

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:

This is simplified 15-minute session that can be done daily.

This week we will learn:

i-e (nice, smile, pipe) – this is a split digraph. We explain this by saying they make one sound but have been split up.

I explain they have been split up for talking too much but they are still friends and hold hands. Watch the youtube video to help teach the split digraphs. <https://www.youtube.com/watch?v=IJAL7IoBcQI>

o-e - (phone, home, bone) – this is also a split digraph.

Revise:

er (better, hammer, conker)

- Flashcard the Set 2 + 3 sounds we have learnt so far (See flash card document on the Seacole home learning page) – show the sounds and note the ones your child doesn't know (the unknown sounds should be worked on more frequently)
- Show the flashcard with the new sound **i-e** or **o-e**; tell them the sound and get them to repeat it, then tell them the rhyme and they repeat it back, several times.
- **Reading** – ask them to read the words on the flashcard by sounding out (eg p-i-l-e three sounds because the split digraph only makes one joined sound) and blending (putting the sounds together eg pile), making sure they point out the new sound first.
- **Writing** – choose 4-5 of the words; say one clearly several times. Ask your child to try and segment it – segmenting means counting the amount of sounds on their fingers; ph-o-n-e would be three sounds, for example, whereas d-r-o-n-e would be four. Once they have segmented it aloud, they write down the word. Repeat for the rest of the words on the card.

***Remember:** The o and the e only make one sound even though they are split up. *

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

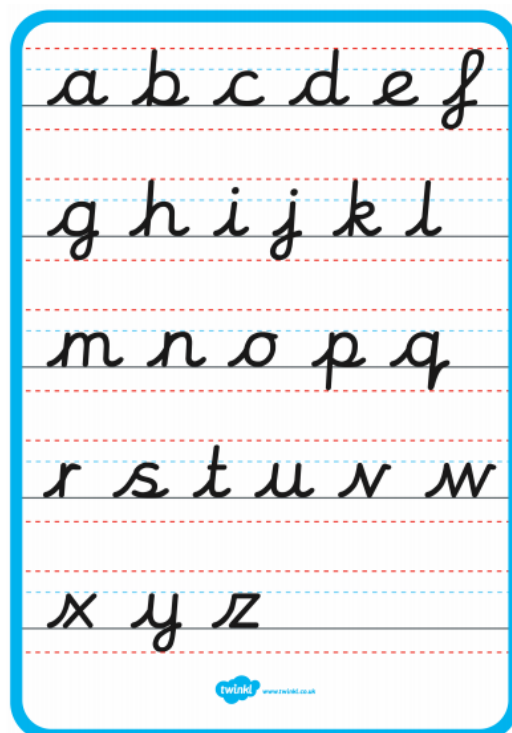
Continue practising your spellings. Don't forget if you think that the spelling card has been completed; test them to see how they are doing. We allow up to 5 mistakes on each card. If they have only made 5 mistakes, then they can move onto the next card whilst continuing to practise those 5 or less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

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

Handwriting letter formation chart:

Here is a video to show you how to form them:

<https://www.youtube.com/playlist?list=PLXKeximRDJ8p4lFalTqIZ1WSSAdotcgGN>



Writing tasks (follow these steps in order)

If you are struggling to find the time to sit down and support your child there are lots of videos that your child can watch that will support their learning. These are not necessarily linked to the current topic but are still useful tools for learning. You could also use these for additional learning if you would like something else to do.

Here are some links where you can find videos:

<https://www.bbc.co.uk/bitesize/subjects/zgkw2hv>

<https://www.thenational.academy/online-classroom/year-1/english#subjects>



Step 1)

Make a list of all the things you can see in the picture (these things are called nouns).

Step 2)

Write a sentence about each animal to describe it.

For example: The zebra is stripy. The zebra is friendly.

Don't forget:

A capital letter to start your sentence.

Punctuation at the end of the sentence.

Finger spaces.

Neat cursive writing.

Check it makes sense.

Step 3)

Now we are going to practice using the word 'and' to extend our sentences.

For example: The zebra is stripy **and** friendly.

Use your sentences in step 2 to add more information using 'and'.

Step 4)

Correct these sentences to make sure they have:

A capital letter to start your sentence.

Punctuation at the end of the sentence.

Finger spaces.

Neat cursive writing.

Check it makes sense.

The giraffe has his head out of the window.

The bear is sitting in the camper truck

the Meerkats are brown and white.

The lion is big fluffy.

Step 5)

Write a description of the picture using the skills we have practised this week.

Remember:

- say out loud what you are going to write about
- say your sentence out loud before writing it
- use a capital letter to start
- use finger spaces between each word
- use and to extend your sentences
- use a full stop 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

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 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!

Have a go at these phonic games: www.phonicsplay.co.uk

Go onto the library to find online resources: www.devonlibraries.org.uk

<https://connect.collins.co.uk/school/portal.aspx> - All you have to do is click on the Teacher portal and enter the following details to access plenty of Collins Big Cat eBooks from Collins' primary reading programme.

Username: parents@harpercollins.co.uk

Password: Parents20!

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>