Focus phonics:
Phonemes introduced in this book: ll, ff, zz, ss, dd, z
Phonemes revisited include: Stage 1+ phonemes

Group or Guided reading

Introducing the book
W Encourage the children to sound out the title: F-i-zz-b-u-zz. Remind them that sometimes two letters can represent one sound.

C (Prediction) Encourage the children to use prediction: Who is in the picture? What do you think this story is going to be about?

● Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story (see chart on page 4).

Strategy check
Remind the children to sound out words carefully. If they can’t sound out the word, do they already know it from memory?

Independent reading
● Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.

C (Summarizing) Ask the children to retell the story in just two or three sentences.

Assessment
Check that the children:

● (AF1) use phonic knowledge to sound out and blend the phonemes in words (see chart on page 3).
- (AF2) use comprehension skills to work out what is happening.
- (AF1) Make a note of any difficulties the children encounter and of strategies they use to solve problems.

**Returning to the text**

(Questioning/Clarifying) Ask the children: *Which firework do you think Kipper liked best? Why? (AF3)*

**Assessment** (AF1) Discuss any words the children found tricky and talk about strategies used.

**Group and independent reading activities**

**Objective** Hear and say sounds in words in the order in which they occur (5.4).

- Pages 4–5 then 6–7: Ask children to find words where one sound is represented by two letters. They should find: *hiss, off, jazz, dull*.
- Talk about where in the word the letters are.
- Reread the book, finding all the words where two letters represent one sound.

**Assessment** (AF1) Ask each child to read a word by blending the phonemes. The child should say each of the individual phonemes aloud, then blend them to make the word.

**Objective** Read some high frequency words (5.9).

- Read the last page together. Can the children find a word that they *cannot* sound out (*said*)?
- Ask them to count the sounds in the word (*three*).
- Make a three-box phoneme frame and find the letters that represent each of the phonemes. Help the children to remember the tricky part of the word.

**Assessment** (AF1) Can the children “quickwrite” the word *said*?
**Objective** Use phonic knowledge to read simple regular words (5.10).

**You will need:** Four counters for each child. A whiteboard to write on.

- Find the word *dull* on page 7. Ask the children to use the counters to represent the number of phonemes in the word (*three: d-u-l*).
- Write the word *doll* on the whiteboard. *Count the number of letters. Does it match the number of phonemes?*
- *Which phoneme is shown by more than one letter?*
- Repeat for words like *jazz, buzz, fuzz, off, odd, puff* and *egg*.

**Assessment** *(AF1)* Can the children read the words they have made?

**Objective** Show an understanding of the elements of stories such as characters (8.2).

**Questioning** Reread the book, thinking of questions to ask each of the characters.

- Let the children think up questions and also think of answers to each other’s questions.
- Questions could be about: favourite fireworks; whether Dad likes setting them off; what they all felt when the firework didn’t go off, etc.

**Assessment** *(AF3)* Check that all of the children can both ask and answer at least one question.

**Speaking, listening and drama activities**

**Objective** Extend their vocabulary, exploring the meanings and sounds of new words (1.5).

**Oral language development** You will need: Drawing or painting materials.

- Let the children paint and draw fireworks. Ask them to think of a name that describes each firework in some way. It could describe the sounds, or the colours, or the way the firework explodes.

**Assessment** *(AF3)* Can the children think of descriptive names for their fireworks?
Objective Use language to imagine and recreate roles and experiences (4.1).

(Oral language development)

- Put on your coats and create the atmosphere of a garden fireworks display. Is it warm or cold? Is it day or night?

- Let one of the children become a firework, using movement and words to describe how the firework is going off. All of the audience can watch and make appropriate comments or ask questions.

Assessment Can each child describe the look, feel and sound of their exploding firework?

**Writing activities**

Objective Use phonic knowledge to write simple regular words (6.1).

**You will need:** The picture the children drew of their fireworks.

- Remind the children of the names they gave each of their fireworks.
- Ask the children to write the names down, writing as many sounds as they can hear in the words.

Assessment (AF1) Can the children use their phonic knowledge to make plausible attempts at more complex words?