

## 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:

**ew** (chew, stew, few ) – three letters that make one sound are known as trigraphs

\* remember it is the sounds not the word (children often confuse this)\*

**cious/tious** (precious, delicious, scrumptious ) - This sound can be spelt two different way but is said the same way. It is still one sound.

This week will practise:

**ou** (house, shout, noun )

- 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 **ew** or **cious/tious**; 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 ch–ew two sounds) and blending (putting the sounds together eg chew), 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; p-r-e-cious would be four sounds, for example, whereas s-c-r-u-m-p-tious would be seven. Once they have segmented it aloud, they write down the word. Repeat for the rest of the words on the card.

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?

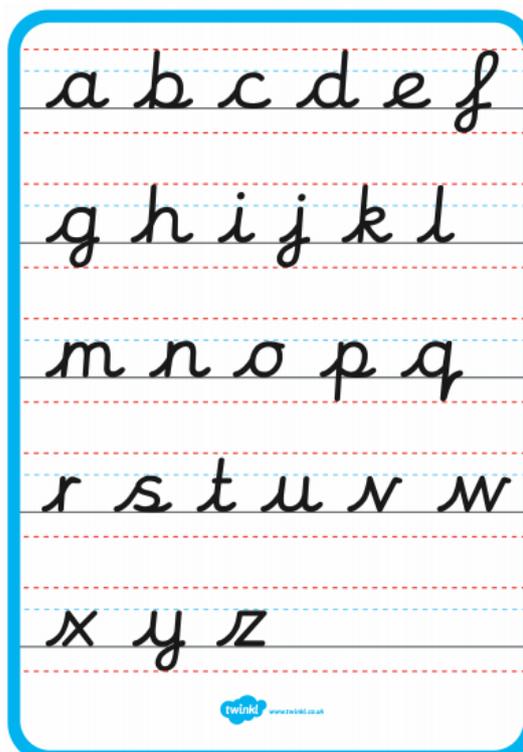
Maybe you could draw around the word to show its shape!

t o t a l l y

Handwriting letter formation chart:

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

<https://www.youtube.com/watch?v=2NQ6uS8blwY>



Writing tasks (follow these steps in order)



Step 1)

What colours can you see on the hot air balloons?  
Now get a grown up to help you correct any spellings.  
Practise writing the spellings out.

Step 2)

Watch this video of a hot air balloon ride.  
What could they see when they were flying in the balloon?  
<https://www.youtube.com/watch?v=Nb1X2xNly94>

Start your sentence with: They saw...

Try to extend your sentence using 'and'.  
For example: They saw trees and fields.

Step 3)

Underline all the nouns (person, place, thing) in the sentence.  
Think of an adjective to describe each noun and re-write the sentence to include the adjective.  
For example: They saw green fields and tall trees.

Step 4)

When there is one noun this is called 'singular'. If there are more than one it is called 'plural'.

For example one dog – two dogs

For most nouns you add an 's' to the end of the word.

Sometimes the spelling of the noun changes completely.

Here are some regular nouns to practise changing into 'plural' by adding 's' at the end.

|       |       |
|-------|-------|
| tree  | trees |
| house |       |
| shop  |       |
| cow   |       |

These nouns will need changing to make them plural.

|        |  |
|--------|--|
| sheep  |  |
| person |  |

Step 5)

If you were to fly over where you live in a hot air balloon, what would you see?

What would you hear?

Write some sentences explaining to explain this.

**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 a full stop at the end of the sentence
- use 'and' to extend your sentence
- use neat cursive writing that sits on the line
- re-read what you have written to check that it makes sense

Extra activities: Design your own hot air balloon. What patterns and colours will you use?

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](mailto: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](mailto: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](mailto: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>