

Connected Learning Team Primary

Year 1

English Package

Phonics

– Digraphs

Phonemic Awareness

-blending words

-substituting compound words

-blending syllables

2 weeks

Curriculum Links

- Use visual memory to read and write high-frequency words (ACELA1821)
- Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies (ACELY1659)
- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)
- Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words (ACELA1458)

Using this package

- *There are explicit teaching pages to assist you with teaching your child the concept.*
 - *Activities to practise and consolidate skills.*
 - *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 orally blend 2 small words together to say new words. These new words are called compound words. -We are learning to read and write words with the /sh/ sound at the start and at the end of words.	-We are learning to orally blend 2 small words together to say new words. These new words are called compound words. -We are learning to read and write sentences with the /sh/ sound.	-We are learning to substitute words in compound words to make new compound words. -We are learning to read and write words with the /ch/ sound at the start and at the end of words.	-We are learning to substitute words in compound words to make new compound words. -We are learning to read and write sentences with the /ch/ sound.	-We are learning to read real and non-sense words. -We are learning to read tricky words.
Success Criteria	-I can orally blend 2 words together then say the whole compound word. -I can read and write words with the /sh/ sound at the start of words. -I can read and write words with the /sh/ sound at the end of words.	-I can orally blend 2 words together then say the whole compound word. -I can read sentences with the /sh/ sound. -I can write a sentence with the /sh/ sound.	-I can substitute a word in a compound word then say the new compound word. -I can read and write words with the /ch/ sound at the start of words. -I can read and write words with the /ch/ sound at the end of words.	-I can substitute a word in a compound word then say the new compound word. -I can read sentences with the /ch/ sound. -I can write a sentence with the /ch/ sound.	-I can read real and non-sense words with the /sh/ and /ch/ sound. -I can read tricky words.
Resources Needed	-explicit teaching page with words -/sh/ sound sheet	-word list page -/sh/ sound sheet	-word list page -/ch/ sound sheet	-word list page /ch/ sound sheet	-roll and read game board -die -counters or small items -game board
Learning Activities	Phonemic Awareness: 1. Blending words Phonics: 2. Complete the /sh/ sound sheet.	Phonemic Awareness: 1. Blending words Phonics: 2. Complete the /sh/ sound sheet.	Phonemic Awareness: 1. Substituting compound words Phonics: 2. Complete the /ch/ sound sheet.	Phonemic Awareness: 1. Substituting compound words Phonics: 2. Complete the /ch/ sound sheet.	Tricky Words 1. Roll and read game Phonics: 1. Boardgame with mixture of /sh/ and /ch/ sounds and non-sense words.
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	<input type="checkbox"/> completed <input type="checkbox"/> not completed	<input type="checkbox"/> completed <input type="checkbox"/> not completed	<input type="checkbox"/> completed <input type="checkbox"/> not completed	<input type="checkbox"/> completed <input type="checkbox"/> not completed	<input type="checkbox"/> completed <input type="checkbox"/> not completed

Day 1: Explicit Teaching Phonemic Awareness

We are learning to orally blend 2 small words together to say new words. These new words are called compound words.

Blending Words

Instructions:

1. Adult says the 2 words with a pause between them.
2. Student repeats the words with a pause and then says the compound word.
3. Complete all the words in the table below.
4. Place a tick in the box if they were able to blend the words together.

Example:

Adult says: bath...(pause)... room

Child says: bath...(pause)...room bathroom

Words to use

rain...bow <input type="checkbox"/>	water...fall <input type="checkbox"/>	tooth...brush <input type="checkbox"/>	lip...stick <input type="checkbox"/>
door...bell <input type="checkbox"/>	cup...cake <input type="checkbox"/>	light...house <input type="checkbox"/>	book...shelf <input type="checkbox"/>
gold...fish <input type="checkbox"/>	milk...shake <input type="checkbox"/>	rain...coat <input type="checkbox"/>	foot...ball <input type="checkbox"/>
home...work <input type="checkbox"/>	play...ground <input type="checkbox"/>	pop...corn <input type="checkbox"/>	pan...cake <input type="checkbox"/>

Success Criteria: I can orally blend 2 words together then say the whole compound word.

Day 1: Explicit Teaching Phonics

We are learning to read and write words with the /sh/ sound at the start and at the end of words.

Hear

Emphasise the sound so your child can hear it at the start and at the end of words.

-shop
-shell
-fish
-dish

Say

Ensure you articulate the sound correctly by looking at the shape of your mouth.



Read

When completing the activities break up the words into each individual sound.

-w/i/sh
-J/o/sh
-sh/o/p
-sh/u/t

Write

Say the following words to your child and get them to write them on a piece of paper.

ship, shop, shed, fish, dish, wish

Success Criteria: I can read and write words with the /sh/ sound at the start of words.
I can read and write words with the /sh/ sound at the end of words.

Day 1: Phonics /sh/ sound

1) Read the following words and draw a picture. Draw a line under the /sh/ sound.

shop	shed	shell
fish	dish	wish

2) Read the following sentences. Place a tick in the end box if your child can read the sentence. Put a line under the /sh/ sounds.

I wish I had a pet fish.	
Six shells in the sand.	
Josh got a fish in a big dish.	
I had a red rash on my leg.	

3) Write the words from the explicit teaching writing box in the table below.

Day 2: Explicit Teaching Phonemic Awareness

We are learning to orally blend 2 small words together to say new words. These new words are called compound words.

Blending Words

Instructions:

1. Adult says the 2 words with a pause between them.
2. Student repeats the words with a pause and then says the compound word.
3. Complete all the words in the table below.
4. Place a tick in the box if they were able to blend the words together.

Example:

Adult says: butter...(pause)... fly

Child says: butter...(pause)...fly butterfly

Words to use

sail...boat	<input type="checkbox"/>	bed...room	<input type="checkbox"/>	news...paper	<input type="checkbox"/>	cow...boy	<input type="checkbox"/>
spot...light	<input type="checkbox"/>	space...ship	<input type="checkbox"/>	sand...pit	<input type="checkbox"/>	star...fish	<input type="checkbox"/>
tea...cup	<input type="checkbox"/>	bed...time	<input type="checkbox"/>	camp...fire	<input type="checkbox"/>	blue...berry	<input type="checkbox"/>
sun...flower	<input type="checkbox"/>	wish...bone	<input type="checkbox"/>	white...board	<input type="checkbox"/>	dragon...fly	<input type="checkbox"/>

Success Criteria: I can orally blend 2 words together then say the whole compound word.

Day 2: Explicit Teaching Phonics

We are learning to read and write words with the /sh/ sound at the start and at the end of words.

Hear

Emphasise the sound so your child can hear it at the start and at the end of words.

-**shop**
-**shell**
-**fish**
-**dish**

Say

Ensure you articulate the sound correctly by looking at the shape of your mouth.



Read

When completing the activities break up the words into each individual sound.

-w/i/sh
-J/o/sh
-sh/o/p
-sh/u/t

Writing: Dictation

1. Say the following sentence one at a time.
2. Ask your child to repeat the sentence back to you.
3. Then the child needs to write the sentence at the bottom.

Sentences:

1. Josh got a fish from the shop.
2. I had to dash to the shop.

Success Criteria: I can read sentences with the /sh/ sound. I can write a sentence with the /sh/ sound.

Day 2: Phonics /sh/ sound

1) Read the following words and draw a picture. Draw a line under the /sh/ sound.

cash	rush	shell
mash	shut	shells

2) Read the following sentences. Place a tick in the end box if your child can read the sentence. Put a line under the /sh/ sounds.

I had lunch on the ship.	
The shell is in the fish tank.	
Can a shell have spots?	
A bag of shells in the shop.	

3) Write the 2 dictation sentences from the explicit teaching box below.

Day 3: Explicit Teaching Phonemic Awareness

We are learning to substitute words in compound words to make new compound words.

Instructions:

1. Adult to read the two words.
2. Student repeats the 2 words and makes the compound word. Rain... coat raincoat.
3. The adult then says change the word coat to drop.
4. The student then says what the new compound word they made is.

Example:



Success Criteria: I can substitute a word in a compound word then say the new compound word.

Day 3: Substituting Compound Words List

Adult to say the 1 st and 2 nd word		Student says the compound word is....	Substitute the second word to ...	Student says the new compound word is....
bed	time	bedtime	room	bedroom
rain	coat	raincoat	drop	raindrop
fire	man	fireman	place	fireplace
blue	berry	blueberry	bird	bluebird
sun	glasses	sunglasses	light	sunlight
rain	coat	raincoat	drop	raindrop
hair	style	hairstyle	cut	haircut
life	boat	lifeboat	saver	lifesaver
play	room	playroom	ground	playground
sea	shore	seashore	weed	seaweed

Day 3: Explicit Teaching Phonics

We are learning to read and write words with the /ch/ sound at the start and at the end of words.

Hear

Emphasise the sound so your child can hear it at the start and at the end of words.

-**ch**op
-**ch**ill
-su**ch**
-ri**ch**

Say

Ensure you articulate the sound correctly by looking at the shape of your mouth.



Read

When completing the activities break up the words into each individual sound.

-ch/i/n
-ch/e/ck
-m/u/ch
-r/i/ch

Write

Say the following words to your child and get them to write them on a piece of paper.

chop, chin, chip, chill, such, rich

Success Criteria: I can read and write words with the /ch/ sound at the start of words.
I can read and write words with the /ch/ sound at the end of words.

Day 3: Phonics /ch/ sound

1) Read the following words and draw a picture. Draw a line under the /ch/ sound.

chop	chin	rich
check	chill	chip

2) Read the following sentences. Place a tick in the end box if your child can read the sentence. Put a line under the /ch/ sounds.

We sat on the big red bench.	
We had choc chips.	
My lunch got on my chin.	
I can crunch on my lunch.	

3) Write the words from the explicit teaching writing box in the table below.

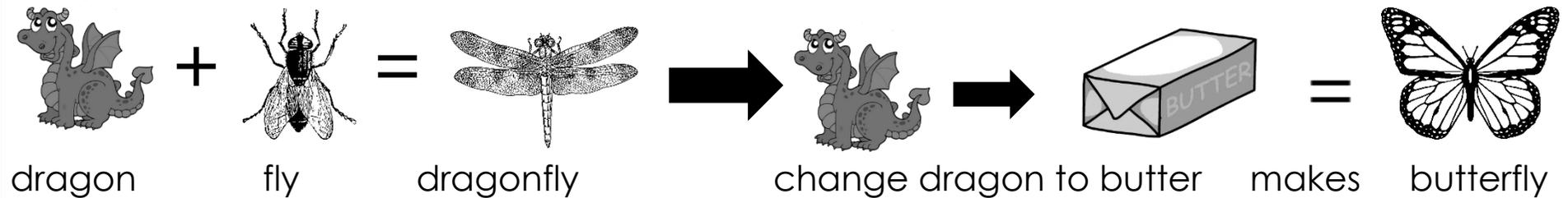
Day 4: Explicit Teaching Phonemic Awareness

We are learning to substitute words in compound words to make new compound words.

Instructions:

1. Adult to read the two words.
2. Student repeats the 2 words and makes the compound word. Dragon... fly dragonfly.
3. The adult then says change the word dragon to butter.
4. The student then says what the new compound word they made is.

Example:



Success Criteria: I can substitute a word in a compound word then say the new compound word.

Day 4: Substituting Compound Words List

Adult to say the 1 st and 2 nd word		Student says the compound word is....	Substitute the first word to ...	Student says the new compound word is....
tooth	ache	toothache	head	headache
book	case	bookcase	suit	suitcase
bath	room	bathroom	class	classroom
wild	flower	wildflower	sun	sunflower
water	fall	waterfall	rain	rainfall
dragon	fly	dragonfly	butter	butterfly
road	side	roadside	out	outside
sail	boat	sailboat	row	rowboat
black	board	blackboard	card	cardboard
school	work	schoolwork	home	homework

Day 4: Explicit Teaching Phonics

We are learning to read and write words with the /ch/ sound at the start and at the end of words.

Hear

Emphasise the sound so your child can hear it at the start and at the end of words.

- ch**op
- ch**ill
- su**ch**
- ri**ch**

Say

Ensure you articulate the sound correctly by looking at the shape of your mouth.



Read

When completing the activities break up the words into each individual sound.

- ch/i/n
- ch/e/ck
- m/u/ch
- r/i/ch

Writing: Dictation

1. Say the following sentence one at a time.
2. Ask your child to repeat the sentence back to you.
3. Then the child needs to write the sentence at the bottom.

Sentences:

1. Chad did chat to Tim.
2. I can chop the log into big chips.

Success Criteria: I can read sentences with the /ch/ sound. I can write a sentence with the /ch/ sound.

Day 4: Phonics /ch/ sound

1) Read the following words and draw a picture. Draw a line under the /ch/ sound.

bench	lunch	chick
chat	munch	chicken

2) Read the following sentences. Place a tick in the end box if your child can read the sentence. Put a line under the /ch/ sounds.

It is such a big mess.	
The chick sat on top and had a nap.	
I can chop up the choc chips.	
I can chop up the chicken for lunch.	

3) Write the 2 dictation sentences from the explicit teaching box below.

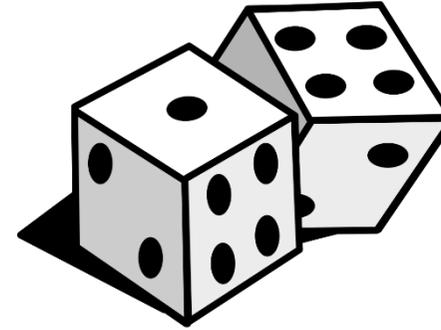
Day 5: Explicit Teaching Phonics Revision

We are learning to read real and non-sense words.

Real and Non-Sense Words

You will need:

- a die
- counters or small items



Instructions:

1. Roll the die and move that many places.
2. The space you land on you need to sound out and read the word.
3. First one to the finish box wins.

Success Criteria: I can read real and non-sense words.

Day 5: Real and Non-sense Word Board Game

Start	chip	chot	shop	tesh	check	
Finish	<u>Real and Non-Sense Words</u>					
	<p><u>You will need:</u></p> <ul style="list-style-type: none">• a die• counters or small items <p><u>Instructions:</u></p> <ol style="list-style-type: none">1. Roll the die and move that many places.2. The space you land on you need to sound out and read the word.3. Is it a real word or a nonsense word?4. First one to the finish box wins.					rush
sach					chab	
cash					shed	
shiv					bench	shup

Day 5: Explicit Teaching Tricky Words

We are learning to read tricky words.

Roll and Read

You will need:

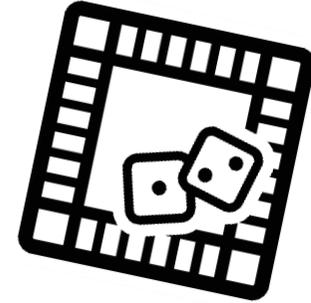
- a die

Instructions:

1. Roll the die and read the words in that column.
2. Roll again and continue to practise reading the words.

Other Ideas:

- You may even want to time how long it takes you to read the words.
- Put each word into a sentence.



Success Criteria: I can read tricky words.

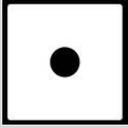
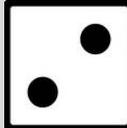
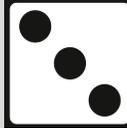
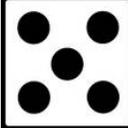


Day 5: Tricky Words

Roll and Read Game



Roll a die and read the words in that column.

				
<i>we</i>	<i>she</i>	<i>he</i>	<i>me</i>	<i>he</i>
<i>me</i>	<i>be</i>	<i>we</i>	<i>was</i>	<i>she</i>
<i>he</i>	<i>me</i>	<i>be</i>	<i>he</i>	<i>we</i>
<i>she</i>	<i>was</i>	<i>she</i>	<i>be</i>	<i>me</i>
<i>be</i>	<i>we</i>	<i>was</i>	<i>she</i>	<i>be</i>
<i>was</i>	<i>he</i>	<i>was</i>	<i>we</i>	<i>was</i>

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>-I can orally blend 2 words together then say the whole compound word. -I can read and write words with the /sh/ sound at the start of words. -I can read and write words with the /sh/ sound at the end of words.</i>	
Day 2: <i>-I can orally blend 2 words together then say the whole compound word. -I can read sentences with the /sh/ sound. -I can write a sentence with the /sh/ sound.</i>	
Day 3: <i>-I can substitute a word in a compound word then say the new compound word. -I can read and write words with the /ch/ sound at the start of words. -I can read and write words with the /ch/ sound at the end of words.</i>	
Day 4: <i>-I can substitute a word in a compound word then say the new compound word. -I can read sentences with the /ch/ sound. -I can write a sentence with the /ch/ sound.</i>	
Day 5: <i>-I can read real and non-sense words with the /sh/ and /ch/ sound. -I can read tricky words.</i>	

English Home Learning Week 2 Overview

	Day 6	Day 7	Day 8	Day 9	Day 10
Learning Intention	-We are learning to substitute words in compound words to make new compound words. -We are learning to read and write words with the /th/ sound at the start and at the end of words.	-We are learning to orally blend 2 syllables together to say a whole word. -We are learning to read and write sentences with the /th/ sound.	-We are learning to orally blend 2 syllables together to say a whole word. -We are learning to read and write words with the /ng/ sound at the start and at the end of words.	-We are learning to orally blend 2 and 3 syllable words together to say the whole word. -We are learning to read and write sentences with the /ng/ sound.	-We are learning to read tricky words. -We are learning to read and sort yes and no questions.
Success Criteria	-I can substitute a word in a compound word then say the new compound word. -I can read and write words with the /th/ sound at the start of words. -I can read and write words with the /th/ sound at the end of words.	-I can orally blend 2 syllables together then say the whole word. -I can read sentences with the /th/ sound. -I can write a sentence with the /th/ sound.	-I can orally blend 2 syllables together then say the whole word. -I can read and write words with the /ng/ sound at the start of words. -I can read and write words with the /ng/ sound at the end of words.	-I can orally blend 2 and 3 syllable words together then say the whole word. -I can read sentences with the /ng/ sound. -I can write a sentence with the /ng/ sound.	-I can read tricky words. -I can read and sort yes and no questions.
Resources Needed	-compound word check in sheet -/th/ sound sheet	-blending syllables word list -/th/ sound sheet	-blending syllables word list -/ng/ sound sheet	-blending syllables word list -/ng/ sound sheet	-tricky words board game -a die -counters or small items -scissors -yes/no questions
Learning Activities	Phonemic Awareness: 1.Compound Word check in. Phonics: 2. Complete the /th/ sound sheet.	Phonemic Awareness: 1.Blending syllables Phonics: 2. Complete the /th/ sound sheet.	Phonemic Awareness: 1.Blending syllables Phonics: 2. Complete the /ng/ sound sheet.	Phonemic Awareness: 1.Blending syllables Phonics: 2. Complete the /ng/ sound sheet.	Tricky Words 1.Board game Phonics: 2.Yes/No sort
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	<input type="checkbox"/> completed <input type="checkbox"/> not completed	<input type="checkbox"/> completed <input type="checkbox"/> not completed	<input type="checkbox"/> completed <input type="checkbox"/> not completed	<input type="checkbox"/> completed <input type="checkbox"/> not completed	<input type="checkbox"/> completed <input type="checkbox"/> not completed

Day 6: Compound Word Manipulation Check In

We have been learning to orally blend two small words together to make a new word. We call this new word a compound word and it has a new meaning.

We can change parts of the compound word to make other compound words. Let's check in to see how you have been going.

Adult Script (say to child)	Response (write the word your child says)	Correct Answer
"Say the word butterfly but instead of butter say dragon."		dragonfly
"Say the word bathroom but instead of bath say class."		classroom
"Say the word roadside but instead of road say out."		outside
"Say the word toothache but instead of tooth say head."		headache
"Say the word eyelid but instead of lid say brow."		eyebrow
"Say the word fireman but instead of man say place."		fireplace
"Say the word blueberry but instead of berry say bird."		bluebird
"Say the word sunglasses but instead of glasses say light."		sunlight

Colour the box that shows me how you feel about your learning:

<i>I understand this well and give correct answers independently.</i>	<i>I mostly understand this but need help sometimes.</i>	<i>I don't understand this yet.</i>
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Day 6: Explicit Teaching Phonics

We are learning to read and write words with the /th/ sound at the start and at the end of words.

Hear

Emphasise the sound so your child can hear it at the start and at the end of words.

-that
-sloth
-thick

Say

Ensure you articulate the sound correctly by looking at the shape of your mouth.



Read

When completing the activities break up the words into each individual sound.

-th/i/n
-th/i/ck
-m/o/th

Write

Say the following words to your child and get them to write them on a piece of paper.

tenth, moth, cloth, thin, thick, sloth

Success Criteria: I can read and write words with the /th/ sound at the start of words.
I can read and write words with the /th/ sound at the end of words.

Day 6: Phonics /th/ sound

1) Read the following words and draw a picture. Draw a line under the /th/ sound.

moth	thin
cloth	sloth

2) Read the following sentences. Place a tick in the end box if your child can read the sentence. Put a line under the /th/ sounds.

“Is it thick or thin?”	
This is thin and that is thick.	
Beth was tenth in the run.	
The cloth was old and thin.	

3) Write the words from the explicit teaching writing box in the table below.

Day 7: Explicit Teaching Phonemic Awareness

We are learning to orally blend 2 syllables together to say the whole word.

Blending Syllables

Instructions:

1. Adult says the 2 syllables.
2. The student repeats the 2 syllables, and then says the whole word.
3. Use the words in the table below.

Example:

Adult: par / ty

Child: par / ty party

nap / kin	can / dy	qui / et	pen / cil	doc / tor
flow / er	tur / key	can / dle	rab / bit	let / ter
num / ber	bas / ket	gen / tle	tea / cher	mon / ey
Nonsense Words				
crum / bot	dee / mut	fri / zen	on / swet	gam / der

Success Criteria: I can orally blend 2 syllables together then say the whole word.

Day 7: Explicit Teaching Phonics

We are learning to read and write words with the /th/ sound at the start and at the end of words.

Hear

Emphasise the sound so your child can hear it at the start and at the end of words.

- that
- sloth
- thick

Say

Ensure you articulate the sound correctly by looking at the shape of your mouth.



Read

When completing the activities break up the words into each individual sound.

- th**/i/n
- th**/i/ck
- m/o/**th**

Writing: Dictation

1. Say the following sentence one at a time.
2. Ask your child to repeat the sentence back to you.
3. Then the child needs to write the sentence at the bottom.

Sentences:

1. "Is it thick or thin?"
2. The moth is on the cloth.

Success Criteria: I can read sentences with the /th/ sound. I can write a sentence with the /th/ sound.

Day 7: Phonics /th/ sound

1) Read the following words and draw a picture. Draw a line under the /th/ sound.

moths	thick
cloths	sloths

2) Read the following sentences. Place a tick in the end box if your child can read the sentence. Put a line under the /th/ sounds.

The moth was on top of the thick cloth.	
Tim was the fifth kid to get to the shop.	
Cath went to the shop with Seth.	
The cloth was old and thin.	

3) Write the 2 dictation sentences from the explicit teaching box below.

Day 8: Explicit Teaching Phonemic Awareness

We are learning to orally blend 2 syllables together to say the whole word.

Blending Syllables

Instructions:

1. Adult says the 2 syllables.
2. The student repeats the 2 syllables, and then says the whole word.
3. Use the words in the table below.

Example:

Adult: fla / vour

Child: fla / vour flavour

hap / py	for / ty	ex / cuse	gar / den	win / dow
de / lete	pea / nut	pock / et	help / ful	free / zer
un / pack	cac / tus	but / ter	car / pet	spark / le
Nonsense Words				
mat / jet	brok / fast	hip / ful	fee / toe	free / dow

Success Criteria: I can orally blend 2 syllables together then say the whole word.

Day 8: Explicit Teaching Phonics

We are learning to read and write words with the /ng/ sound at the start and at the end of words.

Hear

Emphasise the sound so your child can hear it at the start and at the end of words.

-spring
-gong
-sing
-King

Say

Ensure you articulate the sound correctly by looking at the shape of your mouth.



Read

When completing the activities break up the words into each individual sound.

-s/i/**ng**
-s/o/**ng**
-b/a/**ng**

Write

Say the following words to your child and get them to write them on a piece of paper.

bang, song, sing, wing, ring, gong

Success Criteria: I can read and write words with the /ng/ sound at the start of words.
I can read and write words with the /ng/ sound at the end of words.

Day 8: Phonics /ng/ sound

1) Read the following words and draw a picture. Draw a line under the /ng/ sound.

ring	sing	song
king	wing	long

2) Read the following sentences. Place a tick in the end box if your child can read the sentence. Put a line under the /ng/ sounds.

“Hang up the long string.”	
The King sang a song.	
“Is it thick or thin?”	
“Bring me the gong.” BANG!	

3) Write the words from the explicit teaching writing box in the table below.

Day 9: Explicit Teaching Phonemic Awareness

We are learning to orally blend 2 and 3 syllable words together to say the whole word.

Blending Syllables

Instructions:

1. Adult says the 2 or 3 syllables in for the word.
2. The student repeats the 2 or 3 syllables, and then says the whole word.
3. Use the words in the table below.

Example:

Adult: but / ter / fly

Child: but / ter / fly butterfly

vol / ca / no	but / ter / fly	ho / ney	to / ma / toes	sub / ma / rine
show / er	tel / e / scope	hos / pit / al	chick / en	ta / co
tel / e / scope	tea / cher	spa / ghet / ti	tur / tle	com / pu / ter
Nonsense Words				
plas / tet	has / pot / al	bes/kit/ball	win / vet	can / lot

Success Criteria: I can orally blend 2 and 3 syllable words together to say the whole word.

Day 9: Explicit Teaching Phonics

We are learning to read and write words with the /ng/ sound at the start and at the end of words.

Hear

Emphasise the sound so your child can hear it at the start and at the end of words.

-spring
-gong
-sing
-King

Say

Ensure you articulate the sound correctly by looking at the shape of your mouth.



Read

When completing the activities break up the words into each individual sound.

-s/i/**ng**
-s/o/**ng**
-b/a/**ng**

Writing: Dictation

1. Say the following sentence one at a time.
2. Ask your child to repeat the sentence back to you.
3. Then the child needs to write the sentence at the bottom.

Sentences:

1. I can sing a song.
2. The King got a gold ring.

Success Criteria: I can read sentences with the /ng/ sound. I can write a sentence with the /ng/ sound.

Day 9: Phonics /ng/ sound

1) Read the following words and draw a picture. Draw a line under the /ng/ sound.

lung	swing
sting	thong

2) Read the following sentences. Place a tick in the end box if your child can read the sentence. Put a line under the /ng/ sounds.

The ring was lost in the mud.	
The King hit the big gong.	
I sing in the spring.	
The wing was not strong.	

3) Write the 2 dictation sentences from the explicit teaching box below.

Day 10: Tricky Words Game

Start	was	he	we	me	was	be
Finish	<u>Tricky Words Board Game</u>					me
me	<u>You will need:</u> <ul style="list-style-type: none">• a die• counters or small items					she
she	<u>Instructions:</u> <ol style="list-style-type: none">1. Roll the die and move that many spaces.2. Read the word on the space that you land on.3. Put the word into a sentence.					we
was						we
be	we	she	he	be	was	be

Day 10: Explicit Teaching Phonics Revision

We are learning to read and sort yes and no questions.

Yes/No Sort

You will need:

- scissors
- glue
- yes/no questions
- yes/no mat

Instructions:

1. Cut out the question cards.
2. Read the questions and glue them under yes or no.

Success Criteria: I can read and sort yes and no questions.

Day 10: Yes/No Questions

Can a King sing a song?	Can a fish yap?	Can a cloth be thin?
Can a chicken sit on a bench?	Can ducks see fish in a pond?	Can you go to the shops to get fish and chips?
Can a moth swim?	Can a chicken sing?	Can we swing on a branch?

Day 10: Yes/No Sort

Yes	No

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
<p>Day 6: <i>-I can substitute a word in a compound word then say the new compound word.</i> <i>-I can read and write words with the /th/ sound at the start of words.</i> <i>-I can read and write words with the /th/ sound at the end of words.</i></p>	
<p>Day 7: <i>-I can orally blend 2 syllables together then say the whole word.</i> <i>-I can read sentences with the /th/ sound.</i> <i>-I can write a sentence with the /th/ sound.</i></p>	
<p>Day 8: <i>-I can orally blend 2 syllables together then say the whole word.</i> <i>-I can read and write words with the /ng/ sound at the start of words.</i> <i>-I can read and write words with the /ng/ sound at the end of words.</i></p>	
<p>Day 9: <i>-I can orally blend 2 and 3 syllable words together then say the whole word.</i> <i>-I can read sentences with the /ng/ sound.</i> <i>-I can write a sentence with the /ng/ sound.</i></p>	
<p>Day 10: <i>-I can read tricky words.</i> <i>-I can read and sort yes and no questions.</i></p>	

