Focus phonics:
Focus phonics in this book: /igh/ as in ‘nice’ (made by -ie, -igh, -i-e,- y)
Phonemes revisited include: /ee/ as in ‘meat’; /ow/ as in ‘out’; /ai/ as in ‘came’

**Group or Guided reading**

**Introducing the book**

- Can the children read the title? Can they hear the same vowel phoneme in *fried* and *rice*? Help them to identify the letters that represent the phoneme in each word.

(Prediction) Encourage children to use prediction by asking: *Where do you go to eat egg fried rice?* Talk about where the children in the book might be going. Have any of the children in the group eaten egg fried rice?

- Turn to page 2. Look at the word *Chinese*. Talk to the children about strategies they could use to read the word.
  - Look through the book, talking about what happens on each page. Use some of the high frequency words as you discuss the story.

**Strategy check**

Remind the children to sound out words carefully, remembering that two letters can represent one sound, particularly one vowel sound. If children can’t sound out a word, what other strategies can they use?

**Independent reading**

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
(Clarifying) Ask the children to explain why Wilma was given a feast at the end of the story.

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

**Returning to the text**

W On pages 2-3, how many /ie/ words can the children find? How many different ways of spelling the vowel phoneme can they identify?

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

**Group and independent reading activities**

Objective Identify the constituent parts of two syllable words to support the application of phonic knowledge and skills (5.3).

W Use two pieces of card to make a context mask. Identify words in the book which children found tricky when they were reading independently. Revisit each word, masking off the context words on either side.

- Talk about phonic strategies for decoding the word. As well as blending and segmenting, introduce the children to the idea of chunking words by, for example, syllable *(fight-ers)* or dividing a compound word *(out-side)*.

Assessment *(R, AF1)* Can the children read words in isolation, including words with two syllables?

Objective Recognize and use the alternative ways of spelling the phonemes already taught (5.2).

W Make a chart with five columns. Write one of: *ie, i_e, igh, y, i* at the top of each column.
- Ask each child to focus on a double page spread in the book. They should try to find all the words with /igh/ in them.
- When a child finds a word, they should write it on the chart. Remind them to write it in the correct column.
- When the children have written their words, they should underline the letter patterns that represents /igh/ in each of the words.

**Assessment** *(W, AFB)* Without looking at the chart, can children write at least two different ways of representing /igh/?

**Objective** Read and spell phonically decodable two syllable words (6.5).

**W** Say the word *invite*. Can the children tell you how many syllables there are, and split the word into its syllables: *in-vite*

- Ask the children to try writing each of the syllables. Help them to segment the syllables for spelling. Ask them: *How many phonemes in ‘in’?* (2) *How can we show each one?*
- How many phonemes *invite*? (3) *How can we show each one?*
- Compare the different outcomes from each of the children in the group. Have they all represented all of the phonemes in the two syllable word?
- Repeat for other two syllable words in the book, e.g. *Chinese, Friday, fighters, tiger, outside.*

**Assessment** *(W, AFB)* Can children make a phonetically plausible attempt at spelling *upset* and *kitchen*?
Speaking, listening and drama activities

**Objective** Retell stories, ordering events using story language (1.2).

**(Summarizing)** Give each child a sheet showing four boxes.
- Ask the children to show the main events of the story in just four drawings. Emphasize that they can only show the main events.
- Ask the children to retell the story using just their four main events.

**Assessment** *(R, AF2)* Have the children identified the main points in the story in their drawings?

Writing activities

**Objective** Create short, simple texts that combine words with images (8.5).

**(Summarizing)** The children can write a sentence under each of their four pictures.
- They do not need to retell the story, just summarize the main events.

**Assessment** *(W, AF2)* Can children write a summarizing sentence?