

Cat's Quest

Yellow Level
Bugtastic zone
Book 2

Resources

- CODE tracker files
- Zone map (Book 1 *The Web*)
- Flashcards x, y, qu, j, v, w, z, zz, u, o, b, g
- Set A cards from **PCM 4 Snap cards** for each child, plus an envelope containing Set B cards for each child (the child will need both sets for the Takeaway activity)
- Bugtastic zone Book 2 *Cat's Quest*
- Words written on a flipchart or whiteboard: in a fix
- Phonic record sheet – Yellow (page 42)

Focus GPCs

x, y, qu

Tricky word
was

Team X word
Tiger

Exploring vocabulary
fix

In a Fix

Introduction 3 mins

- Look at children's completed PCM 3s and discuss them or give feedback. Ask them to put them into, or on the front of, their CODE tracker files.
- ☞ *Can you remember the name of the zone Team X and Mini are in at the moment?*
- Refer to the zone map.
- ☞ *Remember, Team X and Mini have to find the CODE key before they can get into the next zone. What do you think will happen to them next?*

Word workout and Before reading 11 mins

- ☞ *It's time for our Word workout to get our reading and writing brains working. Then we will be ready to read the next book about Team X and Mini.* (See page 20 for details and an explanation of each Word workout activity.)

Oral blending	Oral blending: f/i/x b/o/x l/e/g/s
Revise	Flashcards: x, y, qu, j, v, w, z, zz, u, o, b, g
Practise	GPC snap: cards from PCM 4
Apply	Sound spotter: fix six yuck quick Tricky word: was

Reading the story 8 mins

- ☞ *Do you remember what happened in the last story? Cat and Tiger got off the ride to look for the BITE.*
- Ask the children if they know what 'fix' means. Agree on the meaning (to mend), then show the phrase 'in a fix'. Explain that it can also have another meaning: a problem or difficult situation.
- Turn to page 5 and read the title together.
- Ask children to take turns reading a page each. While they are reading, use the Phonic record sheet to note any words that an individual misreads.
- Read the final page as a group, with the adult putting expression into the words in the speech bubble.
- Praise the use of successful decoding and check children can recall the GPCs x, y, qu and use this knowledge to blend and read words in the story, e.g. fix, yuck, quick.
- If a child is struggling with a particular word, remind them to break it down into phonemes and then blend the phonemes together, e.g. s/t/i/ck/s.

After reading 5 mins

- Turn to page 11. Check that children can recall information from the story.
- ☞ *Find a fact about ants.*
- Turn back to pages 8–9 for a more detailed look.
- ☞ *What does the heading 'Ant Facts' tell you about these pages?* (That they are non-fiction, and have true statements/facts.)
- ☞ *Are there any ant facts on other pages?* (They have six legs, page 7.)
- Look together at the picture of Tiger and the ant on page 11.
- ☞ *Where do you think the ant is taking Tiger?*

Takeaway: word game 3 mins

- Explain that the children will take away the snap game they played earlier. Ensure each child has an envelope containing Set A and Set B snap cards from PCM 4.
- ☞ *You can use these cards to play a game of snap or pairs with a partner at school or at home.*

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- Bugtastic zone Book 2 *Cat's Quest*
- Flashcards x, y, qu, j, v, w, z, u, o, b, g
- Word written on a flipchart or whiteboard: quest
- Phonic record sheet – Yellow (page 42)
- Two speech bubbles drawn on a flipchart or whiteboard labelled 'Tiger' and 'Cat'
- CODE tracker files with **PCM 2 Bugtastic zone log**

Focus GPCs

x, y, qu

Tricky words
you, my

Team X words
Tiger, shrink, BITE

Exploring vocabulary
quest

Additional, not yet decodable words
then, see, where, free, out, that

Stuck Fast!

Introduction 3 mins

- Ask whether children played snap with someone in their class or at home.
- ☞ *Can you remember the fix that Tiger was in at the end of the last story? (He was carried off by an ant.) Is Tiger in danger of being eaten?*
- Encourage children to recall facts from the text. Have the books available for them to look back at if necessary.

Word workout and Before reading 6 mins

- ☞ *Now it is time for our Word workout to get our reading and writing brains working.* (See page 20 for details and an explanation of each Word workout activity.)

Oral blending	Oral blending: qu/i/ck qu/e/s/t qu/i/t
Revise	Flashcards: x, y, qu, j, v, w, z, u, o, b, g
Practise	Sound buttons: quick quest quit
Apply	Sound spotter: yells quest quit Tricky words: you my

Reading the story 11 mins

- ☞ *Look at the title of the story. Who do you think will get stuck?*
- Show the word 'quest' and read it to the children.
- ☞ *Does anyone know what 'quest' means? If I was trying to look for something or get something, I might say that I was on a quest.*
- Ask children to take turns reading a page each. Tell them to look out for the word 'quest' and any other words that start with 'qu'. While they are reading, use the Phonic record sheet to note any words that an individual misreads.
- Praise the use of successful decoding and check children can recall the GPCs x, y, qu and use this knowledge to blend and read words in the story, e.g. fix, yells, quit.
- If a child is struggling with a particular word, remind them to break it down into phonemes and then blend the phonemes together, e.g. t/r/a/ck/s.

After reading 7 mins

- Check which 'qu' words children have found: quick, quest, quit.
- Turn to page 24. Ask children to recall the sequence of events up to this point.
- ☞ *How did Tiger get stuck?*
- Look at the picture of Tiger and Cat in the tunnel.
- ☞ *What do you think Tiger and Cat are saying?*
- Take suggestions and then decide which ones to write into the speech bubbles on the flipchart or whiteboard. Ask children to read the speech bubbles with expression to show how Tiger and Cat are feeling.
- Ask children to retell the rest of the story in their own words.
- ☞ *What happened next?* (Tiger shrank and freed his hand.)
- ☞ *What did Tiger and Cat see right at the end of the story?* (The BITE.)
- ☞ *What do you think might happen next?*

Takeaway: reading 3 mins

- Give out the CODE tracker files and look at PCM 2.
- ☞ *You have read two books now and you can fill in the dates on the log. You can take today's book away and read the stories again.*