



<p>Book talk</p> <p>A short introduction to the book, which might include:</p> <ul style="list-style-type: none"> • Read the title • What or who can you see on the cover of the book? • What do you think the book might be about? 	<p>What do you think the children are making? What are they wearing on their heads? Have you ever done some cooking at home? What did you make?</p>
<p>Phonics focus</p> <ul style="list-style-type: none"> • Revisit and review some of the main graphemes that the children will encounter in the text 	<p>j, w, v, x</p>
<p>Blending focus</p> <ul style="list-style-type: none"> • Ask the children to blend and read some of the words that they will encounter in the book • Practise blending words that end in /s/ • Practise blending polysyllabic words. Model how to 'chunk' the word into two parts to help us read it more easily 	<p>Viv, Jax</p> <p>nuts melon, carrot</p>
<p>Vocabulary</p> <ul style="list-style-type: none"> • Discuss the meanings of any words in the text that the children might be unfamiliar with • Explain that sometimes the same word can mean different things, and we need to know which meaning the word has, so it will make sense 	<p>melon – a large, round fruit</p> <p>sip – taking a small mouthful</p>
<p>Common exception words</p> <ul style="list-style-type: none"> • Look at any common exception words that contain 'tricky' parts • Tell the children the tricky part and then model how to use the graphemes we know, together with the tricky part, to blend the word 	<p>the, no, go</p>
<p>Independent reading</p> <p>The children are to turn their chairs back-to-back and read aloud to themselves. The teacher is to go around and listen to each child, providing them with support and feedback as appropriate.</p>	
<p>Reading fluency</p> <p>Go back and read sections of the text to the children with appropriate expression. Make sure that the children follow as you read. Pause on some words so that they can join in with you. Highlight punctuation in the text, such as the question mark on page 2 and the exclamation mark on page 8.</p>	
<p>Retell</p> <p>Invite the children to explain in their own words what is happening in each picture.</p>	



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<p>Phonics focus</p> <ul style="list-style-type: none"> • Revisit and review some of the phonemes that the children will encounter in the text 	<p>/oa/, /ai/, /oo/, /ee/, /ow/</p>
<p>Blending focus</p> <ul style="list-style-type: none"> • Ask the children to blend and read some of the words that they will encounter in the book • Practise reading polysyllabic words • With the children, count the syllables in the words and model how to 'chunk' words down so that we can read them more easily 	<p>wedding</p> <p>together</p> <p>velvet</p>
<p>Vocabulary</p> <ul style="list-style-type: none"> • Discuss the meanings of any words in the text that the children might be unfamiliar with 	<p>satin – a smooth, glossy fabric velvet – a soft fabric vows – a special promise fret – to be worried and anxious</p>
<p>Common exception words</p> <ul style="list-style-type: none"> • Look at any common exception words that contain 'tricky' parts • Tell the children the tricky part and then model how to use the graphemes we know, together with the tricky part, to blend the word 	<p>have, like, some, said</p>
<p>Independent reading</p> <p>The children are to turn their chairs back-to-back and read aloud to themselves. The teacher is to go around and listen to each child, providing them with support and feedback as appropriate.</p>	
<p>Reading fluency</p> <p>The teacher should model reading pages 4 and 14 with fluency and expression. The children may repeat the reading.</p>	
<p>Comprehension</p> <p>Page 6: Why did Jill not buy a gift at the shop? Page 6: How was Jill feeling at this point in the story? Page 14: What did Jill get for her mums in the end?</p>	



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<p>Phonics focus</p> <ul style="list-style-type: none"> • Revisit and review some of the phonemes that the children will encounter in the text 	<p>/ir/, /ue/, /aw/, /wh/</p>
<p>Blending focus</p> <ul style="list-style-type: none"> • Ask the children to blend and read some of the words that they will encounter in the book • Practise blending words containing adjacent consonants and long vowel phonemes • Practise blending polysyllabic words, first 'chunking' them and then reading them quickly 	<p>whispers drawer Whiskers statue happening</p>
<p>Vocabulary</p> <ul style="list-style-type: none"> • Discuss the meanings of any words in the text that the children might be unfamiliar with 	<p>well-kept – kept clean, tidy, and in good condition ajar – a door or opening left slightly open cub – a young fox</p>
<p>Common exception words</p> <ul style="list-style-type: none"> • Quick recall of common exception words 	<p>Mr Mrs</p>
<p>Independent reading</p> <p>The children are to turn their chairs back-to-back and read aloud to themselves. The teacher is to go around and listen to each child, providing them with support and feedback as appropriate.</p>	
<p>Reading fluency</p> <p>Modelling expression and fluency: on pages 2 and 14, the teacher should model and then the children practise saying these sentences with expression.</p>	
<p>Comprehension</p> <p>Page 2: Why did the little fox whisper, rather than shout, "Bring back some food for me."?</p> <p>Page 10: Which words has the author used to describe how Fox is moving?</p> <p>Page 12: Why could Fox no longer fit through the cat flap?</p>	