Take a Look
Level 3 Zoom Food

The inside cover page highlights phonics progression, new vocabulary and includes guidance for supporting children’s reading for parents and teachers.

Before reading

Book talk
- Talk about the title of the book and the information on the back cover.
- Read page 2 with your child. What do they think Jin might be like?
- Browse quickly through the rest of the book. Notice the different places where the story is set.

Phonics
Your child should be able to read most of the words in this book by saying the letter sounds then blending them together. Remind your child that sometimes one sound can be made by two or three letters, e.g. Fox-d becomes food. Some decodable words in this story are:

| food  | cook  | popcorn | stars | turn |

Common words
Common words (also called ‘high-frequency’ words) are words that children will use in everyday speech or will come across regularly while reading. Some words (‘tricky’ or ‘common exception’ words) have letter combinations that cannot be read using their current phonics knowledge, e.g. the letters ‘ou’ in you make the /ou/ sound. Encourage your child to identify which parts they know and which parts are tricky, then help them with the tricky part if needed. Some common words in this story are:

| my   | you  |

Developing vocabulary
In order for children to develop their understanding, it’s important that they regularly learn new words. Some words in this story may be tricky for your child to read using their phonics skills alone, but they are important for the meaning of the story. Encourage your child to read these words by saying and blending the letter sounds as much as they can, then help them with the tricky part or simply read the word to them.

Check to see if your child can read and understand the following words before reading:

| zoom | fast  | beetroot | burst of speed | past  | pull |

During reading
To encourage your child to be an independent reader, ensure they are in charge of the book, i.e. that they are holding the book, turning the pages, etc. Enjoy the story together by:
- encouraging your child to read at their own pace, pointing under each word if it helps
- prompting them, if necessary, to say the letter sounds, then blend them together to say the word, e.g. s-tars becomes stars
- encouraging your child to come up with their own questions and comments, as well as responding to your questions, so they know their thoughts and views are valued
- sharing aloud your thoughts on the story and characters. This provides your child with a model to share their own views, e.g. I wonder how Jin is feeling in this picture? I think he looks …
- talking about what they think might happen next, before your child turns the page
- using lots of praise.
In this story...

Jin can zoom up and up. He can go as high as a rocket.

Jin is not as fast as Ben.

Hero profiles give information about the main characters featured in each story and are great for developing prediction skills.

Jin picks a book.

Mrs Butterworth gets a pan. She drops in ...

... a turnip

... a beetroot

... popcorn.

Stories are fully decodable with small steps of phonic progression matched to Letters and Sounds.
Retell the story ...

Story maps provide the perfect opportunity to assess formative comprehension skills such as recall.