



### Plot Summary

Things keep going missing at the zoo. Sam has X-ray vision and can see the lost things. With the help of Siss the snake, Sam rescues the missing animals and sends the culprit, Freezer Phil, to jail.

### Phonic Focus

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

'w' (as in with)

'f' (as in frost)

'wh' (as in whoosh)

'ph' (as in Phil)

### Blending Practice

Using the words below, say each phoneme and then say the word. As you say each phoneme, write the corresponding grapheme for the children to see. Ask the children to say each phoneme from left to right all through the word and then blend the phonemes together to say the word.

**whoosh** (wh-oo-sh)

**Phil** (Ph-i-l)

**whizz** (wh-i-zz)

**with** (w-i-th)

**freezer** (f-r-ee-z-er)

### Segmenting Practice

Using the words below, say each phoneme and then say the word. As you say each phoneme, write the corresponding grapheme for the children to see. Ask the children to say each phoneme from left to right all through the word and then blend the phonemes together to say the word.

### 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 the 'eir' sounds /air/ in 'their') and then blend the rest.

**oh**      **their**

### Getting Started

Look at the front cover together. Read the title together. Ask: *What special power do you think Sam has? What makes you think this?*

Look at the back cover and read the blurb. Ask: *Can you spot the zoo-keeper?* Explain that Sam can see inside the tiger with his X-ray vision.

### During Reading

Tell the children that it's time to read the story. Remember to give them lots of praise and encouragement. 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:** Talk about all the missing things. Ask: *Where do you think they are?*

**P3:** Check the children understand that Sam can see right into things.

**P4–5:** Check the children understand that the keeper was inside the tiger and that Sam gets him out by rubbing the tiger's tummy.

**P6:** Ask the children to sound out the new character's name: 'F-r-ee-z-er Ph-i-l'. Ask the children to point to the two spellings of the sound /f/. Ask: *Where is the penguin?*

**P7:** Make sure the children understand that 'Siss' is a label here.

**P9:** Ask the children to find the new tricky word on the page ('oh'). Support them in reading it. Ask: *How do you think all the animals are feeling?*

**P10–11:** Support the children in reading 'wh-oo-sh'.

**P12:** Ask the children to sound out and blend the word 's-qu-ee-z-e-s'.

**P13:** Read Freezer Phil's speech bubble together. Ask: *What is happening?*

**P14–15:** Encourage the children to sound out and blend the word 'a-n-i-m-a-l-s'. Ask: *Where could the ring be?*

**P16:** Ask: *How do they get the ring back?*

### After Reading

Divide the children into groups of three. Ask each group to act out the story, with one child as Sam, one as Freezer Phil, and one as Siss. Ask each group to perform their story to the others. Discuss any differences in the story or the characters.