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|  | Miss Macleod’s  Group | Miss Clarke’s  Group | Miss Doughney’s Group | Miss Welch’s  Group |
| Monday | Continue making flashcards for all the sounds you have learned so far! Remember to practise these daily to help you remember your sounds ☺  This week we are going to practise our split diagraph sounds.  ‘i-e’  Remember how we put sound buttons on our split diagraphs  See the source image  Can you write the i-e words which match these pictures?    Have a go at writing i-e words into a sentence! | Write each homophone (same sounding word with a different spelling and meaning) on a single piece of paper. These are your own flashcards for this week!! – **which, witch, peace, piece, through, threw, two, too, pear, pair**  **Quickwrite** (as fast as you can with no spelling mistakes!) – **which, witch, peace, piece, through, threw, two, too, pear, pair**  Can you write a sentence with each word in?  Self-check sentences – punctuation, correct spellings etc. | **Pattern hunting – ‘ge’ and ‘dge’**  Say these suffixes aloud, what do you notice? They both sound the same, so how do you know which one to use?  Take a look at these words and see if you can sort them into 2 groups and find a pattern/rule.  Bridge, huge, wage, sludge, charge, trudge, stage, rage, backstage, badge, fudge, page, budge, sage, splodge, hedge.  Once you have spotted the pattern, can you think of any other words with these endings? | Introduce the sound **‘ay’**.  Write some ‘**ay**’ words e.g. day, say, lay, hay, pray, spray, crayon. Can you add sound buttons?  Have a go at writing some ‘ay’ words of your own.  Can you put each word into a simple sentence? |
| Tuesday | Recap sound and spelling of split diagraph o-e.  home  bone  phone  hope  alone  spoke  broke  Can you put the sound buttons on these words and sound them out carefully?  Write as many o-e words as you can and spread them out on your table/floor. Ask a grownup to say an o-e word and splat it as fast as you can!  Have a go at writing some sentences including an o-e word! Remember full stops and capital letters. | Use your flashcards from yesterday…  Play **splat**!!  Spread your flashcards out on the floor and read words at random then splat correct spelling to match - **which, witch, peace, piece, through, threw, two, too, pear, pair**  Can you draw a picture to represent each word to help you remember the correct meaning?  **Remember a homophone is:**  -A word that sounds the same but has a different spelling and meaning. | Using your words from Monday, choose 6 words and use them to create a story. You can use your words more than once.  Why not write the words onto pieces of paper and turn them over to pick them out at random? Your story can be as silly as you like. | Introduce the sound **‘ou’**.  Write some **‘ou’** words e.g. our, sour, about, cloud, proud, loud. Can you add sound buttons?  Have a go at writing some ‘ou’ words of your own.  Can you put each word into a simple sentence? |
| Wednesday | Recap sound and spelling of split diagraph a-e.  awake  flake  shake  rake  amaze  grape  wave  can you put the sound buttons on these words and sound them out carefully?  Can you write the ‘a-e’ words which match these pictures?        Try and use ‘a-e’ words in a sentence. | Recap the alternative sound for ‘ou’ – making the ‘oo’ and ‘u’ sound.  **Countdown** (write all words within 2 minutes)– you, soup, group, could, should, would, couldn’t, wouldn’t, shouldn’t.  **Play bingo!!**  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 ‘ou’ words at random then mark off the spelling to match the word!  Write sentence and self-check – There is a big group of girls in my class. | How many different graphemes can you remember for the ‘or’ sound?  or, aw, au, augh, al, our  Create a table with columns and see how many words you can think of for each grapheme.  Can you spot any patterns to help you to remember which one to use?  Try your new words in sentences to help you. | Practise reading some of our tricky words.  **Oh, their, people, Mr, Mrs, little, were, so, do, like.**  Can you write these words into sentences?  **Play bingo!!**  Separate piece of paper into 6 sections and choose 6 words from the list. Ask your parent to be a bingo caller and read out known tricky words at random then mark off the spelling to match the word! |
| Thursday | Recap the three split diagraphs we’ve used this week.  a-e  o-e  i-e  Have a go at writing as many words as you can remember from each split diagraph!  Show your grownups and play a game of splat! Splat the words which your grown up says aloud and see how fast you are at spotting the split diagraphs in words! | Recap the alternative sound for ‘ou’ – making the ‘o’ sound.  **Quickwrite** (write words as fast as you can) – you, soup, group, could, should, would, shoulder, mould, mouldy, boulder.  Read words on sight and discuss meanings.  Discuss what is the same and what is different about the ‘ou’ words?  Write sentence – There was lots of boulders on the road. |  | Introduce the sound **‘ie’**.  Write some **‘ie’** words e.g. lie, pie, tie, pies, skies, lies. Can you add sound buttons?  Have a go at writing some ‘ie’ words of your own   * Can you put each word into a simple sentence? |
| Friday | Keep practising reading some of our tricky words!  Oh, their, people, little, were, so, do, like, looked, called, asked, said, have, one, though, who, again, come, some, there.  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!) | Use your flashcards from the beginning of the week and review each homophone.  **Play bingo!!**  Separate piece of paper into 6 sections and choose 6 words from your flashcards. Ask your parent to be a bingo caller and read out known words at random then mark off the spelling to match the word! | This week, add some graphemes to your boggle game and see how many words you can make.  E.g instead of just ‘e’, add ‘ee’, instead of ‘a’ add ‘ai’ etc | Recap the tricky words from this week and copy each word onto a small piece of paper.  Play **splat**!!   * Spread your flashcards out on the floor and ask your parent to read words at random then splat correct spelling to match. |