



# The Fizz-buzz

**C** = Language comprehension      **AF** = QCA Assessment focus  
**W** = Word recognition

## 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

- C** (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).

- W** 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).

- W**
- 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).

**W** **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-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).

**C** (*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).

**C** (*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).

**G** (*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?