



Yun and the Ice Spirit

Book Band Turquoise B
RR Level 18
Genre Fantasy fiction
Length 24pp (517 words)

Letters and Sounds Phase 6
Year 2, terms 1–2
Phonics Bug Up to Unit 30
Interest words ice, spirit, breathe

Plot Summary

When Yun spots The Dragon Princess tied to a tree, she tells him she has been captured by the Ice Spirit. Yun agrees to fetch her father, the Dragon King, at his underwater palace. While the King battles with the Ice Spirit, Yun rescues the Princess. The King rewards Yun with a magic power.

Curriculum Reference	Objectives	Progression Map Objective
Y2, RC, p.18 LIT 1–16a (CfE) RS8 (W) R8 (NI)	Reading Understand [...] books that they can already read [...] by: making inferences on [...] what is being said and done.	Y2 t2, Making Inferences Participate in discussions about books [...] making simple inferences on [...] what characters do.
Y2, RC, p.18 LIT 1–06a (CfE) OS10 (W) T&L 4 (NI)	Spoken Language Understand [...] books that they can already read [...] by: making inferences on [...] what is being said and done.	Y2 t3, Personal Response and Evaluation of Text With support, use empathy to help them understand characters and their motivation.
Y2, WC, p.21 LIT 1–26a (CfE) WS5 (W) W2 (NI)	Writing Consider what they are going to write [...] by: encapsulating what they want to say, sentence by sentence.	Y2, Planning Can use ideas from role-play to help plan their writing.

Key

CfE = The Curriculum for Excellence (2009)

NI = Northern Ireland Primary Curriculum Foundation Stage (2007)

RC = Reading – comprehension, National Curriculum in England (2013)

W = Foundation Phase Framework for children's learning for 3 to 7-year-olds in Wales (2008)

WC = Writing – composition, National Curriculum in England (2013)



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Session 1: Reading

Before Reading

Phonics for Reading

(Identify alternative spellings of the vowel sounds /o/, where they appear individually and in any position in words e.g. at the beginning, in the middle and at the end of words.)

Look together at page 7 and ask the children to find the word *wants*. What is unusual about the sound that the letter 'a' makes in this word? (It has an /o/ sound in many accents.) Ask, "If you didn't know this word, what clues could you use to help work it out?" Gather ideas. Ask the children if they can think of any other words like 'wants', where the letter 'a' makes the /o/ sound (e.g. watch, wander, quantity). If necessary, give them these words. Ask them to sound them out and then blend the sounds together to read the whole word.

Walkthrough



Talk about the front and back covers. Encourage predictions:

- What do the children think Yun is holding? Is it dangerous or is it a prize?
- What might an 'Ice Spirit' look like? What could it do? Can they find it in the picture?
- What do the children think will happen in this story?

During Reading

While the children read, ask them to think about the main question.

Main question: **What clues show that the Dragon King is a good character? (Y2 t2, Inference)**

Additional prompts to help you sample the children's reading:

- Page 2: Read the last sentence together. Why do the children think that the word *everything* is in italics? What things could change?
- Page 9: Look at the last sentence, *He was afraid, but he dived in*. What was Yun afraid of, and why did he still dive in? Ask the children if they have ever been afraid but still done something.
- Page 10: Check that the children can use their decoding skills (breaking a word up) to read *Crystal*. Can they work out what sound the 'y' is making here?
- Pages 14–15: What sort of character do the children think the Dragon King is at this point? (e.g. scary, wanting to protect his daughter, etc.)
- Page 16: Do they think Yun is in danger from the Dragon King?
- Pages 22–23: What sort of character do the children think the Dragon King is now? How can they tell he is good?

After Reading

Discuss the main question as a group. Ask the children to hunt for all the verbs that relate to the Dragon King. What do they tell us about him? Is he dangerous? Is he kind?

Can the children sort the past tense verbs into two sets – ones with regular '-ed' endings and ones without?

Invite the children to comment on any clues in the illustrations that tell us what the characters are like (e.g. the colours of the King's robes).

Quick Finishers

- Think of three words to describe Yun.
- Do you think Yun will meet the Dragon King and the Dragon Princess again? What clues tell you this on pages 23 and 24?



Session 2: Spoken Language & Writing

Phonics for Writing

Look together at pages 20–21. How many verbs ending in ‘ed’ are there? (*turned, joined, needed, grabbed, rubbed, roared, hissed, melted.*) Write ‘turned’, ‘needed’ and ‘grabbed’ on the board. Underline the root word in ‘turned’ (‘turn’). Ask volunteers to underline the root words in ‘needed’ and ‘grabbed’. Point out that in ‘grabbed’, you have to double the ‘b’ before adding ‘ed’. Ask them to find a similar word on pages 20–21 (*rubbed*).

Spoken Language

In pairs, the children can role-play Yun and the Dragon King flying through the air to rescue the Princess on pages 16–17.

What might they be saying and thinking? Share ideas in preparation for the writing activity.

Pretend that a TV news presenter has arrived and ask the children to take turns to interview each other as Yun or the Dragon King.

(Y2 t3, Personal Response and Evaluation of Text)

Writing

Ask the children to imagine that they are Yun as he flies off with the Dragon King to rescue the Princess (pages 16–17). Ask them to use the ideas from their role-play activity to plan a sentence or two to describe what he might be thinking (e.g. ‘That ice spirit was scary. I’m so excited to be flying through the air though!’). The children can write thought bubbles for Yun and the Dragon King, using the PCM. **(Y2, Planning)**

Making Links

Find out how other cultures view dragons. Create your own dragon power charm, using gathered materials in colours that reflect your powers.