

However, Mr Mildew was not popular with the duke who lived in a large house on the hill.

The duke did not like hundreds of people on his land.

“I blame Mr Mildew!” he said. “Why can’t he keep normal pets?”



Mr Mildew was popular. Do you think the duke was popular? Why/Why not?



“What if his chimp escapes?” said the duke.  
 “What if his mule kicks me? What if his elephant eats my crops?”



Just then, Joe the chimp sprang off the shelf.  
He jumped on to the duke.



“Joe is just playing,” said Mr Mildew.  
“Get off, Joe!” shouted the duke.



# Comprehension

## Before reading

- Talk about the title of the book and the information on the back cover. Talk about what a duke is. Ask: *Do you think Mr Mildew and the duke are friends? Why/ Why not?*
- Explain that in this book, you will be reading out the pages which have 'adult' tabs at the top and your child will be reading the pages which have 'child' tabs at the top. The **focus word** boxes are for you, the adult, to read and discuss with your child.
- Use the phonics information on the inside front cover to check that your child is familiar with the decodable words listed. You might like to rehearse the 'Common words' too.

## During reading

- Encourage your child to be 'in charge' of the book – they could hold the book, turn the pages etc. Make sure that you and your child can both see the book without straining.
- Children love hearing a book read aloud, and you don't have to be an expert performer to do it. The most important thing is to be enthusiastic and engaged with what you are reading. Try to vary your speed and volume according to the content. You might need

to read more slowly than you would imagine to give children time to understand what they have just heard.

- When you come to the **focus word** boxes, it's fine to wait until there is a natural moment before talking about the **focus words**. Don't worry if your child doesn't know the meaning of the word. It takes lots of encounters with a word for children to understand it and be able to recall its meaning.
- Encourage your child to ask their own questions, as well as discussing the ones suggested in the book.
- The last page of the book is for an adult and child to discuss together.

## After reading

- Ask your child to tell you in their own words what happened in the story and what they thought of it.
- Look at page 3. Ask: *Where does Mr Mildew keep his tadpoles?* (in the teapot)
- Look at page 5. Ask: *What does the elephant eat?*
- Look at page 17. Ask: *Why doesn't Mr Mildew like the new rules?*
- At the end of the story, ask: *Why did the duke change his mind about Mr Mildew?* (he was lonely on his own)

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*Letters and Sounds*

Phase 5

Phonic focus: wh, ph, ew, oe,  
au, ey, a-e, e-e, i-e, o-e, u-e

Common words: make, time,  
Mr, asked

# Mr Mildew and the Duke

When the duke makes  
some new rules,  
Mr Mildew has to go!



Books at Level 5

Scruffbag

>Mr Mildew and the Duke

Digging into the Past

The Bell Monster

Too Much Pie!

The Case of the Missing Whisk

Wild Art

Spotted!

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