

Phonics

Monday 11th May 2020

Practise reading the high frequency words below:

very was we went were
what when will with you


Today's focus: To read words with the -s ending.

Review:

Select another activity

Can you spot the ay, ai and a-e words in this story?

One day in May, Yan went on the train to stay at his dad's place. He went to play in the garden and saw a snail. He rushed to tell his dad. His dad put the snail in a pail and sprayed it with some water. Yan got his crayons and made a picture of the snail. Then he put them away and his dad made tea. He put it on a tray so they could eat it in the garden.



Teach: By adding the -s it means there is now more than one peacock and this we call - making these words plural.

Can you blend and read these words. Don't forget to make the /s/ sound on the final word that makes it plural.

p - ea - c - o - ck	pea -cock	peacock	peacocks
c - r - o - c - o - d - ile	cro - co - dile	crocodile	crocodiles
d - o - n - k - ey	don - key	donkey	donkeys
d - o - l - ph - in	dol - phin	dolphin	dolphins
wh - ale	whale	whales	

Practise: Syllabicate and read these words as best as you can. Ask an adult to help if you get stuck.

apricot	apricots	field	fields
unit	units	headache	headaches
	herb		herbs

ferns	pyramids	rhythms	humans	bowls	acids
boulders	chiefs	minds	shoulders		dangers

Apply: Read these sentences for your family members. Make a list of all the plural words in the sentence.

Emus have fluffy feathers.

The chefs forgot to peel the apricots.

There are lots of dangers that unicorns can face.

Assess: Make a note of the words that were hardest for you to read.

Tuesday 12th May 2020

Practise reading the high frequency words below:

asked at back be big
but by called came can

Today's focus: To read words with the -es ending.

Review:

Select another activity

These words use ou:

Say the names of the pictures out loud.
Say the words carefully
Write the words.



Teach: When reading words with **es** endings, sometimes the **e** makes an /i/ sound and the **s** makes a /z/ sound e.g. /f/ /o/ /x/ /i/ /z/ foxes

What is the difference with the animals in these pictures below?



one = fox



more than one = foxes

Can you blend and read these words. Don't forget to make the /iz/ sound (spelt es) that makes the word plural.

c - o - ck - r - oa - ch

cock - roach

cockroach

cockroach**es**

c - oa - ch

coach

coach**es**

b - o - x

box

box**es**

Practise: Syllabicate and read these words as best as you can. Ask an adult to help if you get stuck

church

church**es**

bush

bush**es**

dish

dish**es**

catch

catch**es**

latch

latch**es**

kiss**es**

arch**es**

lash**es**

cockroach**es**

taxes

dishes

inches

resses

crosses

bunches

torches

beaches

wrenches

launches

Apply: Read these sentences for your family members. Make a list of all the plural words in the sentence.

I think that foxes may be lurking in the bushes.

The boxes with crosses on them are full of cockroaches.

The frog got a lot of kisses.

Use 3 of the words you read earlier to write your own sentences.

Assess: Make a note of the words that were hardest for you to read.

Wednesday 13th May 2020

Practise reading the high frequency words below:

a about all an and
are children come could as

Today's focus: To add -s and -es to the third person singular of verbs.

Review

Select another activity

Help Pirate Pete find the treasure!

The real treasure has real words on it.
The fake treasure has got made up words on it.

chain tonight fur chair tools crown
proud stray poolp tried yept froum
draym shound

Can you find the real treasure?

Teach: Sometimes we add **-s** or **-es** to words for other reasons than making plurals (but that we can still use the same rules for choosing how to spell them). The verbs in the sentences need changing when you are writing in the third person (talking about somebody else)

First person (me)

Third person (someone else)

I jump up high.

He jumps up high.

I stamp my feet.

She stamps her feet.

I munch on a carrot.

The bunny munches on a carrot.

Practise: Can you complete the rest of the table by changing the sentences to the third person?

First person (me)

Third person (someone else)

I brush my hair.

I fix rockets.

Change these words from singular to plural using either s or es. Think about what you've learnt so far this week to help you chose the correct ending.

wash _____

shout _____

dream _____

pinch _____

fix _____

float _____

Apply: Read these sentences for your family members. Make a list of all the plural words in the sentence.

The frog runs away from the kisses.

The cockroaches bend their knees.

The snake munches all the treats and sweets.

Assess: Make a note of the part of the task that was the hardest for you to complete.

Thursday 14th May 2020

Practise reading the high frequency words below:

dad day do don't down
for from get go got

Today's focus: To learn to read adjectives that have the **-er** suffix added on.

Review:

Select another activity

Can you spot the **ie**, **igh** and **y** words in this story?

The moon was bright in the night sky. The boy went to the kitchen to try and eat a pie. He tried to eat it without making a noise. His mum put on the light and cried, "What is this I have spied?" "It was the dog!" he lied.



Teach: Adding to adjectives **er** lets you compare two things.

Kind kinder slow slower neat neater

My work is **neater** than yours.

A sloth moves **slower** than a snail.

Practise: Syllabicate and read these words as best as you can. **Ask an adult to help if you get stuck**

Lower weaker cheaper meaner smoother shorter
stronger darker colder wilder older lighter sharper

Choose 3 words from those above and use them in sentences to compare 2 things.

Apply: Read these sentences for your family members. Make a list of all the adjectives that were used to make comparisons.

This crocodile is kinder than that tiger.

That flamingo is slower than this emu.

My work is neater than it was yesterday.

Assess: Make a note of the words that were hardest for you to read.

Friday May 15th 2020

Practise reading the high frequency words below:

had have he help her
here him his house I

Today's focus: To learn to read adjectives that have the **-er** suffix added on

Review

Select another activity

Count the phonemes in these words:

Which words have got 3 phonemes and which words have got 4 phonemes?
Can you sort them out?

Tray Road Chain
Moon Clown Cloud Fork Fries

Teach: Syllabicate and read these words as best as you can then *choose 3 words and use them in sentences to compare 2 things.* Ask an adult to help if you get stuck.

prouder neater colder smoother
smarter sharper darker calmer

Apply: Read these sentences for your family members. Make a list of all the adjectives that were used to make comparisons.

I feel prouder than I have ever done before.

The sky is getting darker.

You had a smarter plan than I did.

Assess: Make a note of the words that were hardest for you to read.

Letters and Sounds Lessons

Dear parents,

Below is a link for additional support in phonics. They are live lessons, which you can join on YouTube. There are different times for different phases, which are also listed below.



Funded by Department for Education

LETTERS AND SOUNDS

New lessons uploaded daily at 10am, 10:30am and 11am

KEEP YOUR CHILD'S PHONICS LEARNING ON TRACK WITH OUR DAILY LESSONS, DESIGNED AND DELIVERED BY EXPERTS

12 weeks of summer-term lessons using the Letters and Sounds programme

tes Resources for schools

10am	Reception Summer Term Phase 3&4	For Nursery/Reception children who can blend and read words such as 'fish' 'chat' and 'rain'
10:30am	Year 1 Summer Term Phase 5	For Year 1 children who can confidently blend and read words such as 'stamp' 'chair' and 'green'
11am	Learning to blend Phase 2 recap	For children in Nursery, Reception and Year 1 who need extra practice sounding and reading words such as 'tap' 'cap' 'mat' 'pat'

https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/videos