



### Plot Summary

Jim's dad is a sailor and his mum is a mermaid. He can swim really fast. He rescues a boat, and flips a shark into a knot. He ends up in the newspaper!

### Phonic Focus

Say each phoneme with the children.

/ar/ (as in shark) /or/ (as in storm)

/ur/ (as in lurking) /ow/ (as in now)

/oi/ (as in coil)

### 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.

**shark** (sh-ar-k)      **now** (n-ow)

**storm** (s-t-or-m)      **coil** (c-oi-l)

**lurking** (l-ur-k-i-ng)

### Segmenting Practice

Write the focus graphemes up on a whiteboard ('ar', 'or', 'ur', 'ow', 'oi'). 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 'ou' sounds /oo/ in 'you') and then blend the rest.

**you**      **her**

### 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:** Support the children in reading 'Jim's', telling them that the symbol is called an apostrophe and that it shows that something belongs to someone.

**P3:** Look at Jim together. Ask: *What is Jim's special skill?* Talk about the sound effects and encourage children to sound them out.

**P4:** Ask the children to sound out and blend 'n-ee-d', then read Jim's speech bubble together.

**P5:** Ask the children to point out two words that have the /ow/ phoneme (drown and now) and ask them to sound out and blend these words. Check they understand that the ship has hit an iceberg.

**P6:** Talk about the sounds Jim makes as he swims. Support the children in sounding out 's-t-or-m'.

**P7:** Help the children to read the tricky word 'you'. Ask: *How does Jim help the ship?*

**P8:** Ask: *What does the shark want to do? How many times can you spot the /ur/ phoneme on this page? Can you find a word with the /ar/ phoneme?*

**P10–11:** Ask the children to describe what Jim is doing. Ask: *What is another word for a coil? (a knot)*

**P12:** Ask: *Why do you think Jim has his picture in the newspaper? What might the report say?*

### Getting Started

Look at the front cover together. Read the title. Ask the following questions:

*Do you think Jim Swim is a normal boy?*

*What do you think the fish think of him?*

Now look at the back cover, and read the blurb for the children. Ask: *What do you think the shark is saying?*

### After Reading

Divide the children into pairs, and ask them pretend they are the journalists who wrote the newspaper article. Ask them to tell the story of what Jim did. Make sure it has a clear beginning, middle and end.