



Plot Summary

Marvin can fly! Robert the robber steals coins from a silver ship and escapes in his hot air balloon. But Marvin bursts the balloon, catches Robert, and makes him hand back the coins.

Phonic Focus

Say each phoneme with the children.

/ear/ (as in near) /air/ (as in fair)
/ure/ (as in sure) /ur/ (as in robber*)

*Note that 'er' is an alternative way of spelling the /ur/ phoneme that children have already learned as 'ur'.

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.

near (n-ear) **fair** (f-air)
sure (s-ure) **robber** (r-o-bb-er)

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 the 'a' sounds /o/ in 'was') and then blend the rest.

all **was**

Getting Started

Look at the front cover together. Read the title together. Ask: *What special skills do you think Marvin has?*

Now look at the back cover and read the blurb for the children. Ask: *Do you think Marvin will catch Robert the robber?*

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: Ask the children to find two words that have the /ar/ phoneme ('Marvin' and 'Star'). Encourage the children to sound out and blend these words.

P3: Talk about Robert the robber. Say: *Look at Robert's balloon. What does a skull and crossbones on a ship usually mean?* (pirates)

P4: Ask the children to point to the new tricky word on the page ('all'). Support them in reading it.

P5: Remind the children that a full stop means it is the end of a sentence. Make sure they leave a clear pause at the end of each sentence. Support them in reading 's-ure'.

P6: Point out that 'is' and 'can' are in bold text, and ask the children how this might change the way they read these sentences. Encourage them to read with extra emphasis on these words.

P7: Ask the children to read the speech bubbles 'Help!' and 'Eek!' together.

P8: Ask: *Do you think Marvin will keep the coins? How do you know?*

P9: Ask: *How do you think Robert is feeling now?*

P10: Ask: *Why do you think Robert is handing the coins back?*

P11: Check the children understand that the Air Troopers are a type of police.

P12: Ask the children to sound out and blend 'surf scooters'. Ask: *Would you like a surf scooter, or would you prefer to fly like Marvin?*

After Reading

Get the children into three groups. Ask one group to re-tell the story from Robert's point of view, one from Marvin's point of view, and one from the point of view of the sailors on the silver ship.