



# Ice City

**C** = Language comprehension    *R, AF* = QCA reading assessment focus

**W** = Word recognition    *W, AF* = QCA writing assessment focus

## 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

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

**C** (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**

**C** (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).

- W** 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).

- W** 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).

**W** 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).

- C** (*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).

**C** (*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?