Focus phonics:
Focus phonics in this book: /s/ as in ‘place’ (made by ss, se, s, ce, c); /er/ as in ‘dinner’ (made by er)
Phonemes revisited include: /ai/ as in ‘case’ (made by a-e); /ie/ as in ‘time’ (made by i-e)

Group or guided reading

Introducing the book

Can the children read the title? Talk about the ‘soft’ pronunciation of c in the words Ice City. Can the children identify the letter patterns representing /s/? (ce, c) Read the title: I-ce C-i-t-y.

(Prediction) Encourage the children to use prediction by asking: What might you find in Ice City? What might the family do there?

Turn to page 2. Remind children to use their phonic knowledge to read the text. How many /s/ words can the children find? How many different letter patterns are there representing /s/? (s, ce, c)

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: What do you think was the best part of the day?

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**

(Clarifying) Ask: What didn’t Kipper enjoy?

Assessment *(R, AF2)* What happened before they had their meal?

**Group and independent reading activities**

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

Ask each pair of children to find and record as many words with /s/ as they can. Let each pair work through different pages in the book.

- Make a big chart and ask the children to record their words in columns, according to how the /s/ phoneme is spelled.
- Talk about the groupings of the words. Are they all in the correct column? Have the children included any words where s is pronounced /z/ (e.g. tales)? Are there any words where c is pronounced /k/ (e.g. clever)?
- Ask: How many different ways of representing /s/ did you collect?

Assessment *(R, AF1; W, AF8)* Can the children recognize the sounds represented by different letters in words?

**Objective** Identify the constituent parts of two-syllable and three-syllable words (5.3).

Make sets of words from the book according to their endings, for example: skating, exciting; Kipper, sister, better, dinner, super.

- Discuss each set of words separately. In the first set, can the children identify the second syllable? How is it pronounced?
Revisit all the words and discuss strategies for reading and recognizing words with more than one syllable.

**Assessment**  
(R, AF1) Can the children identify the syllables in *Cinderella* and *began*?

**Objective**  
Recognize and use alternative ways of spelling the graphemes already taught (6.3).

- Collect words from the story with the split digraph *e*: *ice, scene, tale, nice, face, fine, made, race, rose, time*.
- Explore how some of the words would be pronounced if there was no *e* at the end, e.g. *mad, made; Tim, time; fin, fine*. Talk about the difference in pronouncing the words. Explain that in words with the split digraph *e*, the vowel says its name not its sound (e.g. *ai* not /a/; *made* not *mad*).
- Can the children suggest other words with the split digraph *e*? Ask: *How would the word be pronounced without the e?*

**Assessment**  
(R, AF1; W, AF8) Can the children distinguish between pairs of words like *tap, tape; not, note; cub, cube; them, theme; fin, fine* in reading as well as for spelling?

**Speaking, listening and drama activities**

**Objective**  
Identify the main events in stories (7.1).

- (Summarizing) Ask the children to make a list of the events in the story. They should use one or two words for each event.
- Cut the list up. Make a chart with two columns: ‘good’ and ‘bad’. Ask the children to decide whether they think each event they identified in the story was good or bad.
- Encourage the children to justify their decisions.

**Assessment**  
(R, AF2/3) Can the children list and classify the main events?
**Writing activities**

**Objective** Choose what to write about, plan and follow it through (9.1).

* (Clarifying) Ask the children to select one event from the story and reread it.
  - Ask the children to retell the event in writing, adding more information about how the people involved felt during and after the event.

**Assessment** *(W, AF3)* Can the children organize the ideas within their writing?