Connected Learning Team Primary

Pre-Primary

<u>English Package</u>

Syllables

Onset Rime

Phonics – initial sounds

2 weeks

Curriculum Links

- Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)
- Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents (ACELA1440)
- Understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438)
- Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words (ACELA1819)
- Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blends sounds associated with letters when reading CVC words (ACELA1820)
- Produce some lower case and upper case letters using learned letter formations (ACELY1653)

Using this package

- *There are explicit teaching pages to assist you with teaching your child the concept.*
- *Activities to practise and consolidate skills.*
- *Answers to some activities can be found at the end of the package or at the bottom of the sheet.*
- *Complete the parent feedback sheet each day.*

English Home Learning Week 1 Overview

	Day 1	***Day 2***	***Day 3***	***Day 4***	***Day 5***
Learning Intention	*-We are learning to join words together to make new words called compound words.* *-We are learning to read and write words with the /g/ sound.*	*-We are learning to count the number of syllables in words up to 5.* *-We are learning to read and write words with the /o/ sound.*	*-We are learning to count the number of syllables in words up to 5.* *-We are learning to read and write words with the /k/ sound using the letter 'c'.*	*-We are learning to count the number of syllables in words.* *-We are learning to read and write words with the /k/ sound.*	*-We are learning to read tricky words.* *-We are learning to read and write CVC words.*
Success Criteria	*-I can join two words to make a new word.* *-I can read and write words with the /g/ sound.*	*-I can chin bump the number of syllables in words.* *-I can read and write words with the short /o/ sound.*	*-I can identify the number of syllables in words.* *-I can read and write words with the /k/ sound represented with a 'c'.*	*-I can sort pictures by the number of syllables in words.* *-I can read and write words with the /k/ sound.*	*-I can read tricky words.* *-I can take turns when playing a game.* *-I can read and write CVC words.*
Resources Needed	*-compound word sheet* *-scissors and glue* *-/g/ sound sheet* *-flashcards*	*-colour the syllables sheet* *-coloured pencils* *-/o/ sound sheet* *-flashcards*	*-a die or make up the paper one provided* *-small items to use as counters* *-syllable tic tac toe sheet* *-/c/ sound sheet* *-flashcards*	*-Syllable sorting pictures and sorting sheet* *-scissors and glue* *-/k/ sound sheet* *-flashcards*	*-gameboard* *-die* *-small items for counters* *-read and write sheet* *-pencil*
Learning Activities	***Phonemic Awareness:*** *Focus: Syllables* *1.Make the compound word sheet* ***Phonics:*** *2.Complete the /g/ sound sheet*	***Phonemic Awareness:*** *Focus: Syllables* *1.Colour the number of syllables sheet* ***Phonics:*** *2.Complete the /o/ sound sheet*	***Phonemic Awareness:*** *Focus: Syllables* *1.Tic Tac Toe Game Board* ***Phonics:*** *2.Complete the /c/ sound sheet*	***Phonemic Awareness:*** *Focus: Syllables* *1.Sort the syllables* ***Phonics:*** *2.Complete the /k/ sound sheet*	***Tricky Words*** *1.Board game* ***Phonics:*** *2. Read and write sheet* *3. Make words with flashcards*
Accountability	*-Fill out parent feedback sheet*	*-Fill out parent feedback sheet*	*-Fill out parent feedback sheet*	*-Fill out parent feedback sheet*	*-Fill out parent feedback sheet*
Place a tick in the box	☐ *completed* ☐ *not completed*	☐ *completed* ☐ *not completed*	☐ *completed* ☐ *not completed*	☐ *completed* ☐ *not completed*	☐ *completed* ☐ *not completed*

Lower-Case Flashcards to use at Home. Cut up and say each of the sounds and letter names. Store in a ziplock bag to use each day.

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

Day 1: Explicit Teaching-Compound Words

We are learning to join words together to make new words called compound words.

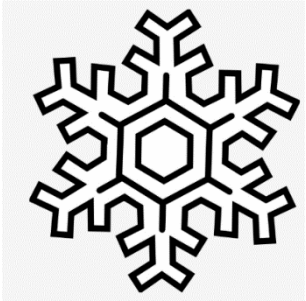
cup

+

cake

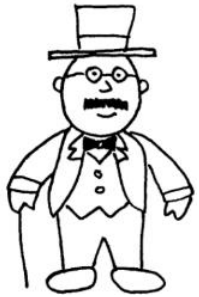
=

cupcake



snow

+



man

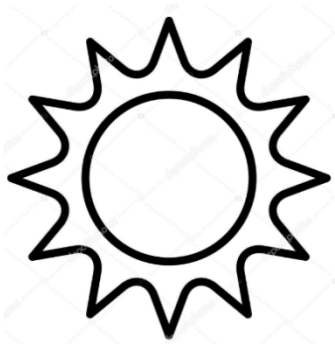
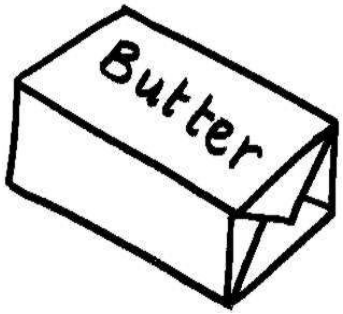
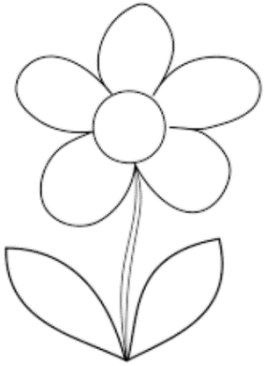
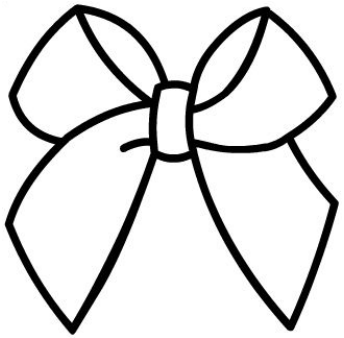
=

snowman

Success Criteria: I can join two words to make a new word.

Day 1: Make the Compound Word Pictures

Cut out the pictures and join 2 together to make a new word.

Day 1: Make the Compound Word Sheet

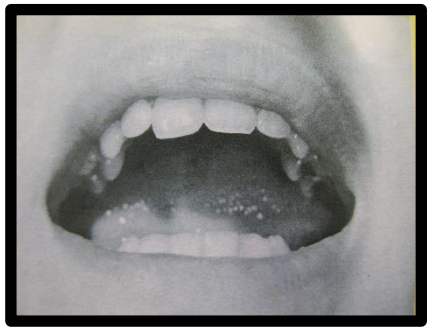
Use the pictures from the previous page and join 2 together to make a new word. Draw the new word in the last box in each row.

Picture	Picture	New Word

Answers: football, butterfly, rainbow, sunflower

Day 1: Explicit Teaching

We are learning to read and write words with the /g/ sound.

Hear	**Say**
Focus on the sound so your child can hear it on it's own and in words. -gorilla -gap -go	Ensure you articulate the sound correctly by looking at the shape of your mouth. 
Read	**Write**
When completing the activities break up the words into each individual sound. g/a/s g/e/t p/i/g	Practise writing the letter 'g' on a piece of paper.

Success Criteria: I can read and write words with the /g/ sound.

Day 1: Phonics: /g/ Sound

1) Go for a hunt around the house and find things that start with the /g/ sound. Draw what you found in the box below.

2) Read the following words: Put a line under the /g/ sound.
Draw a picture to match the word.
Use your letter cards to make the words.

pig	*dig*	*gas*
gap	*got*	*pigs*

3) Read the following sentences: Put a line under the /g/ sounds.

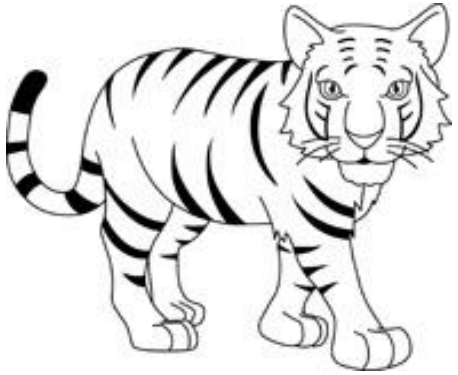
Dig in the pit.
The dog got in the tin.

4) Can you find items around the house like rocks, lego, shells or playdough. Make the words with the /g/ sound on this page using what you found.

Day 2: Explicit Teaching Syllables

We are learning to count the number of syllables in words.

Chin Bumps



You are going to say the word '***tiger***' and feel chin bumps.

Tiger has 2 beats (syllables) in it, so you will feel 2 chin bumps.

Put your flat hand under your chin. Say '***tiger***' out loud.

ti / ger

Your chin will bump your hand 2 times.

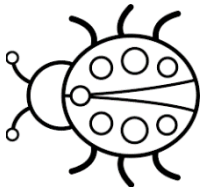
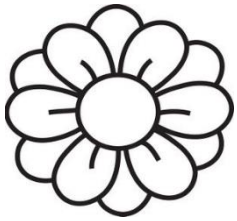
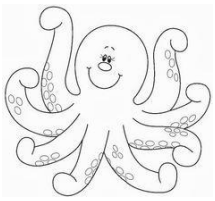
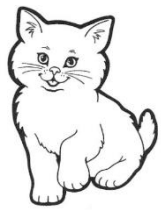
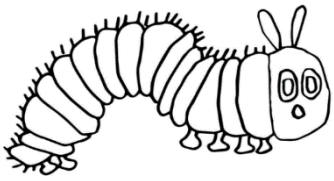
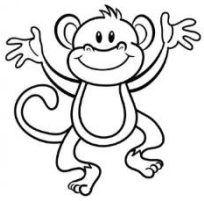
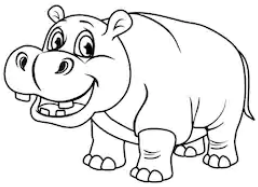
Success Criteria:

I can chin bump the syllables in a simple word.

Day 2: Phonological Awareness-Count the Syllables

How many syllables does each of the following have?

Colour in the number of circles to show.

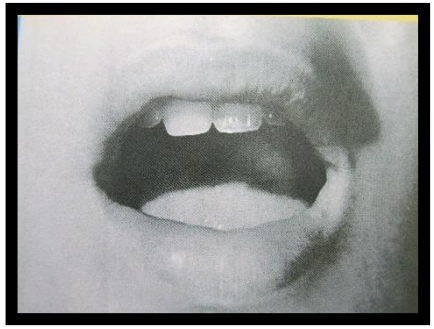
I DO	**ladybug**  1 2 3 ○ ○	**flower**  1 2 ○ ○ ○
	Octopus  1 2 3 ○ ○	**cat**  1 ○ ○ ○ ○
	caterpillar  1 2 3 4 ○	**kangaroo** 1 2 3 ○ ○
	monkey  1 2 ○ ○ ○	**hippopotamus**  1 2 ○ ○ ○

Self-reflection: How well do you think you did at counting the number of syllables in the words. Colour all 3 faces if you completed the activity independently, 2 faces if you needed some help and 1 face if you needed lots of help.

☺☺☺

Day 2: Explicit Teaching

We are learning to read and write words with the /o/ sound.

Hear	**Say**
Focus on the sound so your child can hear it on it's own and in words. -octopus -orange -Oscar -pot	Ensure you articulate the sound correctly by looking at the shape of your mouth. 
Read	**Write**
When completing the activities break up the words into each individual sound. p/o/t d/o/g h/o/t	Practise writing the letter 'o' on a piece of paper.

Success Criteria: I can read and write words with the short /o/ sound.

Day 2: Phonics: short /o/ Sound

1) Go for a hunt around the house and find things that start with the /o/ sound. Draw what you found in the box below.

2) Read the following words: Put a line under the /o/ sound.
Draw a picture to match the word.
Use your letter cards to make the words.

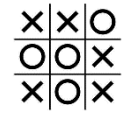
pot	*pop*	*top*
dog	*got*	*on*

3) Read the following sentences: Put a line under the /o/ sounds.

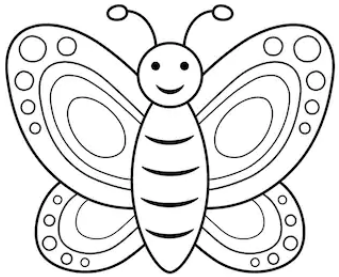
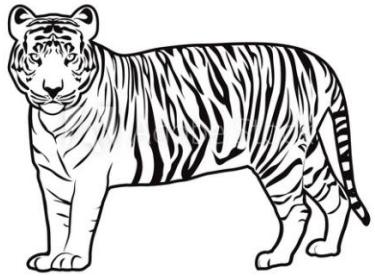
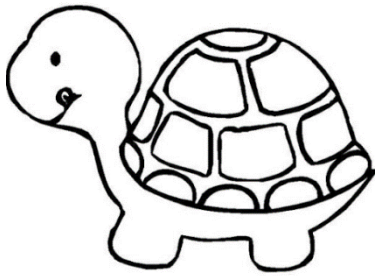
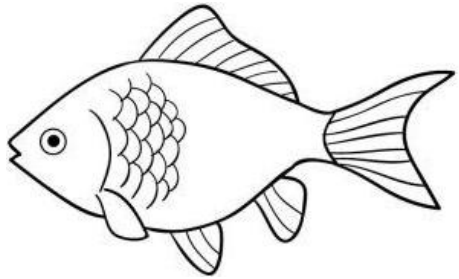
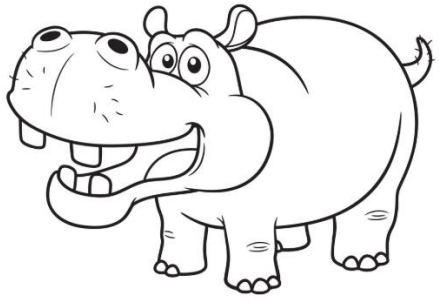
The mop is on the top of it.
Tom is on the top.

4) Can you find items around the house like rocks, lego, shells or playdough. Make the words with the /o/ sound on this page using what you found.

Day 3: Syllable Tic Tac Toe Game Board

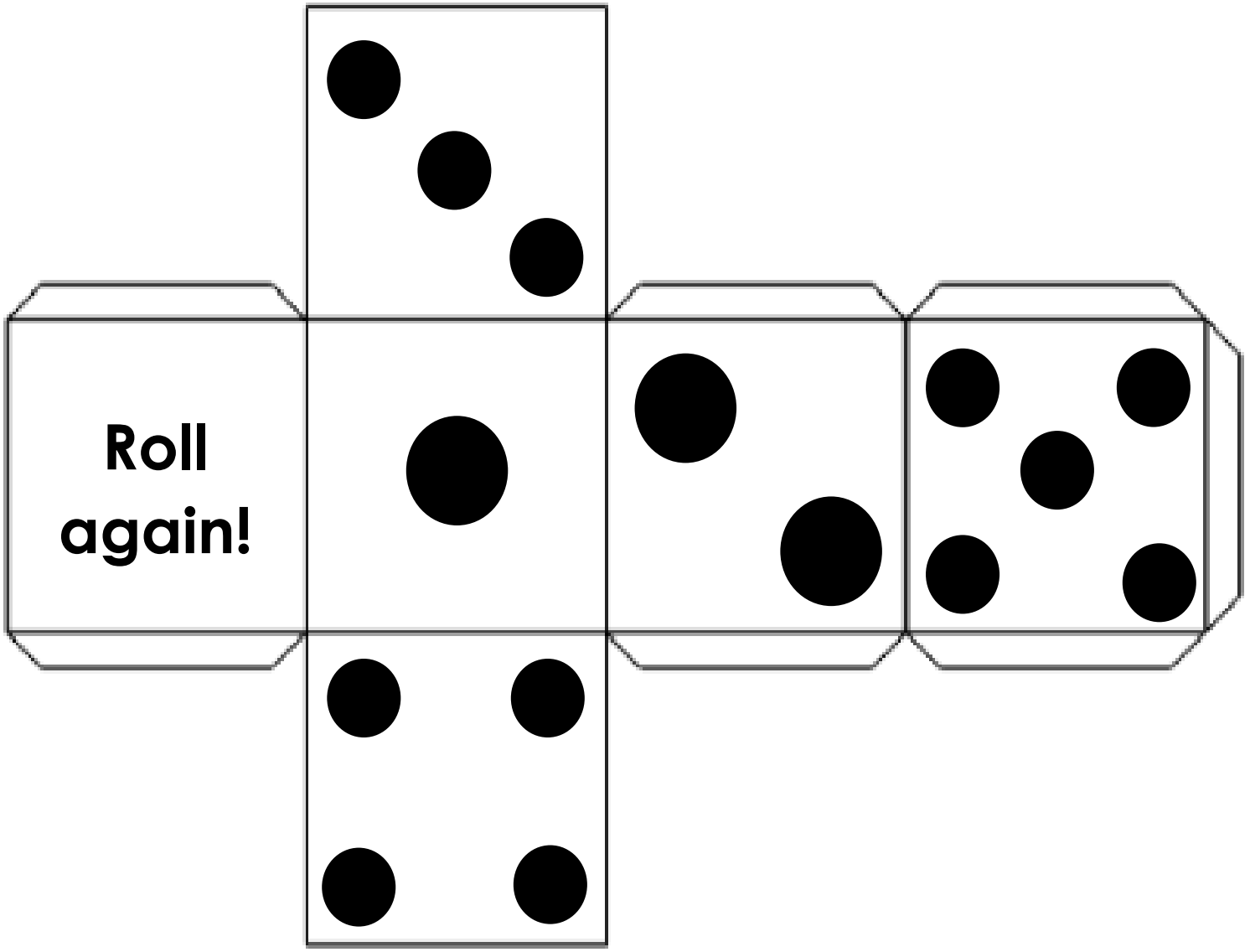


Roll the die and count the dots. Clap that many spots. Can you find a picture with the matching number of syllables? Put a counter (piece of lego or small item) on the picture. Keep playing until you have 3 in a row.

/snake/	 but/ter/fly	 ti/ger
 tur/tle	hel/i/cop/ter	 /fish/
wa/ter/me/lon	 hip/po/pot/a/mus	ba/na/na

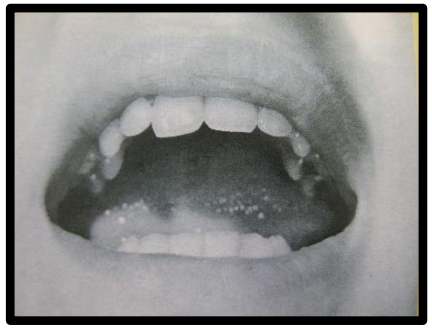
Day 3: Dice Template for Tic Tac Toe

Cut out and stick together if you don't have one at home.



Day 3: Explicit Teaching

We are learning to read and write words with the /k/ sound using the letter 'c'.

Hear	**Say**
Focus on the sound so your child can hear it on it's own and in words. -candy -coral -castle	Ensure you articulate the sound correctly by looking at the shape of your mouth. 
Read	**Write**
When completing the activities break up the words into each individual sound. c/a/n c/o/t c/a/t	Practise writing the letter 'c' on a piece of paper.

Success Criteria: I can read and write words with the /k/ sound.

Day 3: Phonics: /k/ sound using 'c'

1) Go for a hunt around the house and find things that start with the /k/ sound. Draw what you found in the box below.

2) Read the following words: Put a line under the /k/ sound.
Draw a picture to match the word.
Use your letter cards to make the words.

cot	*cap*	*cat*
cod	*can*	*cats*

3) Read the following sentences: Put a line under the /k/ sounds.

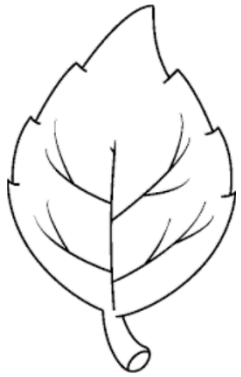
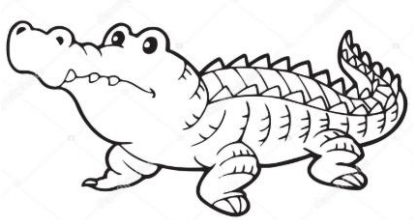
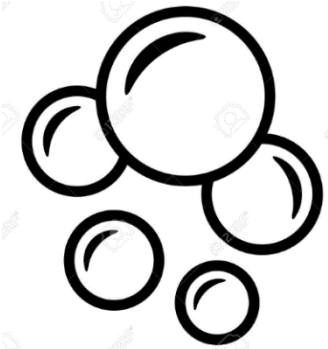
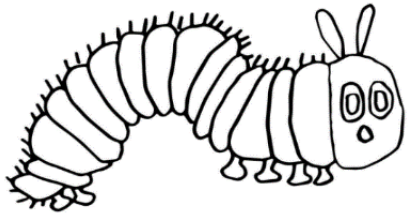
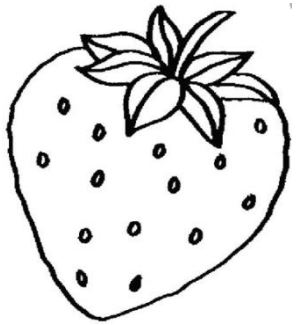
The cap is on the man.
Can a man pat a cat?

4) Can you find items around the house like rocks, lego, shells or playdough. Make the words with the /k/ sound on this page using what you found.

Day 4: Syllable Sorting Pictures

Cut out the pictures and stick them in the correct box to show how many syllables are in the words.

The syllable sort sheet is the next page in the book.

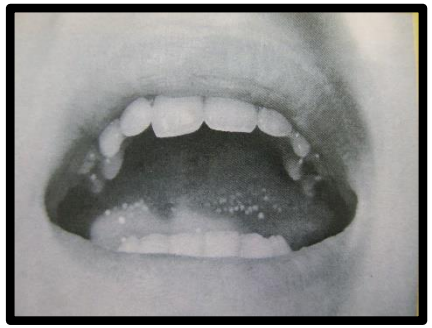
Answers: leaf (1), cake (1), crocodile (3), bubbles (2), apple (2), caterpillar (4), strawberry (3), avocado (4)

Day 4: Syllable Sorting Sheet

1 Syllable	2 Syllables
3 Syllables	**4 Syllables**

Day 4: Explicit Teaching

We are learning to read and write words with the /k/ sound using the letter 'k'.

Hear	**Say**
Focus on the sound so your child can hear it on it's own and in words. -kite -kangaroo -kitten	Ensure you articulate the sound correctly by looking at the shape of your mouth. 
Read	**Write**
When completing the activities break up the words into each individual sound. k/i/t k/i/d K/e/n	Practise writing the letter 'k' on a piece of paper.

Success Criteria: I can read and write words with the /k/ sound.

Day 4: Phonics: /k/ Sound

1) Go for a hunt around the house and find things that start with the /k/ sound. Draw what you found in the box below.

2) Read the following words: Put a line under the /k/ sound.
Draw a picture to match the word.
Use your letter cards to make the words.

kid	*kit*
kids	*Ken*

3) Read the following sentences: Put a line under the /k/ sounds.

I did nod at Ken.
The kid is on the mat.

4) Can you find items around the house like rocks, lego, shells or playdough. Make the words with the /k/ sound using what you found.

Day 5: Phonics Revision

Read the word then write the word in the box.

Read the Word	*Write the Word*
k i t	
c o d	
p o p	
d i g	
k i d	
g o t	

Day 5: Tricky Words Board Game

Start →	into		the	I
Finish	**Tricky Words Board Game**			Move forward 2 spaces
				no
into				
				go
the	no	go	Move forward 1 space	I

You will need:

- Game board
- Small items for counters
- 1 die or use the one from day 3.

How to Play:

1. Roll the die and move your playing piece forward the correct number of spaces.
2. Read the word which you land on.
3. If you land on a black space move back 1 space.
4. The winner is the first person to reach the finish line.

Feedback Days 1-5

Please record things your child did well or any difficulties they may have experienced in this table each day.

Success Criteria	*Parent Feedback*
Day 1: *-I can join two words to make a new word.* *-I can read and write words with the /g/ sound.*	
Day 2: *-I can chin bump the number of syllables in words.* *-I can read and write words with the short /o/ sound.*	
Day 3: *-I can identify the number of syllables in words.* *-I can read and write words with the /k/ sound represented with a 'c'.*	
Day 4: *-I can sort pictures by the number of syllables in words.* *-I can read and write words with the /k/ sound.*	
Day 5: *-I can read tricky words.* *-I can take turns when playing a game* *.* *-I can read and write CVC words.*	

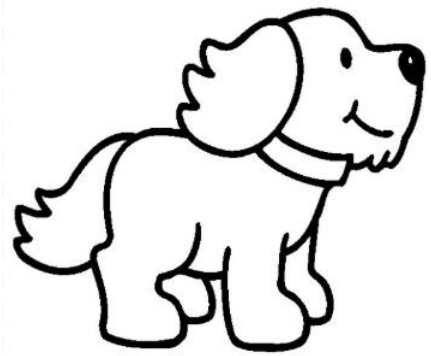
English Home Learning Week 2 Overview

	Day 6	***Day 7***	***Day 8***	***Day 9***	***Day 10***
Learning Intention	*-We are learning to listen to the sounds at the end of words to identify words that rhyme.* *-We are learning to read and write words that end with the /k/ sound.*	*-We are learning to identify the onset and rime in words.* *-We are learning to read and write words with the short /e/ sound.*	*-We are learning to identify the onset and rime in words.* *-We are learning to read and write words with the short /u/ sound.*	*-We are learning to break words into their onset and rime.* *-We are learning to read and write words that begin with the /r/ sound.*	*-We are learning to read tricky words.* *-We are learning to read and write CVC words.*
Success Criteria	*-I can identify if 2 words rhyme.* *-I can read and write words with the /k/.*	*-I can match the onset and rime to make words.* *-I can read and write words with the short /e/ sound.*	*-I can match the onset and rime to the correct picture.* *-I can read and write words with the short /u/ sound.*	*-I can break a word into the onset and rime.* *-I can read and write words with the /r/ sound.*	*-I can read tricky words.* *-I can read and write CVC words.*
Resources Needed	-thumbs up thumbs down instructions sheet -/k/ sound sheet -flashcards	-onset and rime sheet -/e/ sound sheet -flashcards	-Onset and rime match sheet -coloured pencils -/u/ sound sheet -flashcards	-onset and rime sheet -/r/ sound sheet -flashcards	-roll and read board -die -read and write sheet -pencil
Learning Activities	**Phonemic Awareness:** Focus: Rhyming 1.Thumbs up thumbs down game **Phonics:** 2.Complete the /k/ sound sheet using 'ck'	**Phonemic Awareness:** Focus: Onset and Rime 1. **Phonics:** 2.Complete the /e/ sound sheet	**Phonemic Awareness:** Focus: Onset and Rime 1. **Phonics:** 2.Complete the /u/ sound sheet	**Phonemic Awareness:** Focus: Onset and Rime 1.Write the onset and rime **Phonics:** 2.Complete the /r/ sound sheet	**Tricky Words** 1.Roll and read game **Phonics** 2.Read and write sheet
Accountability	-Fill out parent feedback sheet	-Fill out parent feedback sheet	-Fill out parent feedback sheet	-Fill out parent feedback sheet	-Fill out parent feedback sheet
Place a tick in the box once the day has been completed	☐ *completed* ☐ *not completed*	☐ *completed* ☐ *not completed*	☐ *completed* ☐ *not completed*	☐ *completed* ☐ *not completed*	☐ *completed* ☐ *not completed*

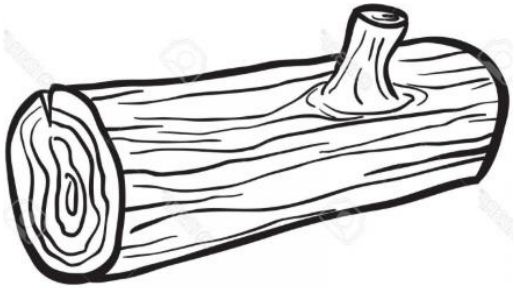
Day 6: Explicit Teaching Rhyming

We are learning to identify words that rhyme.

When rhyming we need to listen to the sounds at the end of words to see if they are the same.



d-og



l-og

c-og

Success Criteria: I can identify if 2 words rhyme.

Day 6: Phonemic Awareness

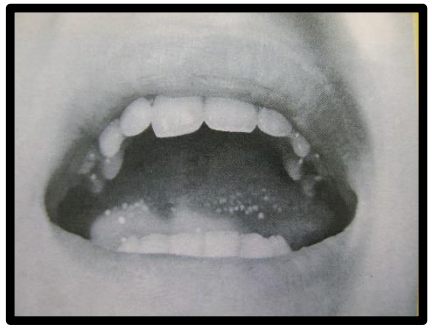
Thumbs up Thumbs Down Instructions

Parent Script:
I am going to say 2 words. You are going to repeat the 2 words. If the 2 words rhyme, put your thumbs up. If the 2 words do not rhyme, put your thumbs down.
Put a tick on the ones your child gets correct.

• dog, log		• hip, star	
• pig, wig		• no, dog	
• wish, noodles		• hot, cot	
• best, rest		• window, car	
• moon, goat		• nose, rose	
• cat, dig		• sing, ring	
• show, slow		• cake, lake	

Day 6: Explicit Teaching

We are learning to read and write words with the /k/ sound using the letters 'ck'.

Hear	**Say**
Focus on the sound so your child can hear it on it's own and in words. The /k/ sound using the letters 'ck' is found at the end of words.	Ensure you articulate the sound correctly by looking at the shape of your mouth. 
Read	**Write**
When completing the activities break up the words into each individual sound. d/u/ck l/u/ck m/u/ck	Practise writing the letters 'ck' on a piece of paper.

Success Criteria: I can read and write words with the /k/ sound.

Day 6: Phonics /k/ Sound using the letters 'ck'

1) Go for a hunt around the house and find things that have the /k/ sound at the end. Draw what you found in the box below.

2) Read the following words: Put a line under the /k/ sound.
Draw a picture to match the word.
Use your letter cards to make the words.

pack	*sack*	*sick*
sock	*kick*	*pick*

3) Read the following sentences: Put a line under the /k/ sounds.

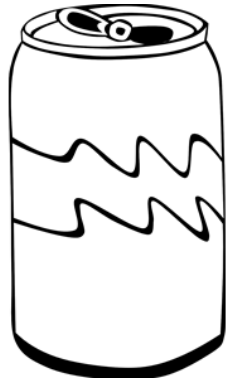
The rat is sick.
My sock is on the mat.

4) Can you find items around the house like rocks, lego, shells or playdough. Make the 'ck' words on this page using what you found.

Day 7: Explicit Teaching Onset and Rime

We are learning to identify the onset and rime in words.

v-an



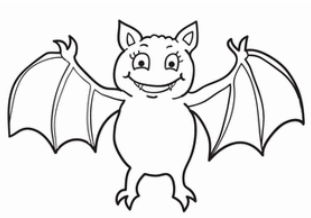
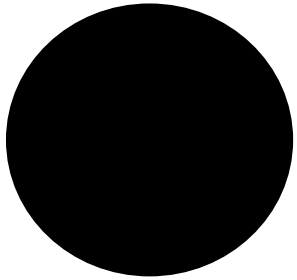
t-in

Van and tin have different sounds at the end.

Success Criteria: I can match the onset and rime to make words.

Day 7: Phonemic Awareness

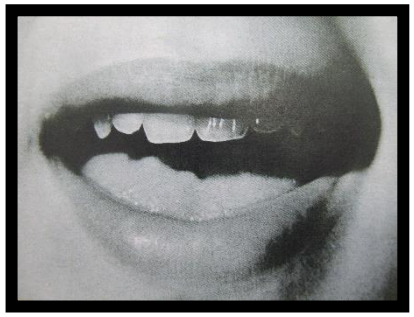
Cut out the rimes at the bottom and paste them next to the onset.

p		b	
d		p	

eg	in	at	ot

Day 7: Explicit Teaching

We are learning to read and write words with the short /e/ sound.

Hear	**Say**
Focus on the sound so your child can hear it on it's own and in words. -elephant -egg -everywhere	Ensure you articulate the sound correctly by looking at the shape of your mouth. 
Read	**Write**
When completing the activities break up the words into each individual sound. t/e/n p/e/n p/e/g	Practise writing the letter 'e' on a piece of paper.

Success Criteria: I can read and write words with the short /e/ sound.

Day 7: Phonics Short /e/ Sound

1) Go for a hunt around the house and find things that start with the /e/ sound. Draw what you found in the box below.

2) Read the following words: Put a line under the /e/ sounds.
Draw a picture to match the word.
Use your letter cards to make the words.

pet	*net*	*pen*
neck	*peg*	*ten*

3) Read the following sentences: Put a line under the /e/ sounds.

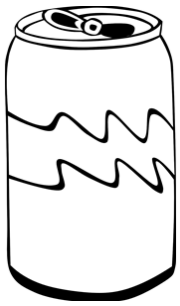
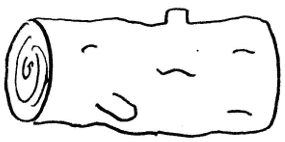
I am sick in bed.
Ten dogs on a mat.

4) Can you find items around the house like rocks, lego, shells or playdough. Make the words with the /e/ sound using what you found.

Day 8: Phonemic Awareness

Draw a line to match the onset to the rime.

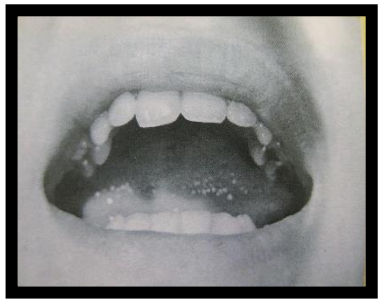
Draw a line to the picture. Use different coloured pencils.

Onset	Rime	Picture
c	it	
p	og	
l	an	
v	ot	
c	an	

Answers: cot, log, van, pit, can

Day 8: Explicit Teaching

We are learning to read and write words with the short /u/ sound.

Hear	**Say**
Focus on the sound so your child can hear it on it's own and in words. -under -umbrella -understand	Ensure you articulate the sound correctly by looking at the shape of your mouth. 
Read	**Write**
When completing the activities break up the words into each individual sound. n/u/t s/u/n m/u/d	Practise writing the letter 'u' on a piece of paper.

Success Criteria: I can read and write words with the short /u/ sound.

Day 8: Phonics short /u/ sound

1) Go for a hunt around the house and find things that have the /u/ sound in it. Draw what you found in the box below.

2) Read the following words: Put a line under the /u/ sound.
Draw a picture to match the word.
Use your letter cards to make the words.

mug	*sun*	*mud*
up	*mum*	*cup*

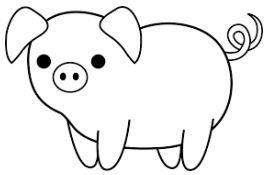
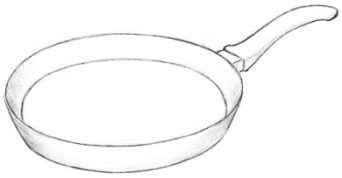
3) Read the following sentences: Put a line under the /u/ sounds.

A pig in the sun.
I can sit on top of the rock.

4) Can you find items around the house like rocks, lego, shells or playdough. Make the words with the /u/ sound using what you found.

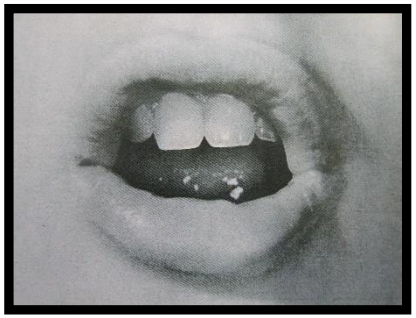
Day 9: Phonemic Awareness

Read the word then write the onset and the rime in the boxes.

Word	Onset	Rime
I do pig 	p	ig
pan 		
map		
can		
dog		

Day 9: Explicit Teaching

We are learning to read and write words with the /r/ sound.

Hear	**Say**
Focus on the sound so your child can hear it on it's own and in words. -robot -rainbow -rabbit	Ensure you articulate the sound correctly by looking at the shape of your mouth. 
Read	**Write**
When completing the activities break up the words into each individual sound. r/u/n r/a/t r/i/m	Practise writing the letter 'r' on a piece of paper.

Success Criteria: I can read and write words with the /r/ sound.

Day 9: Phonics /r/ Sound

1) Go for a hunt around the house and find things that start with the /r/ sound. Draw what you found in the box below.

2) Read the following words: Put a line under the /r/ sounds.
Draw a picture to match the word.
Use your letter cards to make the words.

rag	*rot*	*rim*
rat	*rip*	*run*

3) Read the following sentences: Put a line under the /r/ sounds.

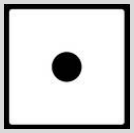
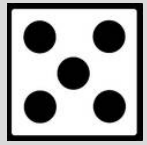
I can run to my mum.
The pig is red.

4) Can you find items around the house like rocks, lego, shells or playdough. Make the words with the /r/ sound using what you found.

Day 10: Tricky Words

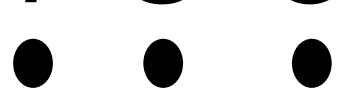
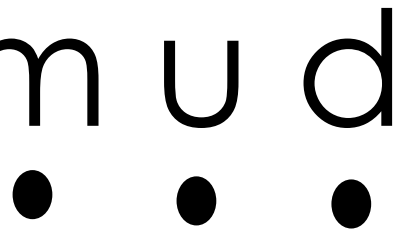
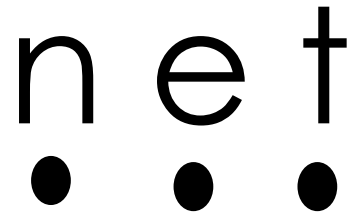
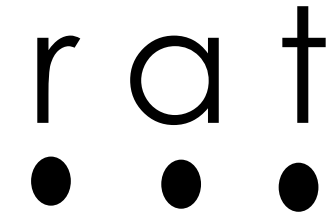
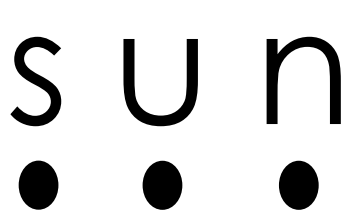
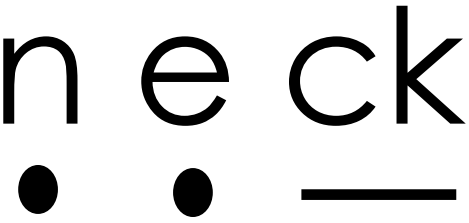
Roll and Read Game

Roll a die and read the words in that column.

				
the	*no*	*into*	*go*	*I*
I	*into*	*no*	*the*	*go*
go	*the*	*I*	*into*	*no*
no	*the*	*go*	*no*	*into*
into	*go*	*the*	*I*	*go*
I	*I*	*into*	*no*	*the*

Day 10: Phonics Revision

Read the word then write the word in the box.

Read the Word	*Write the Word*
r e d 	
m u d 	
n e t 	
r a t 	
s u n 	
n e ck 	

Feedback Days 6-10

Please record things your child did well or any difficulties they may have experienced in this table each day.

Success Criteria	Parent Feedback
Day 6: *-I can identify if 2 words rhyme.* *-I can read and write words with the /k/.*	
Day 7: *-I can match the onset and rime to make words.* *-I can read and write words with the short /e/ sound.*	
Day 8: *-I can match the onset and rime to the correct picture.* *-I can read and write words with the short /u/ sound.*	
Day 9: -I can break a word into the onset and rime. -I can read and write words with the /r/ sound.	
Day 10: *-I can read tricky words.* *-I can read and write CVC words.*	