

Fizz, the pup

SET 4: Story 32

Fizz is Tim's pup. He is covered in spots and can be very naughty. But he is just a puppy and the family love him.



Set 4 phonemes: th/th ch ng/nk sh ai ee igh oa oo/oo

Learning Intention

Phonics: Recap the grapheme/phoneme **th**, and read words using these and the new grapheme/phoneme **ch**. Check that children can sound out and blend these sounds to read a range of words, including words with two syllables.

Comprehension: Make sure that children can infer and talk about how the characters in the story are feeling. Check that they can read with appropriate pace and expression to show understanding, especially in dialogue.

Tricky words: I, the, and, no, of, too, my, he, me, you, all, we

Decodable words using review graphemes and phonemes: this, Beth/'s, with, that

Decodable words using the new grapheme/phoneme: such, chess, chop/s, chicken, chip/s, chin

Before Reading

Story discussion: Look at the cover, and read the title together. Ask: *Who do you think Fizz is? What words can you think of to describe Fizz? What do you think might happen in the story?*

Link to prior learning: Display the grapheme **ch**. Say: *These two letters are a digraph – that means they make one sound.* Write or display the words *chin* and *much*. Say the words together. Turn to page 10. Can children think of any other words that use this sound?

Vocabulary check: chop – a piece of meat that you might cook in a frying pan. Ask: *Have you ever eaten a chop before?*

Decoding practice: Write these words on cards: *chess, chop, chicken, chips, chin*. Give each child one word to read. (You can use multiple cards for each word if needed.) Challenge them to flip through the book, find the word on their card and read it out loud.

Tricky word practice: Display the word *me* and ask children to circle the tricky part of the word (e which makes a long /ee/ sound). Encourage children to practise writing and reading this word.



During Reading

Read the story: Ask children to read the story aloud at their own pace, sounding out and blending any words that they cannot read on sight. On pages 8 and 9, ask children to look carefully at the characters' faces. Ask: *Do you think Fizz is making Tim and his family very happy?*

Phonics support: Remind children to sound out and blend the letters as necessary to read any less familiar words, and praise them for reading more familiar words on sight without sounding out. If children get stuck on a word, model how to sound out and blend the sounds in the word. Encourage children to help each other with decoding if they get stuck, and praise good examples of sounding out and blending, especially in two-syllable words.

Comprehension support: Pause occasionally to talk about the story and model how to think about the story and encourage children to think about the characters' feelings, e.g. on page 5, say: *Look at Mum's face. How do you think she's feeling right now? What is she saying to Fizz? Can you make it sound like Mum is really talking?*

After Reading

Apply learning: Ask: *How do you think Dad feels on page 10? Can you make his words sound as though he's really talking?*

Comprehension

- Why is Beth cross on page 9?
- How do you think Dad and Tim feel on page 8?
- Are Tim and his family still angry with Fizz at the end of the story?

Fluency

- Pick a page that most of the group read quite easily. Ask them to re-read it with pace and expression. Model how to do this if necessary.
- Ask children to each pick a speech bubble from the book and read it out with as much expression as they can. Challenge them to make it sound like the character is really speaking.

Follow-up Activities

Activity 1 – Phonics: Children read the words and match the correct word to each picture. They choose the correct graphemes to fill the gaps in the words.

Extension: Set a timer for one minute. How many words with **ch** can children think of? You could do this as an oral or a written activity.

Activity 2 – Comprehension: Children look at the picture and fill in the thought bubbles to show what they think the characters are thinking. You could prepare them for this activity by showing the image and asking them to think or talk about how the characters are feeling.

Draw a line to connect the words to the pictures.



chess

chicken

chips

Choose the correct grapheme from the grapheme bank to finish the word.

__ __ op

wi __ __

__ __ ips

Be __ __

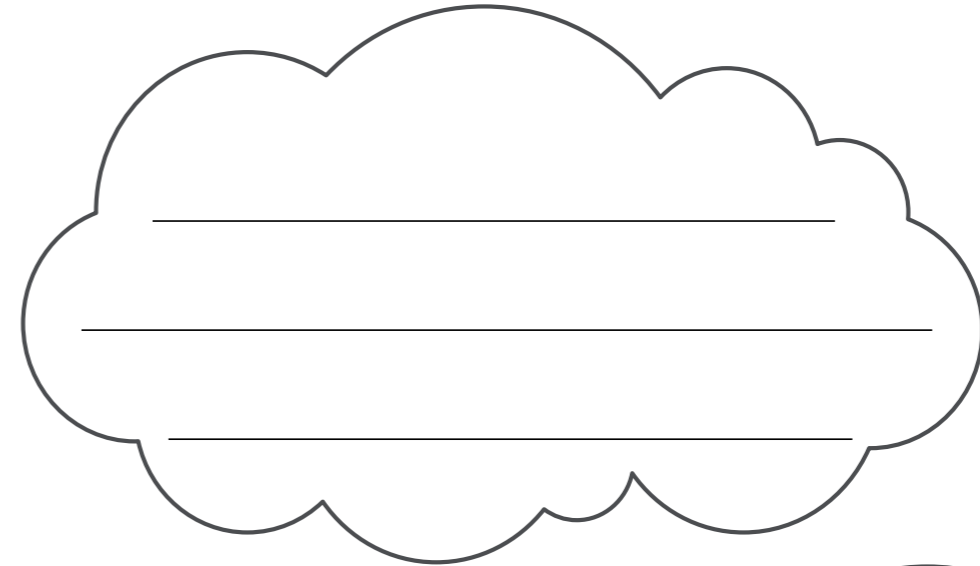
__ __ is

su __ __

Grapheme bank

th ch

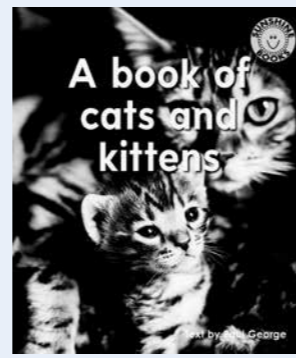
Look at the picture. Use the thought bubbles to write what Tim and Dad are thinking.



A book of cats and kittens

SET 4: Text 39

Cats and kittens make good pets for some people. See how cats behave and how naughty kittens can be.



Set 4 phonemes: th/th ch ng/nk sh ai ee igh oa oo/oo

Learning Intention

Phonics: Recap the graphemes/phonemes **th/th, ch, ng, nk, sh, ai, ee, igh, oa**, and read words using these and the new grapheme/phoneme **oo** (pronounced as in *look*). Check that children can sound out and blend these sounds to read a range of words, including words with two syllables.

Comprehension: Make sure that children understand and can talk about the book and explain what they are reading. Check that they can read with appropriate pace and expression to show understanding.

Tricky words: the, and, to, of, too, be, my, for, her, you, they, are, all

Decodable words using review graphemes and phonemes: they, think, that, this, with, thing/s, fish, dish, feel/s

Decodable words using the new grapheme/phoneme: book, look, wool, foot, nook/s, good

Before Reading

Book discussion: Look at the cover and read the title together. Ask: *What kind of book do you think this will be? Will it be a story or will it try to teach us something? Have you ever had a cat as a pet?*

Link to prior learning: Display the grapheme **oo**. Remind children that this is a digraph, meaning two letters make one sound. Say: *This could be one of two different sounds, but today we'll be looking at /oo/ like in the word look*. Write or display the words *look* and *book*. Say the words together.

Vocabulary check: pads – the underpart of an animal's foot

Decoding practice: Set a timer for one minute. How many words with **oo** (as in *look*) can children find before time runs out?

Tricky word practice: Display the word *her* and ask children to circle the tricky part of the word (*er*, which makes an /ur/ sound). Practise writing and reading this word.



During Reading

Read the book: Ask children to read the book aloud at their own pace, sounding out and blending any words that they cannot read on sight. On pages 4 and 5, check that children can draw information from both text and images. Say: *Look at the pictures. Do you think having these cats as pets would be fun? Why or why not?*

Phonics support: Remind children to sound out and blend the letters as necessary to read any less familiar words, and praise them for reading more familiar words on sight without sounding out. If children get stuck on a word, model how to sound out and blend the sounds in the word. Encourage them to help each other with decoding if they get stuck on a word, and praise good examples of sounding out and blending, especially in two-syllable words.

Comprehension support: Pause occasionally to talk about the book and check that children can explain what they have read, e.g. on page 10 model reading the text as you would read a list. Encourage children to try reading the text as a list. Then say: *Where do cats like to nap? Do all of these places look comfortable?*

After Reading

Apply learning: Ask: *What do you think would be the best bit about having a pet cat? Can you remember anything from the book that shows that cats make good pets?*

Comprehension

- What do cats have on their feet?
- What things are fun for cats?
- Would you want a cat as a pet?

Fluency

- Pick a page that most of the group read quite easily. Ask them to re-read it with pace and expression. Model how to do this if necessary.
- Challenge children to read page 2 fluently and with expression, paying special attention to the question and exclamation marks.

Follow-up Activities

Activity 1 – Phonics: Children read the words and match the correct word to each picture. They choose the correct graphemes to fill the gaps in the words.

Extension: Set a timer for one minute. How many words that rhyme with *book* can children think of? You could do this as an oral or a written activity.

Activity 2 – Comprehension: Children look at the images of cats and circle one that they would want as a pet. They then write a short sentence explaining why they picked that cat. You could prepare children for this activity by discussing this as a group.

Activity 1

SET 4: Text 39
A book of cats and kittens

Draw a line to connect the words to the pictures.



nook

wool

book

Choose the correct grapheme from the grapheme bank to finish the word.

f _ _ t

_ _ ink

l _ _ k

g _ _ d

fi _ _

di _ _

Grapheme bank

oo th sh

Activity 2

SET 4: Text 39
A book of cats and kittens

Look at the pictures of cats. Circle the cat you would want as a pet. Write in the space below to explain why.