

Lesson / Activities	Key words
<p><b>Monday (roughly 7 minutes for each activity)</b></p> <p><b>Sound Swap</b> – on separate post-its write the letters for the key words (opposite) and put the letters on the table. Ask your child to make the word ‘jump’ with the post its. Then ask them to use the letters and change it to bump (just by swapping the j for the b). Repeat with the other letters until all of the words have been made.</p> <p><b>Word building</b> – Write the letters that make the words opposite on separate post-its and arrange them on the table. Ask your child to use the letters to write make the words opposite. Then ask them to write the word on their whiteboard. Ask your child to say the sounds as they write them.  <b>The sound ‘ck’ should be written on one post it note. Remind your child that sometimes we spell a sound with two letters, like this one (point to ck). It has two letters, but just one sound.</b></p> <p><b>Reading and Spelling Words</b> - Write one of the words opposite on a piece of paper and ask your child to whisper the sounds very quietly to themselves. Then ask them to say the sounds and read the word. Then ask them to write the word, saying the sounds as they write them.</p> <p><b>Sentence dictation:</b> I think the finch slept in the shed.  Challenge: I think the finch slept in the shed with the cat.  Ask your child to read the sentence back to you.</p>	<p>Sound swap – nonsense words today: crin, cran, dran, drun, drim.</p> <p>Word building words – duck, stick, truck.</p> <p>Reading and Spelling words – kick, trick.  Check that your child understands the meaning of the words that you are asking them to read and write.</p>
<p><b>Tuesday</b></p> <p><b>Sound Swap (see above).</b> Look carefully at which letter your child chooses for b and d.</p> <p><b>Word building (as lesson above).</b> Can they also orally use each word in an interesting sentence?  <b>The sound ‘ck’ should be written on one post it note – it is described to the children as “two letters, one sound ck”.</b></p> <p><b>Reading / Spelling (as lesson above).</b> Explain the meaning of any words that they don’t know. Can they use the words in a sentence?</p> <p><b>Sentence dictation:</b> There was a thud and a crack.  Challenge: There was a thud and a crack and the lamp went off.  Ask your child to read the sentence back to you.</p>	<p>Sound swap words – drum, drims, frims, bram.</p> <p>Word building words – chick, shock, back.</p> <p>Reading and Spelling words – lick, check.</p>
<p><b>Wednesday</b>  <b>Sound Swap (see above).</b> Nonsense words today.</p>	<p>Sound swap words: frims, froms, roms, croma.</p>

<p><b>Word building (as lesson above).</b> Explain the meaning of any unfamiliar words. Can they also orally use each word in an interesting sentence? The sound 'ck' should be written on one post it note – it is described to the children as “two letters, one sound ck”.</p> <p><b>Reading / Spelling (as lesson above)</b> Explain the meaning of any words that they don't know.</p> <p><b>Sentence dictation:</b> Grandad's clock is on the shelf. Challenge: Grandad's clock is on the shelf in the kitchen.</p>	<p>Word building words – thick, neck.</p> <p>Reading and Spelling words – trick, stack. Reading high frequency words – there, those.</p>
<p><b>Thursday</b></p> <p><b>Sound Swap (see above).</b> Mostly nonsense words today.</p> <p><b>Word building (as lesson above).</b> Explain the meaning of any unfamiliar words. Can they also orally use each word in an interesting sentence? The sound 'ck' should be written on one post it note – it is described to the children as “two letters, one sound ck”.</p> <p><b>Reading / Spelling (as lesson above)</b> Explain the meaning of any words that they don't know.</p> <p><b>Sentence dictation:</b> The dog sat on a black mat. Challenge: The dog sat on a thick, black mat.</p>	<p>Sound swap words – shid, shick, pick, pack.</p> <p>Word building words – sock, snack.</p> <p>Reading and Spelling words – stuck, struck.</p>
<p><b>Friday – Today introduces a new phonics concept to the children 'One Sound, Different Spellings'. On separate post-it notes write the letters c, k, ck and explain that these are different ways to spell the sound /k/.</b></p> <p><b>Sound Swap (see above).</b> Check which /k/ spelling your child places for these words. Spend a little longer on this section today.</p> <p><b>Reading / Spelling (as lesson above)</b> Explain the meaning of any words that they don't know.</p>	<p>Sound swap words – cat, crab, kiss, kit, pack, sock.</p> <p>Reading and Spelling - rock, slack. High frequency word reading – their.</p>

