


	Revisit and review	Teach	Practise	Apply
Mon	<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</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  <a href="https://www.youtube.com/watch?v=UCI2mu7URBc">https://www.youtube.com/watch?v=UCI2mu7URBc</a></p> <p>Don't try to do all of them today, break them up over today and Wednesday's sessions.</p> <p>Sing the alphabet song with your child (slow them down at the '<i>l, m, n, o, p</i>' 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 1 below.</p>	<p>Teach your child that each little (or lower case) letter has a corresponding capital letter. Briefly explain when these are used. Now show your child how to find a capital letter using Appendix 1. Show them the lower case letter and then point out the capital.</p>	<p>Play Finding a Capital - say a sound or a letter name to your child and see how quickly they can locate it on Appendix 1.</p>	<p>Play Quickwrite capitals - call out a sound or a letter name and see if your child can write the capital letter for that sound / name.</p> <p>Teach your child how to write the high frequency words <i>so, no, go</i>.</p>
Tue	<p>Play Quickwrite capitals as you did in yesterday's session.</p> <p>Then ask your child to read through these high frequency words learnt so far.</p> <p><i>he, we, me, be, the, and, to, l, so, no, go</i></p> <p>Note that many of them are tricky words that cannot be sounded out.</p>	<p>Introduce the concept of digraphs – that two letters make one sound (so you don't have to sound out each letter).</p> <p>Recap the digraphs they know so far: <i>ck, ff, ll</i> and <i>ss</i>.</p> <p>Remind the children that these digraphs we have learnt so far never go at the front of words.</p>	<p>Ask your child to draw a phoneme frame with two lines. They should be familiar with this idea.</p> <p>Ask them to write the following words in their frame (see below Appendix 2).</p> <p><i>sell, kiss, neck, huff.</i></p>	<p>Play Countdown see Appendix 3.</p>

<p>Wed</p>	<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</p> <p>Play Musical Statues (Appendix 4) to practise the alphabet.</p>	<p>Teach your child to read <b>are, you</b>.</p> <p>Teach the sound <b>zz</b>, remind them it is a digraph where two letters make one sound and that it never comes at the beginning of a word.</p>	<p>Ask your child to sound out and write the following words:</p> <p><b>buzz, fizz, jazz, fuzz.</b></p> <p>Encourage them to say the sounds out loud as they try to spell the word.</p>	<p>See the pictures in Appendix 5.</p> <p>Ask your child to read these words and match them to the correct picture.</p> <p><b>buzz, fizz, zip.</b></p> <p>Teach your child to read the words</p> <p><b>are, you.</b></p>
<p>Thu</p>	<p>Ask your child to spell these high frequency words <b>no, go, the, and, to, I</b>.</p> <p>Note that most of them are tricky words that cannot be sounded out.</p>	<p>Teach your children the sound <b>qu</b> (e.g. <b>quack</b>) remind them it is a digraph where two letters make one sound.</p> <p>Explain that although it may sound like <b>kw</b> or <b>cw</b>, words in English never start with these spelling patterns.*</p>	<p>Ask your child to write the following words.</p> <p><b>quiz, quit, quick, quack, quid.</b></p> <p>Encourage them to say the sounds out loud as they try to spell the word.</p>	<p>Ask your child to read the following sentences and ask them which one matches the picture.</p> <p><b>The bee went buzz.</b> <b>The duck went quack.</b></p>  <p>Help your child to read the following words:</p> <p><b>are, you</b></p>

\*The exception being some brand names which they may know.

Appendix 1

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

## 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 *kiss* 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
k	i	ss

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

*tell, miss, duck, puff, fill, loss, tick, jet, jam, jog, Jack, he, we, me, be, van, vat, vet, visit, will, win, wag, web, mix, fix, fox, box, tax*

## Appendix 4: Musical statues alphabet

Play a musical statues style game where you sing part of the alphabet and then stop. Ask the children to point to or write the letter you have stopped on.

## Appendix 5: Matching pictures

