English home learning tasks

Phonics- *Please do these tasks in order*/Spelling

If your child is on Accelerated Reader, they do not need to practise these phonics sounds. Instead they can practise their spellings and continue to read AR books and complete quizzes.

Daily phonics:

We have now introduced all the sounds. Go through all the sounds that we have covered and check if they are still unsure of any. Keep these out and practise saying them every day and sounding out the words. The next phase of phonics is learning alternative sounds (sounds that make the same sound).

For example: igh, i-e, i, ie

These phonics sessions should still be 15 minutes long.

There will be two sound stories per week. The sound stories will be on the school website with the home learning.

Monday –Look and Ruth 'oo' (u-e,u,ue,oo,o,wo,oe,ew) sound

1) Read the story to the children and ask them to listen out for the focus phoneme (sound). Keep the story in front of them so they can follow along.
2) Remove the story from view and reread it, asking the children to put their thumbs up whenever they hear the focus phoneme.
3) Display the text again and read the title, pointing to each word. If you have it printed, underline any word containing the focus phoneme. If not just get them to point to it.
4) Repeat with the first paragraph.

Tuesday – continue Look and Ruth 'oo' (u-e,u,ue,oo,o,wo,oe,ew) sound

5) Continue reading the story slowly while the children follow word by word, underlining/pointing to each word that has the focus phoneme.
6) Ask your child what different phonemes they have found that make todays sound.
7) Write down the first 6 words that have the phoneme in.
8) Ask the children to read the first word, sound-talk it and tell you what graphemes stand for the focus phoneme.
9) Repeat with the remaining words.
10) Draw three columns on the whiteboard and write a different grapheme at the top of each column.
11) Write one word from the story under each grapheme. Here is an example of how it would look:

oo	u-e	u	oe	ew
boots	Luke	Ruth	shoe	grew

Wednesday – The Old Pony 'ow' (blow the snow) Sound (oe/o/ow/o-e/oa)

1) Read the story to the children and ask them to listen out for the focus phoneme (sound). Keep the story in front of them so they can follow along.
2) Remove the story from view and reread it, asking the children to put their thumbs up whenever they hear the focus phoneme.
3) Display the text again and read the title, pointing to each word. If you have it printed, underline any word containing the focus phoneme. If not just get them to point to it.
4) Repeat with the first paragraph.

Thursday – continue

5) Continue reading the story slowly while the children follow word by word, underlining/pointing to each word that has the focus phoneme.
6) Ask your child what different phonemes they have found that make todays sound.
7) Write down the first 6 words that have the phoneme in.
8) Ask the children to read the first word, sound-talk it and tell you what graphemes stand for the focus phoneme.
9) Repeat with the remaining words.
10) Draw three columns on the whiteboard and write a different grapheme at the top of each column.

Write one word from the story under each grapheme. Here is an example of how it would look:

oe	ow	o	o-e	oa
Joe	slow			

Friday –

Dictate sentences with the different words from the week. Can they remember which sound was used for each word?

Here are some useful links to help to teach phonics :

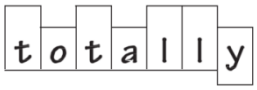
https://www.youtube.com/watch?v=2o2b7nL1jrg&t=72s
https://www.youtube.com/watch?v=TkXcabDUg7Q

Spelling

Continue practising your spellings. Don't forget if you think that the spelling card has been completed; test them to see how they are doing. We allow up to 5 mistakes on each card. If they have only made 5 mistakes, then they can move onto the next card whilst continuing to practise those 5 or less spellings.

Ways to practise these spellings are: 'Look, cover, write, check', rainbow writing, how many times can you spell the word in a minute?

Maybe you could draw around the word to show its shape!



Writing tasks (follow these steps in order)

This week we are going to be writing a fact file about dragons. You will create your own dragon and then create a fact file about it.



Step 1)

What features do dragons have? Label the dragon's body parts. These are nouns (things). Get a grown up to check your spelling. If you need to correct your spelling, write the correct spelling underneath or next to your word.

Step 2)

Now we are going to describe the dragon's body parts by using adjectives (describing words).

For example: hard scales

Step 3) Here are 3 dragons. Describe what type of personality you think these dragons have. Are the friendly dragons? Are they evil dragons? Are they clever dragons? How do you know?







Use the 'and' to add to bits of information together.
For example: The dragon is brave and determined.

Challenge: Can you use the word 'because' to extend your sentence.
For example: The dragon is angry because a knight attacked his castle.

Step 4)
Design your own dragon. Will your dragon have horns? Will it have big wings or little wings? What colour will it be? Will your dragon have a long tail?

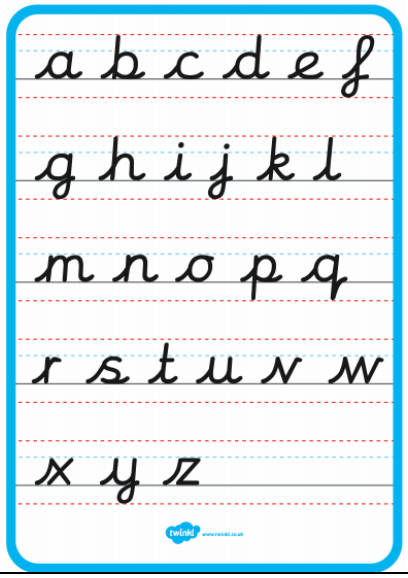
Once you have drawn your dragon, label its features. Don't forget to use adjectives to describe the nouns (things).
For example: Sharp claws, shiny scales

Step 5)
Write a description of your dragon to create your fact file.
Think about these questions whilst writing it.
Where does your dragon live?
What does it eat?
Is your dragon friendly?
What is it's favourite thing to do?

When you are writing your fact file, don't forget to :

- say out loud what you are going to write about
- say your sentence out loud before writing it
- use finger spaces between each word
- use and to extend your sentences
- use a punctuation at the end of the sentence (. , ? !)
- use neat cursive writing that sits on the line
- re-read what you have written to check that it makes sense

Handwriting letter formation chart:
Here is a video to show you how to form them:
https://www.youtube.com/watch?v=2NQ6uS8blwY



Weekly reading tasks
(Aim to do 1 per day)

Some of you have been asking about collecting new reading books but unfortunately, due to the school closure, we are not able to facilitate this.

Free ebooks are available at https://www.oxfordowl.co.uk/for-home/find-a-book/library-page - you do need to register but all books are free to read during the school closure. There are Read Write Inc level books (if you are unsure if your child's level please email seacole@ventrus.org.uk) and Oxford level books for those who are on Accelerated Reader.

Unfortunately, the Oxford levels do not match the Accelerated Reader ZPD codes that your child has. But after having a look at some of the ebooks on AR book finder https://www.arbookfind.co.uk/ , this is a rough guide

Oxford reading levels 1-5 and are below a ZPD of 2, Levels 6/7 are roughly at a ZPD of 2 and levels 8-13 are between 2.5 and 4. This is a rough guide so please check before reading.

Audible is also giving free access to books during this time https://stories.audible.com/start-listen

Story resources
https://www.bbc.co.uk/cbeebies/stories
https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories

Phonics level reading
If your child is on a colour level book (e.g blue, yellow, grey) then you can find Read Write Inc Ebooks on this level. If you are unsure what level book your child is on then email seacole@ventrus.org.uk and I will let you know.

https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/

I would recommend reading this book to your child first, then reading it together and then let them read the book independently.

Other activities you could do are…
Read a variety of books at home.
Retell one of your favourite stories by acting out the events. Maybe you could make masks for the different characters!

If your child is reading Accelerated reader books then they can log in using this link https://ukhosted113.renlearn.co.uk/2236417/public/rpm/login/Login.aspx?srcID=t We have sent home the logins but please email seacole@ventrus.org.uk if unsure.

You can see if any of your books at home are on Accelerated Reader by using the AR book finder.
https://www.arbookfind.co.uk/UserType.aspx?RedirectURL=%2fdefault.aspx

Free access to Renaissance myON digital reading resources is now available to keep your family reading!
Renaissance is pleased to offer free access to myON digital reading resources for students and families during the current COVID-19 school closures. Students who are not already reading with their own personalized accounts to the myON literacy environment are welcome to log in through a single, shared account, to access this collection of curated resources.
What's available:
- The myON digital library—which includes thousands of authentic digital books, fiction and nonfiction, covering a variety of topics and themes
- Five daily myON News articles—which are written for students by journalists and reviewed by a child psychologist for age appropriateness

These resources are available 24/7 and can be accessed on any digital device that is connected to the Internet. Books from the myON digital library can be downloaded onto mobile devices for offline reading, as well.
How to log into myON:
1. Go to: **www.myon.com**
2. Click the login button at the top of the screen
3. Enter the following information on the login page

School name: New York Reads
(begin typing and click on the school from the drop-down menu)
Username: read
Password: books