

	Miss Macleod's Group	Miss Clarke's Group	Miss Doughney's Group	Miss Welch's Group
Monday	<p>Make your own flashcards of the sounds you learned last week! <b>oy, ir, aw and ue</b> not forgetting your sounds from the week before <b>ay, ou, ie, ea</b>. Ask your grown up to show them and you say the sound. Use your flashcards every day this week to make sure you don't forget your sounds! ☺</p> <p>Recap the sound and spelling '<b>ure</b>'. Write some 'ure' words e.g. manure, secure, pure. Can you put sound buttons on? Have a go at writing some 'ure' words of your own.</p> <p>Can you put these words into sentences?</p>	<p>Write each tricky word on a single piece of paper. These are your own flashcards for this week!! – Oh, their, people, Mr, Mrs, looked, called, asked.</p> <p><b>Quickwrite</b> (as fast as you can with no spelling mistakes!) – Oh, their, people, Mr, Mrs, looked, called, asked.</p> <p>Can you write a sentence with each word in?</p> <p>Self-check sentences – punctuation, correct spellings etc.</p>	<p><b>Adding 'ing' and 'ed':</b></p> <p>When the root word has a short vowel sound and ends in one consonant, the rule is double the consonant and add 'ing' or 'ed'.</p> <p>e.g. hit – hitting shop – shopping pat – pat<b>ed</b></p> <p>Write down as many verbs as you can think of with short vowel sounds, ending in one consonant, and apply the rule for 'ing' and 'ed'.</p>	<p>Introduce words with consonant blends – flag, step, from, slip, spin, flip.</p> <p>Tear up some pieces of paper and write a different word on each small piece. Add sound buttons, segment and blend.</p> <p>Verbally rehearse words using pieces of paper as flashcards.</p> <p><b>Play splat!</b> Spread words on the floor and ask parent to shout out known words at random. Splat correct word!</p>
Tuesday	<p>Recap the sound and spelling '<b>wh</b>'. <b>Can you put sound buttons on these words?</b> when which wheels</p> <p>Phoneme spotter! Can you spot all the 'wh' sounds in this text –</p> <p>Mr Whitford, When I was jogging between Whicham Way and Whiddon last week, I saw an odd thing in the pond. I didn't spot it until... WHAM! It splashed me. I was soaked! With a huff and a wheeze, I looked in the pond and saw the beast whirl and cartwheel along. I spotted that it had six long whiskers and it could whistle! It looked thin so I ran to get a wheelbarrow full of wheat as a snack. It munched it all</p>	<p>Use your flashcards from yesterday...</p> <p>Play <b>splat!</b>!! Spread your flashcards out on the floor and read words at random then splat correct spelling to match (Oh, their, people, Mr, Mrs looked, called, asked)</p> <p>What is the tricky part of these words? Can you spot it?</p> <p>Write a different sentence for each tricky word and self-check.</p>	<p><b>Adding 'ing' and 'ed' to split digraphs:</b> Write down as many verbs as you can with split digraphs. Can you remember the rule with the magic 'e'?</p>  <p>Use your new verbs in sentences.</p>	<p>Recap words learned yesterday - flag, step, from, slip, spin, flip</p> <p><b>Play look, cover, write check.</b></p> <ol style="list-style-type: none"> <li>1. Look at the word and identify sounds.</li> <li>2. Cover the word fully.</li> <li>3. Write the word.</li> <li>4. Check your spelling, If incorrect change to the correct spelling and try again.</li> </ol>

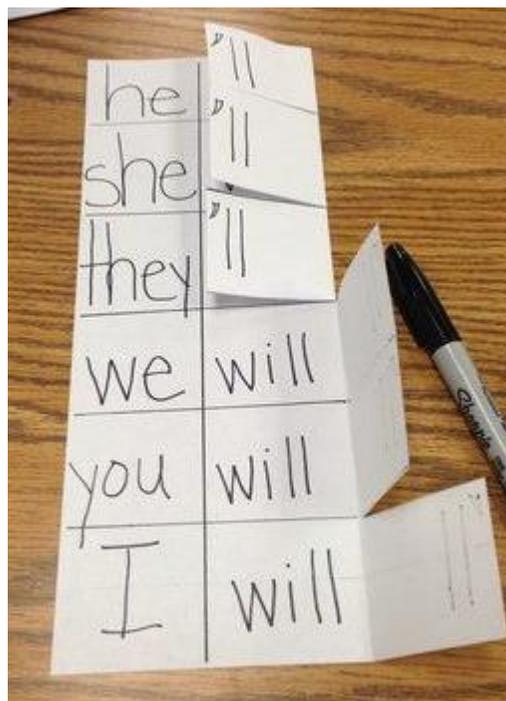
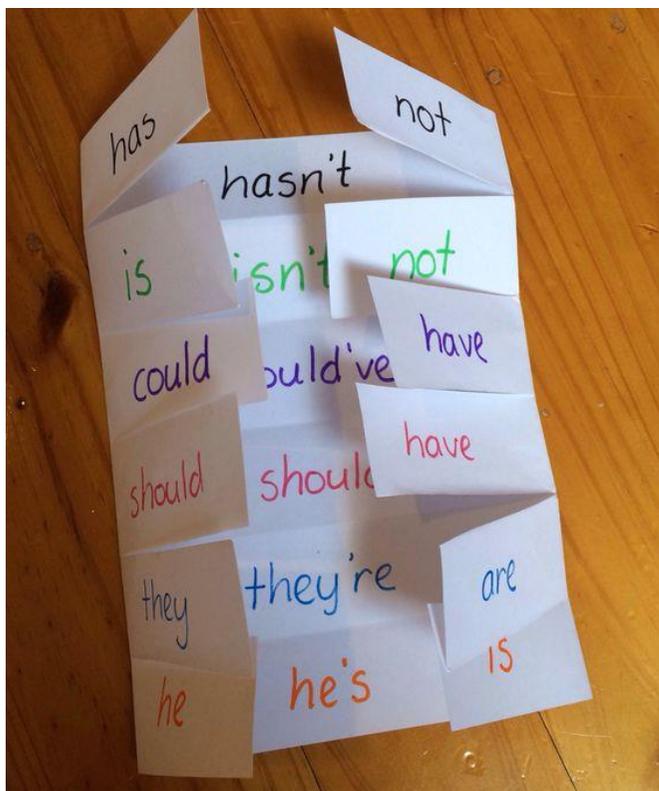
	and then swam away. Can you tell me what the odd thing was? Thank you, Whitnee Whitman		Can you do the same with the 'ed' ending?	
Wednesday	<p>Practise reading some of our tricky words. Oh, their, people, little, were, so, do, like, looked, called, asked, said, have, one, though, who, again, come.</p> <p>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 6 of our tricky words and ask your grown up to be the bingo caller!)</p>	<p>Recap the alternative sound for 'ch' – making the 'c' sound.</p> <p><b>Countdown</b> (write all words within 1 minute) – school, chord, ache, Chris, Chloe, chemical, Christmas, technical.</p> <p>Separate piece of paper into 6 sections and choose 6 words from count down list. Ask your parent to be a bingo caller and read out known alternative 'ch' words at random then mark off the spelling to match the word!</p> <p>Write sentence and self-check – Chloe and Chris were excited about Christmas.</p>	<p><b>Adjectives 'er' and 'est':</b></p> <p>Create some adjective word strings/chains, adding the suffix 'er' and 'est'.</p> <p>e.g. long - longer – longest</p> <p>Why not create some actual chains or strings?</p>	<p>Introduce words with consonant blends – track, twin, grab, glad, drop, drink.</p> <p>Read, segment and blend.</p> <p><b>Quickwrite</b> (as fast as you can with no spelling mistakes!) – track, twin, grab, glad, drop, drink</p> <p>Can you write a sentence with each word in?</p> <p>Remember a capital letter, finger spaces and a full stop. Check your sentence – Does it have everything we have mentioned? If not, correct it.</p>
Thursday	<p>Recap the sound and spelling "ph". Can you put the sound buttons on these words – Phonics Graph Dolphin</p> <p>Play Splat Write as many 'ph' words as you can and spread them out. Ask your grownup to say a ph word you have written and you need to splat it as fast as you can. Can you write sentences including words with the 'ph' sound?</p>	<p>Recap the alternative sound for 'ch' – making the 'sh' sound.</p> <p><b>Quickwrite</b> (write words as fast as you can) – chef, machine, Charlotte, chalet, brochure, parachute, chandelier.</p> <p>Read words on sight and discuss meanings.</p> <p>Discuss what is the same and what is different about the 'ch' words?</p> <p>Write sentence – The chef was using the machine.</p>	<p><b>Plurals s or es:</b></p> <p>Do these words need an s or es to make them plural?</p> <p><b>Remember the rule for 'es' – does the word make a buzzing, hissing or shushing sound?</b></p> <p>Dog Torch Fox Box Duck Peach Basket Tree Glass Bottle</p>	<p>Recap words – flag, step, from, slip, spin, flip, track, twin, grab, glad, drop, drink. (Read on sight)</p> <p>Play sound bingo! Choose 6 words from above and insert into grid on your piece of paper. Ask your parent to read out some of your known words and then mark off the correct word on your paper.</p>

Phonics

			Shoe Buzz Banana  Can you make some questions with your new words?	
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**Miss Doughney's group:**

[https://www.spellingplay.co.uk/y2\\_member/violets\\_vowel\\_suffixes.html](https://www.spellingplay.co.uk/y2_member/violets_vowel_suffixes.html)



HFW that have homophones (in some accents): First 100 HFW, Next 200HFW, Not HFW

of/have(off), him(hymn), not(knot), to/too(two), no(know), see(sea), be(bee), for(four), we(wee), are(our), it's(its), so(sew, sow), some(sum), were(whirr), there/their(they're), one(won), by(buy), I(eye), time(thyme), made(maid), here(hear), where(wear), or(awe), our(hour), new(knew), through(threw), been(bean), red(read), right(write), need(knead), night(knight), three(free), great(grate), which(witch)