

	Revisit and review	Teach	Practise	Apply
Mon	<p>Sing the alphabet song with your child (slow them down at the 'l, m, n, o, p' part otherwise they will not be able to distinguish the different letter names).</p> <p>Ask them to point to each letter as you sing. See Appendix 5 below.</p> <p>Play Quickwrite capitals (Appendix 1).</p>	<p>Teach your child to read she, all.</p> <p>Teach them the ai sound (e.g. paid). Explain that it is two letters making one sound, which we call a digraph.</p> <p>Ask your child to draw a phoneme frame with 2 lines. They should be familiar with this idea. Ask them to write the following words in their frame wait, pain, bait (see below Appendix 2).</p>	<p>Play Countdown (see Appendix 3 below)</p>	<p>Matching game</p> <p>Ask your child to look at the picture in Appendix 4 and ask them to read the following captions to decide which one matches the picture.</p> <p><i>The dog is hot.</i></p> <p><i>The dog is in the rain.</i></p> <p><i>The dog is long.</i></p>
Tue	<p>Practise recognition and recall of sounds learnt so far.</p> <p><i>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai</i></p> <p>Watch out for children adding an 'er' sound on the end of their sounds. E.g. saying 'jer' instead of 'j'. If you would like to, you can watch this short video that will help with pronunciation https://www.youtube.com/watch?v=UCI2mu7URBc</p> <p>Don't try to do all of them today, break them up over today and tomorrow's sessions.</p>	<p>Practise reading the words was, will, with.</p> <p>Teach the ee sound. Again two letters making one sound.</p> <p>Ask your child to draw a phoneme frame with 2 lines.</p> <p>See Appendix 2.</p> <p>Ask them to write the words seep, tree, feet, weep in their frame.</p>	<p>Play buried treasure. Can your child use their phonic knowledge to read the words below and decide which are treasure (real words) and which are rubbish (made up words)?</p> <p>feek, meet, weep, seef, geek, leeb.</p>	<p>Ask your child to read the following words:</p> <p>she, all.</p> <p>Finally, ask them to read the captions below and draw a picture to match it.</p> <p><i>My feet feel hot.</i></p>

Wed	<p>Practise recognition and recall of sounds learnt so far.</p> <p>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai</p> <p>Read through high frequency words learnt in this phase so far.</p> <p>he, we, me, be, the, and, to, I, are, you, this, that, them, then, with, they, see, my</p>	<p>Practise reading was, will, with.</p> <p>Teach the oa sound (e.g. boat), again two letters making one sound.</p> <p>Ask your child to draw a phoneme frame with 2 lines.</p> <p>See Appendix 2.</p> <p>Ask them to write the words loaf, toad, oak, soap, goat in their frame.</p>	<p>Write the following words one at a time and ask your child to draw a picture to match the word: coat, boat, toad, goal.</p>	<p>Ask your child to write the following words one below the other, help them to notice the sound that changes each time.</p> <p>rain, main, moat, boat, beet, feet, feel, fail, rail, rain.</p> <p>Ask your child to read the words</p> <p>she, all.</p>
Thu	<p>Ask your child to write the following words: she, all.</p>	<p>Teach your child how to use capitals in digraphs. For example, if a name starts with a digraph such as Charlie, Thea or Shakira it's only the first letter of the digraph that uses a capital letter.</p>	<p>Ask your child to draw a phoneme frame with 2 lines.</p> <p>See Appendix 2.</p> <p>Ask them to write the following names using capital letters: Chuck, Chad (and any others in your family or friends that you can think of).</p>	<p>Ask your child to write the following sentences.</p> <p>I went to see Chad. She can see Chip the dog.</p>

Appendix 1: Quickwrite capitals

When ready you can start to play this game where children have to identify the capital letter that goes with each lower case letter. Teach them the letter name but explain that capitals make the same sound as the lower case. Call out a letter sound or name and ask the children to write the letter as quickly as they can. You can ask them to write the capital and the lower case or just the capital. Early on they may use an alphabet display for support. This is good practice for finding a capital if they don't know it. When they are ready, take the display away to assess which capitals they know.

Appendix 2: Phoneme frame

Ask your child to draw a phoneme frame on an A4 sheet, they should be familiar with what a phoneme frame looks like.

For example, if you were going to ask them to write the word *cat* or *paid* you would first ask them to draw a phoneme frame with three sections. Then give them the word to spell. If they miss out a letter they can see that there is a letter missing and know they must try again. This makes children listen more carefully for the sounds in a word and is extended as the words they are spelling become more complicated.

c	a	t
p	ai	d

Appendix 3: Countdown - time your child for 60 seconds, see how many of the following words they can read in that time:

aim, main, rain, wait, pain, bait, she, all, see, long, my, rank, sing, wink, ding, dunk, rink, pink, sunk, honk, chunk, long, sang, ring.

Appendix 4: Matching game



Appendix 5

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz