

## Phonics

Monday 18<sup>th</sup> May 2020

Practise reading the high frequency words below:

the            their            them            then            there  
they            this            time            to            too

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

Review:

Select another activity

**Write a word using each phoneme:**

Can you write 2 word containing each phoneme?

ai    ee    igh    oa  
ay    ea    ie    ow

Teach: We add -est to say that someone or something is the most...when compared to others.

Can you blend and read these words.

K-i-n-d	kind	kind-est	kindest
Old - est	o-l-d	old-est	oldest
d-ar-k	dark	dark-est	darkest

Practise: Read these words as best as you can then complete them with - est to show comparison (to the highest degree).

Ask an adult to help if you get stuck.

Proud_____	neat_____	cold_____	smooth_____	smart_____
Sharp_____	dark_____	cool_____	kind_____	wild_____

Choose 3 of the newly formed words and use them in sentences to make comparison.

Apply: Read these sentences for your family members.

Which animal has the sharpest teeth?

You have the neatest bedroom.

I don't want to go into the deepest, darkest cave.

Which part of your body is the strongest?

What is the coldest place you have ever been to?

That shark has the sharpest teeth.

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

Tuesday 19<sup>th</sup> May 2020

Practise reading the high frequency words below:

People          put          saw          said          same  
See          she          so          some          that

Today's focus: To read verbs that have -ing added onto them.

Review:

Select another activity

These words use ea:

Say the names of the pictures out loud.  
Listen to the phonemes.

Bb Cc Dd  
Ff Gg

Now write the words.

Teach: -ing can be easily read using existing phonic knowledge (i-ng).

Can you blend and read these words

ea-t                  eat                  eat-ing                  eating  
wh-ir-l                  whirl                  whirl-ing                  whirling  
c-ar-t-wh-ee-l                  cart-wheel                  cart-wheel-ing                  cartwheeling

Practise: Read these words as best as you can then complete them with - ing. Ask an adult to help if you get stuck.

play \_\_\_\_\_          stray \_\_\_\_\_          bound \_\_\_\_\_          hound \_\_\_\_\_          read \_\_\_\_\_  
treat \_\_\_\_\_          enjoy \_\_\_\_\_          destroy \_\_\_\_\_          twirl \_\_\_\_\_          taunt \_\_\_\_\_  
yawn \_\_\_\_\_          draw \_\_\_\_\_          whisper \_\_\_\_\_          chew \_\_\_\_\_          launch \_\_\_\_\_

Choose 3 of the newly formed words and use them in sentences to make comparison.

Apply: Read these sentences for your family members.

I don't like people whispering when I am reading.          The puppy was enjoying destroying the shoes.

A great booming noise came thundering across the mountains.

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

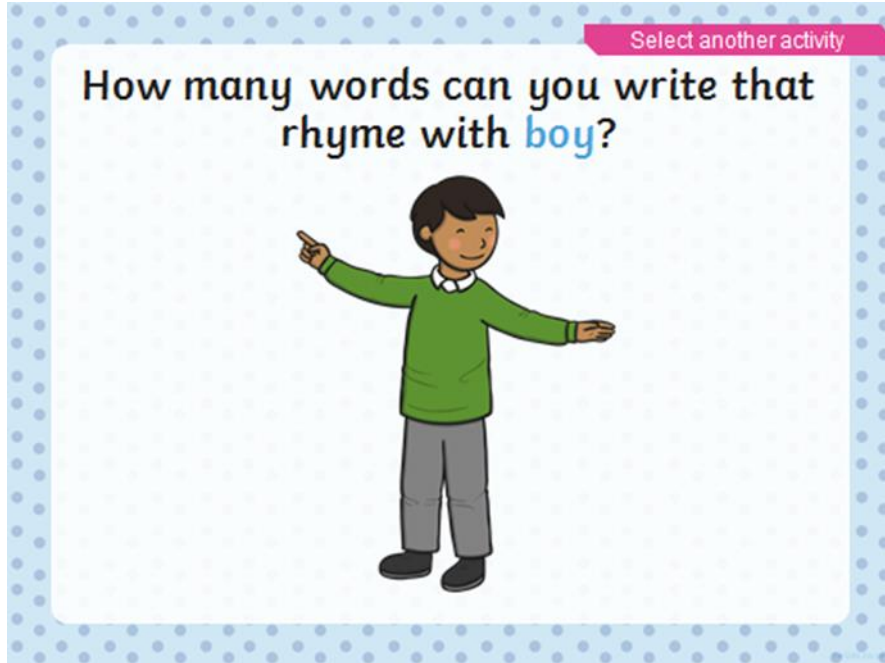
Wednesday 20<sup>th</sup> May 2020

**Practise reading the high frequency words below:**

No            not            now            of            off  
Oh            old            on            one            out

**Today's focus:** To read verbs that have -ing added onto them.

**Review**



**Teach:** ing can be easily read using existing phonic knowledge (i-ng).

e-n-j-oy            en-joy            en-joy-ing            enjoying  
b-oi-l            boil            boil-ing            boiling  
d-e-s-t-r-o-y            des-troy            des-troy-ing            destroying

**Practise:** Read these words as best as you can then complete them with - ing.

toil\_\_\_\_            join\_\_\_\_            point\_\_\_\_            annoy\_\_\_\_  
curl\_\_\_\_            twirl\_\_\_\_            burn\_\_\_\_            squirt\_\_\_\_

**Choose 3 of the newly formed words and use them in sentences to make comparison.**

**Apply:** Read these sentences for your family members.

That annoying elephant was squirting me.            I was enjoying that book.  
I can't help blurting things out.

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

**Practise reading the high frequency words below:**

Look            looked            made            make            me  
Mr            Mrs            mum            my            no

**Today's focus:** We are learning to spell verbs that have had -er added on to turn them into a noun.

**Review:**



**Teach:**

p-l-ay            play            play-er            player  
w-ai-t            wait            wait-er            waiter  
p-ai-n-t            paint            paint-er            painter

**Practise:** Read these words as best as you can then complete them with - er. **Ask an adult to help if you get stuck.**

burn\_\_\_\_            speak\_\_\_\_            heat\_\_\_\_            hunt\_\_\_\_

**Choose 2 of the newly formed nouns and use them in sentences.**

**Apply:** Read these sentences for your family members.

The walker would not slow down.            The trainer was ready for the big race.

This dragon was a bit of a charmer.

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

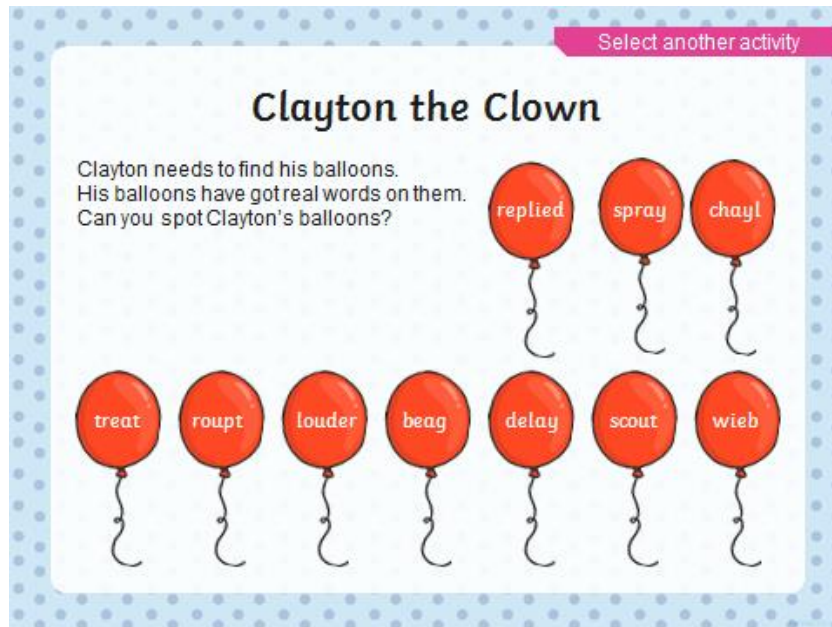
Friday May 22<sup>nd</sup>, 2020

Practise reading the high frequency words below:

I'm            if            in            into            is  
It            it's            just            like            little

Today's focus: to write the days of the week

**Review**



**Teach:**

T-ue-s-d-ay	Tues-day	Tuesday
Th-ur-s-d-ay	Thurs-day	Thursday
S-u-n-d-ay	Sun-day	Sunday

**Apply:** Can you practise syllabifying and write the names of the other 4 days of the week. **Ask an adult to help if you get stuck**

**Assess:** Make a note of the day of the week that was hardest for you to write correctly.