

Phonics Home Learning – Week 2 – Ask your child what phonics group they were in and follow each phonics session for that particular group.

	Miss Macleod's Group	Mrs Ashurst's Group	Miss Clarke's Group	Miss Welch's Group
Monday	<p>Make your own flashcards of the sounds you learned last week! ay, ou, ie, ea. 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 'oy'. Write some 'oy' words e.g. toys, oyster, annoy, enjoy.</p> <p>Geraldine the Giraffe learns /oy/ - YouTube</p> <p>Can you put sound buttons on? Have a go at writing some 'oy' words of your own.</p> <p>Can you put these words into sentences?</p>	<p>Recap the alternative sound for 'ow'.</p> <p>Countdown (write all words within 1 minute) – low, grow, show, down, slow, how</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 'ow' words at random then mark off the spelling to match the word!</p> <p>Write sentence – There is snow on the window.</p>	<p>Homophones – words that sound the same but have different meaning and spellings.</p> <p>Orally teach the clapping rhyme: 'A sailor went to sea sea sea'. A sailor went to sea sea sea, To see what he could see see see, But all that he could see see see, Was the bottom of the deep blue sea sea sea.</p> <p>Can you think of more words that do not have the same spelling or meaning? See below for some examples of common homophones.</p>	<p>Introduce tricky words – so, do, come, some, said, like.</p> <p>Tear up some pieces of paper and write a different tricky word on each small piece. Verbally rehearse words using pieces of paper as flashcards.</p> <p>Play splat! Spread words on the floor and ask parent to shout out known tricky words at random. Splat correct word!</p>
Tuesday	<p>Recap the sound and spelling 'ir'. Write some 'ir' words</p> <p>Geraldine the Giraffe learns /ir/ - YouTube</p> <p>e.g. swirl, girl thirteen. Can you put sound buttons on? Have a go at writing some 'ir' words of your own. Can you put these words into sentences?</p>	<p>Read tricky words – looked, called, asked, could, would, should.</p> <p>Quickwrite (as fast as you can with no spelling mistakes!) – looked, called, asked, could, would, should.</p> <p>Can you write a sentence with each word in?</p> <p>Self-check sentences – punctuation, correct spellings etc.</p>	<p>Ask a grown up to dictate some sentences to you, using the homophone pairs that you came up with yesterday.</p> <p>e.g. I blew up a giant blue balloon.</p> <p>The brave knight could only come out at night.</p> <p>Remember to check your punctuation.</p>	<p>Recap tricky words – so, do, come, some, said, like. Read on sight.</p> <p>Play look, cover, write check.</p> <ol style="list-style-type: none"> 1. Look at the word and identify sounds. 2. Cover the word fully. 3. Write the word. 4. Check your spelling, if incorrect change to the correct spelling and try again.
Wednesday	<p>Practise reading some of our tricky words. Oh, their, people, little, were, so, do, like, looked, called, asked, said, have.</p>	<p>Recap the alternative sound for 'a'.</p> <p>Play splat!!</p>	<p>Write down as many homophones as you can on pieces of paper. For each word,</p>	<p>Recap tricky words – so, do, come, some, said, like. Read on sight.</p>

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	<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>Write words on small pieces of paper, spread out on floor and read words at random then splat correct spelling to match. (fast, path, class, grass, acorn, bacon, angel, baby, branch)</p> <p>What is the same in these words? What is different?</p> <p>Write sentence and check – The baby saw the branch on the grass.</p>	<p>draw a picture to remind you of the meaning of the word.</p> <p>Let's have a competition!</p> <p>Now turn over the pieces of paper. Take turns to pick a piece of paper and turn it over. Read out the word and see who can write a sentence out quickest.</p>	<p>Quickwrite (as fast as you can with no spelling mistakes!) – so, do, come, some, said, like.</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 "aw". Write some 'aw' words of your own. E.g. straw, drawer, claw, lawn.</p> <p>Geraldine the Giraffe learns /aw/ - YouTube</p> <p>Can you put the sound buttons on these words?</p> <p>Ask your grown-ups to read some aw words to you. Can you write the aw words sounding them out carefully?</p> <p>Can you write sentences including words with the 'aw' sound?</p>	<p>Recap the alternative sound for 'a'.</p> <p>Countdown (write all words within 1 minute) – what, wasp, watch, wash, squash, squad, father, Amy.</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 'a' words at random then mark off the spelling to match the word!</p> <p>Write sentence and self-check – Amy's father squashed the acorn. .</p>	<p>Contractions:</p> <p>Can you shorten these words and add in an apostrophe ' to replace the missing letter or letters?</p> <p>Do not Have not Should not Could not We will He will She will You are I would</p> <p>Why not try to make a foldable word game to help you? See the images below.</p> <p>Try using the contractions in sentences.</p>	<p>Recap tricky words – so, do, come, some, said, like. Read on sight.</p> <p>Play sound bingo! Ask your parent to read out some of your known tricky words and then mark off the correct word on your paper.</p> <p>Can you correct these spellings?</p> <ul style="list-style-type: none"> - Doo - Soo - kome - Sum - Sed - liek
Friday	<p>Recap the sound and spelling 'ue'. Write some ue words of your own. E.g. blue, clue, rescue, tissue.</p> <p>Geraldine the Giraffe learns /ue/ - YouTube</p>	<p>Recap the alternative sound for 'a'.</p> <p>Quickwrite (as fast as you can with no spelling mistakes!) – apron, apricot, age, want, hat, apple, always, tasty, watch.</p>	<p>Possessive apostrophes:</p> <p>If something belongs to someone, we say that it is their possession. When we write it down we add an apostrophe and an s like this – 's</p>	<p>Recap tricky words – so, do, come, some, said, like. Read on sight.</p> <p>Play splat!</p> <p>Spread words on the floor and ask parent to shout out known tricky words at random. Splat correct word!</p>

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Can you put sound buttons on these words?

Play splat!

Try to write at least 10 'ue' words and then spread them out on the floor. Ask your grown up to say one of your ue words and then splat which word they say. See how quickly you can splat the word!

Can you put some 'ue' words into sentences?

Phoneme Spotter (Spot the quickwrite words in the paragraph below). Discuss as we go.

When I was of a young age, I always wanted to make an apricot and apple cake. So, I put on my hat and my apron then began to bake! I watched my cake rise in the oven. Once it had baked, I took it out and tried one piece. It was so tasty!

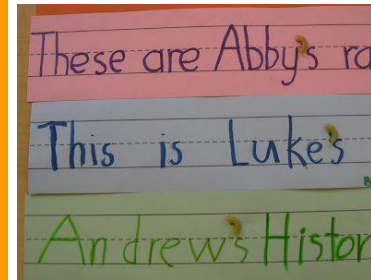
Write sentence and self-check – I liked baking my apricot and apple cake.

e.g. This is Sarah's toy car.

You will need to create your own '**apostrophe.**

Next you will need to write out your own sentences about things that belong to people.

Now add in your apostrophe and rewrite your sentence with the correct punctuation.



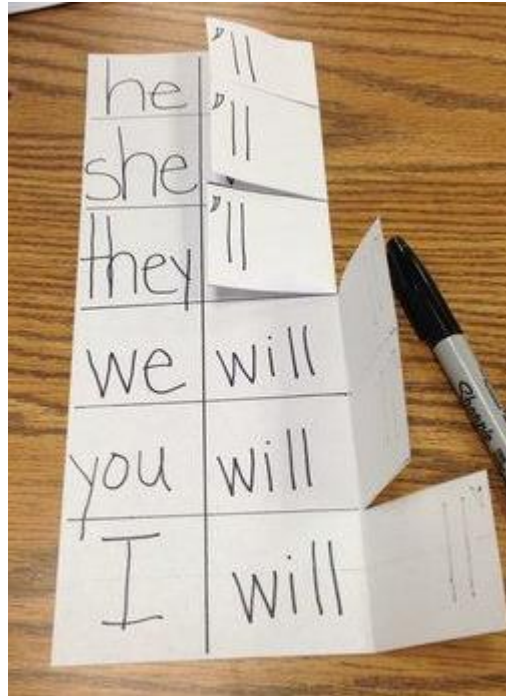
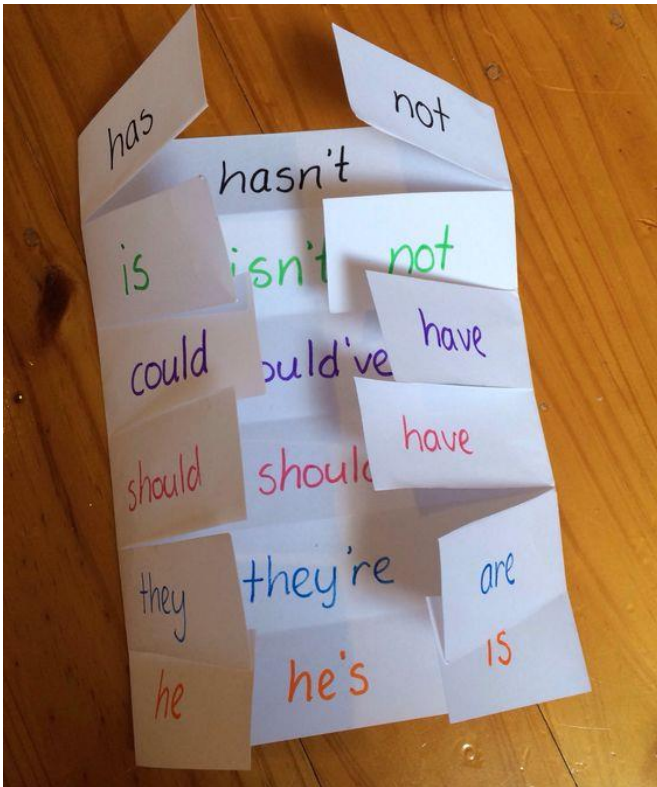
Writing sentences:

Can you write a short diary including 5 simple sentences of what you have been up to this week?

Rehearse your sentence, say them out loud, count how many words is in your sentence then write it.

Remember each sentence starts with a capital letter, use finger spaces between each word, and end your sentence with a full stop.

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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)