



Plot Summary

When the animals in his zoo are bored, Prof. Toff asks Jim Vim for ideas to entertain them. With some puzzles, games and fun food, Jim Vim soon has the animals feeling they are in the best zoo ever!

Phonic Focus

Say the sounds /w/ and /f/ with the children, and look at the different ways they can be spelled.

'w' (as in wish)

'f' (as in fun)

'wh' (as in which)

'ph' (as in elephant).

Blending Practice

Create a set of cards that show the words listed below. Place all of the cards in a bag and pass it round. Each child takes a card out of the bag and sounds out and blends the word on the card. If they get it right, they hold onto the card until the end of the activity.

which (wh-i-ch)

elephant (e-l-e-ph-a-n-t)

Philip (Ph-i-l-i-p)

whizz (wh-i-zz)

Segmenting Practice

Use a set of large grapheme cards that show the graphemes used in the words above. Hand the cards out to different children. Say a word and then ask the children who have the corresponding graphemes to stand up and say their phoneme. Ask the children to rearrange themselves into the correct order to spell the word. Repeat this with other words.

Tricky Words

This story uses some tricky words. These are high-frequency words which are either irregular or not decodable at this level. Practise the tricky words below. Point out the tricky bit of the word (for example, 'eir' sounds /air/ in the word 'their') and then blend the rest.

oh **their**

Getting Started

Look at the front cover together. Read the title together. Ask: *The word 'Prof.' is short for a longer word. What is the longer word?*

Read the blurb to the children. Ask: *What do you think Prof. Toff might do to make the zoo fun?*

During Reading

Tell the children that it's time to read the story. Check that they are blending the phonemes from left to right and all through the word as they read. If a child comes across a word they do not recognise, encourage them to use their phonic skills to decode it.

P2-3: Ensure the children sound out and blend 'Humph!' and 'Philip' correctly. If necessary, remind them that the spelling 'ph' is a new way of writing the phoneme /f/.

P4: Ask: *What is an expert?*

P5: Ask the children to find the two new tricky words they have learned ('oh' and 'their').

P6: Ask the children to find the three different punctuation marks on this page. For each one, ask: *What is this called? What is it for?*

P8: Ask the children to sound out and blend the word 'alphabet' ('a-l-ph-a-b-e-t'). Check that they understand how to do the alphabet trick. Work out the edcoded message together ('have fun').

P9: Ask the children to read the sound effects with expression, sounding them out first if necessary ('wh-ee' and 'wh-i-zz').

P10: Ask: *What trick does the crocodile get up to?* Check that the children understand that 'Whod' is an expression that means 'slow down'.

P11: Ask: *How do you think they could make the animals' food fun?*

P12-13: Ask: *What do you think is in the box?* If necessary, remind them that Philip and Jim were talking about fun food.

P15: Focus on the tricky word 'Oh'. Ask the children to read the word and then the whole speech in an excited voice to help show how the animals are feeling.

P16: Ask: *How did they make the food fun?*

After Reading

Ask the children to re-tell the story as Jim Vim. Remind them to use the word 'I' and to think about how he feels during the story.