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|  | Miss Macleod’s  Group | Miss Clarke’s  Group | Miss Doughney’s Group | Miss Welch’s  Group |
| Monday | **Adding ‘ing’ and ‘ed’:**  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’.  e.g. hit – hit**ting**  shop – shop**ping**  pat – pat**ted**  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’. | **Apostrophes (possession)**  Can you rewrite and complete the sentences to show possession? Try some of your own.  e.g. The rocket belonging to the astronaut blasted off towards the space station.  The **astronaut’s** rocket blasted off towards the space station.  1)The guitar belonging to the band…  2)The tractor belonging to the farmer…  3)The steeple belonging to the church…  4)The spaceship belonging to the children…  5)The tricks belonging to the magician… | **Phonics Hunt**  Become a detective and see how many objects you can find indoors and outdoors with the following graphemes:  ay, ea, oo, o-e, a-e, ff, th, ng  Make a list of words for each sound.  Why not write the word in chalk or make your own word labels? | 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!) |
| Tuesday | **Adding ‘ing’ and ‘ed’ to split digraphs:**  Write down as many verbs as you can with split digraphs. Can you remember the rule with the magic ‘e’?    Use your new verbs in sentences.  Can you do the same with the **‘ed’** ending? | **Words with ‘a’ that sounds like ‘or’:**  Walk  Talk  Call  Stalk  Small  Fall  Chalk  Ball  Tall  Practise saying and spelling these words. Have you spotted that the endings are ‘ll’ or ‘lk’.  Can you find any of your own?  Try them in a sentence. | **Fluency and comprehension**  Your task today is to read aloud a piece of writing that you have written over the past 10 weeks. Can you go back through your writing and check your spellings? Have you chosen the correct sound and spelling of that sound? If not, can you fix it?  Get some tips from The Worst Witch:  <https://www.bbc.co.uk/teach/supermovers/ks1-english-reading-aloud-with-the-worst-witch/zh6cpg8> | 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.  The wild child does a trick.  You might find a stick behind the tree. |
| Wednesday | **Adjectives ‘er’ and ‘est’:**  Create some adjective word strings/chains, adding the suffix ‘er’ and ‘est’.  e.g. long - longer – longest  Why not create some actual chains or strings? | **‘ge’ or ‘dge’?**  Can you put the words into the correct column?  Ask you adult to read them out.  Splodge, rage trudge, charge, age, hedge, edge, nudge, barge, badge, budge, sledge, backstage, stage, large   |  |  | | --- | --- | | ge | dge | | e.g. huge | bridge | |  |  |   Can you spot the pattern?  Use your new words in sentences. | **Spelling Bee**  **https://www.bbc.co.uk/teach/supermovers/ks1-english-the-spelling-bee-with-bertie-bee/zkwvmfr**  Your task is to learn to spell these words and use them aloud over the next 7 days.  Laughed something  Climbed which  Different thought  Beautiful people  What is the longest word you can find and what does it mean? | 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. |
| Thursday | **Plurals s or es:**  Do these words need an s or es to make them plural?  **Remember the rule for ‘es’ – does the word make a buzzing, hissing or shushing sound?**  Dog  Torch  Fox  Box  Duck  Peach  Basket  Tree  Glass  Bottle  Shoe  Buzz  Banana  Can you make some questions with your new words? | Can you spell your numbers from 1-20 in words?  Add the sound buttons to your words. | Practise writing out the words above with read, cover, write, check.  Can you write them into a sentence? | Recap the alternative diagraph for ‘ow’  Write the words as fast as you can –  Low, grow, show, down, slow, how  Can you recognise the alternative ‘ow’ sounds in the words? Separate them into 2 lists.  Write sentence – There is snow on the window.   * Can you go slow down the hill? |
| Friday | **Apostrophes (possession)**  Can you rewrite and complete the sentences to show possession? Try some of your own.  e.g. The rocket belonging to the astronaut blasted off towards the space station.  The **astronaut’s** rocket blasted off towards the space station.  1)The guitar belonging to the band…  2)The tractor belonging to the farmer…  3)The steeple belonging to the church…  4)The spaceship belonging to the children…  5)The tricks belonging to the magician… | How many different graphemes can you remember for the ‘air’ sound?  Air, are, ear, ere  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. | Can you write out the days of the week in order – remember you capital letters?  Can you write out the months of the year in order – remember yout capital letters?  Now check your spellings and correct them. Keep practising, as you will need to write out the full date in year 3!  e.g. Monday 6 July 2020 | Recap the alternative diagraph for ‘ie’  replied, cried, chief, thief, shield, fried, lied, belief, shriek, pie.  Separate these words into 2 lists for the two separate sounds they make.  Have a go at writing this sentence.  A thief cried and denied his crime. |