

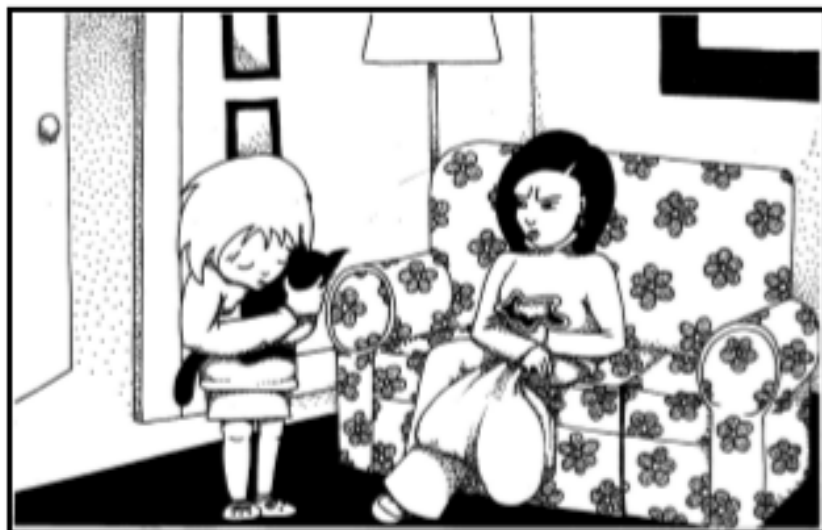
Lesson / Activities	Key words
<p><b>Monday (roughly 7 minutes for each activity)</b></p> <p><b>Sound Swap</b> – on separate post-its write the letters for the key words (opposite) and put the letters on the table. Ask your child to make the word ‘jump’ with the post its. Then ask them to use the letters 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>Story: Candy the cat</b> Read the story below with your child. Encourage your child to read as much of the story as they can independently. Remind your child that there are different spellings for the sound /k/, “same sound, different spelling.” When you get to a word with the ‘k/c/ck’ sound either highlight it or write it down.</p> <p>After reading the story, ask your child to choose one of the words to use and write in a sentence.</p>	<p>Sound swap – nonsense words today: dith, dath, dap, chap, chack.</p>
<p><b>Tuesday</b> - Today you are introducing a new sound ‘ng’ – it is described to the children as “two letters, one sound ng”.</p> <p><b>Listen and Segment</b> - Put the letters <b>a b ng</b> on separate post it notes in front of your child. Say the word ‘bang’ slowly and ask your child to listen carefully to see if they can hear the sounds that make up the word ‘bang’. Ask them ‘what is the first sound you hear in bang?’ and ask them which of these (point to the post-its) is the way we write b? Repeat with the middle sound /a/. For the spelling with two letters say ‘sometimes we spell a sound with two letters, like this one (point to /ng/. It has two letters, but it is just one sound. It is /ng/. ‘Now let’s say the sounds and read the word. Write the word for your child and ask them to tell you all the sounds you need to write the word bang. Ask your child to write the word bang, saying the sounds as they write them.</p> <p>Repeat with the words king and sing.</p> <p><a href="https://www.ictgames.com/mobilePage/helpAHedgehog/index.html">https://www.ictgames.com/mobilePage/helpAHedgehog/index.html</a> Select Phase 3 – ch, sh, th, ng.</p>	
<p><b>Wednesday</b></p> <p><b>Sound Swap (see above).</b></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</p>	<p>Sound swap words: sang, long, song, ping.</p> <p>Word building words – bring, sting, thing.</p>

<p>write the word on their whiteboard. Can they also orally use each word in an interesting sentence?          Explain the meaning of any unfamiliar words.  <b>The sound 'ng' should be written on one post it note – it is described to the children as “two letters, one sound ng”.</b></p> <p><b>Reading / Spelling</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. Explain the meaning of any words that they don't know.</p> <p><b>Sentence dictation:</b> Kim had a black cat.          Challenge: Kim went to bring in her black cat.</p>	<p>Reading and Spelling words – stung, string.          Reading high frequency words – there, these.</p>
<p><b>Thursday</b></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?  <b>The sound 'ng' should be written on one post it note – it is described to the children as “two letters, one sound ng”.</b></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> Tick tock went grandad's big clock.          Challenge: Tick tock went grandad's big clock as the dog went to bed.</p>	<p>Word building words – cling, fling, swing.</p> <p>Reading and Spelling words – sling, lung, twang.</p>
<p><b>Friday –</b></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?  <b>The sound 'ng' should be written on one post it note – it is described to the children as “two letters, one sound ng”.</b></p> <p><b>Reading / Spelling (as lesson above)</b> Explain the meaning of any words that they don't know.</p> <p><b>High Frequency Words –</b> Please go through the high frequency word list and mark off the words that your child knows and continue to practise those which they don't. You could choose five to practise at a time.          Please let us know if your child is able to read all of the high frequency words.</p>	<p>Word building words – sang, clang, wing.</p> <p>Reading and Spelling – fling, long, slang.</p>

## Candy the cat

Kim had a black cat.  
The cat was called Candy.  
Kim put Candy in a sack.

The sack was dark.  
Candy was cross.  
Mum was cross, too.



Kim was sorry.  
Kim and Candy had a cuddle.

Then Mum and Kim and  
Candy all had a cuddle.



