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|  | Miss Macleod’s  Group | Miss Clarke’s  Group | Miss Doughney’s Group | Miss Welch’s  Group |
| Monday | Recap the sound and spelling **‘ay’**.  Write some ‘**ay**’ words e.g. day, say, spray, crayon. Can you put sound buttons on?  Have a go at writing some ‘ay’ words of your own.  Can you put these words into sentences? | Recap the alternative sound for ‘u’.  Quickwrite – pull, put, full, bull – unit, human, music, awful.  Read words on sight and discuss meanings.  Discuss what is the same and what is different about the ‘u’ words?  Write sentence – The music was awful. | Practise adding suffixes changing **‘y**’ to ‘**i**’ **(remember to say y-i!)**  Adding the suffix ‘**es**’ to nouns to make plurals.  Write down as many nouns as you can think of ending in ‘y’. Now change the ‘y’ to ‘i’ and add ‘es’.  Try your new words in sentences. | Recap the sound ‘ear’.  Write some ‘ear’ words e.g. hear, dear, tear, near, clear, spear.  Can you add sound buttons?  Read your ‘ear’ words and discuss what they mean.  Can you write a short sentence with one of the ‘ear’ words? |
| Tuesday | Recap the sound and spelling **‘ou’.**  Write some ‘ou’ words e.g. cloud, found, about. Can you put sound buttons on?  Have a go at writing some ‘ou’ words of your own. Can you put these words into sentences? | Recap the alternative sound for ‘c’.  Play splat!!  Write words on small pieces of paper, spread out on floor and read words at random then splat correct spelling to match. (car, coil, could, cell, ice, city, celebrate)  Write sentence and check - There was ice on the car window. | Adding ‘**ing’** to verbs that end in ’**y**’ (e.g. cry, try, copy).  How many verbs can you think of that end in y? This time you can just add the suffix ‘**ing’.** E.g. copy**ing**  Add ‘**ing**’ to your own verbs and use them in sentences. You could ask your grown up for a sentence that you could borrow. | Recap the sound ‘air’.  Write some ‘air’ words on a piece of paper e.g. hair, chair, fair, pair, pairs, stairs.  Play sound bingo! Ask your parent to read out some of your known ‘air’ words and then mark off the correct word on your paper. |
| Wednesday | Practise reading some of our tricky words.  Oh, their, people, Mr, Mrs, little, were, so, do, like.  Can you write these words into sentences?  (Bingo: If you have a grown up to play with you have a go at tricky word bingo! Pick 4 of our tricky words and ask your grown up to be the bingo caller!) | Recap the alternative sound for ‘g’.  Quickwrite – girl, goat, grunt, great, age, gentle, gem, giant.  Read words on sight and discuss meanings.  Discuss what is the same and what is different about the ‘g’ words?  Write sentence – The huge giant was gentle. | Adding ‘**ed’** to verbs that end in **‘y’.**  Using Tuesday’s verbs, this time you are going to add the suffix ‘**ed**’  Remember to change the ‘**y**’ to an ‘**i’** before you add your ending.  e.g. copy > cop**ied**  Write some nonsense sentences using your past tense verbs. | Recap blends bl, br, ch, cl, cr.  Write some words starting with these consonant blends e.g. black, blog, brain, clap, crisp, cry.  Can you add sound buttons?  Can you put these words into sentences?  Check your sentences have a capital letter, finger spaces and full stop. |
| Thursday | Recap the sound and spelling “**ie**”. Write some ‘ie’ words of your own. E.g. lie, pie, fried, cried. Can you put the sound buttons on these words?  Have a go at writing your own ‘ie’ words.  Can you put these words into sentences? | Recap the alternative sound for ‘i’.  Play splat!!  Write words on small pieces of paper, spread out on floor and read words at random then splat correct spelling to match. (fin, tin, will, stick, mind, kind, child, wild)  Write sentence and check – The child finds a stick. | Adding ‘**ing’, ‘ed’ or ‘er’** to verbs.  Practise saying your short vowel sounds (remember your tongue doesn’t move, only your mouth!).  How many verbs can you think of with a short vowel sound, ending in a single consonant? E.g. hop, skip, jog  Before you add your suffix, remember to double the consonant.  hop > hopp**ing**  Try your new words out in sentences. Remember to check your spellings and punctuation! | Recap sound ‘ure’. Tear up some pieces of paper and write some ‘ure’ words on each small piece e.g. pure, sure, cure, cured, lure, cures.  Play splat!  Spread words on the floor and ask parent to shout out known ‘ure’ words at random. Splat correct word! |
| Friday | Recap the sound and spelling **‘ea’.** Write some ea words of your own. E.g. tea, dream, cream. Can you put sound buttons on these words?  Have a go at writing some of your own ‘ea’ words.  Can you put these words into sentences? | Recap the alternative sound for ‘o’.  Quickwrite – hot, not, pot, no, go, both, open, opening, cold, don’t.  Separate piece of paper into 6 sections and choose 6 words from quick write list. Ask your parent to be a bingo caller and read out known ‘o’ words at random then mark off the spelling to match the word!  Write sentence – Don’t go to the open door. | Can you fix the following words and write the correct spellings into sentences?  Smileing jumpping  Hopeing claping  Loveed danceed  Happyness lovly | Recap blends sh, sc, sk, sl.  Write some words starting with these consonant blends e.g. shop, ship, school, scan, skin, slow, slip.  Can you add sound buttons?  Can you put these words into sentences?  Check your sentences have a capital letter, finger spaces and full stop. |