



### Plot Summary

Zebra and Fox are in a quiz together. Zebra tries to test a can of pop to see if it will go fizz, with disastrous results! Fox is too quick and wins the quiz!

### Phonic Focus

Say each phoneme with the children.

/y/ (as in yes)      /z/ (as in zip and buzz\*)

/qu/ (as in quiz)

\*Note that the /z/ phoneme is represented by both 'z' and 'zz'.

### 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.

**zebra** (z-e-b-r-a)

**quiz** (q-u-i-z)

**zip** (z-i-p)

**quack** (qu-a-ck)

**quick** (qu-i-ck)

**buzz** (b-u-zz)

**yes** (y-e-s)

**fizz** (f-i-zz)

### Segmenting Practice

Write the focus graphemes up on a whiteboard ('y', 'z', 'zz' and 'qu'). Say the above words clearly, one at a time, and ask the children to write each word on their own individual whiteboards.

### 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 'e' sounds /ee/ in 'he') and then blend the rest.

**he**      **my**

### Getting Started

Look at the front cover together. Talk about how Fox is watching a Quiz himself.

Ask: *Do you watch quizzes on TV? How would you feel if you were in a quiz on TV?*

Now turn to the back cover and read the blurb for the children. Ask: *Who do you think will win the quiz?*

### 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:** Help the children to sound out and blend the words 'Z-e-b-r-a' and 'qu-i-z'. Ask them which letters together represent the sound /qu/.

**P3:** Support the children in reading the tricky word 'he'. Ask: *Why is Fox saying 'Zip it, Zebra'?*

**P4:** Ask: *Do you think ducks go 'quack'? What do you think Zebra and Fox will say?*

**P5:** Support the children in sounding out and blending 'qu-i-ck' and 'b-u-zz'.

**P6:** Check the children understand that 'He is quick.' is in a thought bubble.

**P7:** Ask: *What are the scores now? The next to answer correctly will win the quiz!*

**P8:** Ask: *What is Zebra doing?* Check the children understand that he is trying to see if a can of pop will go fizz. Say: *Let's all make the sound 'fizzzzzzzz!'*

**P9:** Ask: *Who has buzzed first? Why?* Ask the children to find a tricky word on the page ('me'), and ask them to read it, supporting them if necessary.

**P10:** Ask: *How do you think the characters are feeling now? Have you ever felt disappointed like Zebra?*

**P11:** Support the children in reading the tricky word 'my'. Check they understand what 'But my buzz went fizz.' means.

**P12:** Support the children in sounding out all the words, especially 'b-e-s-t' and 'qu-i-ck'.

### After Reading

Ask: *Do you think Fox and Zebra will be friends? How do you know?* Ask the children to look through the book to show you things the characters say which back this up.