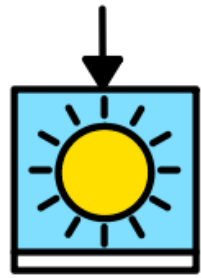
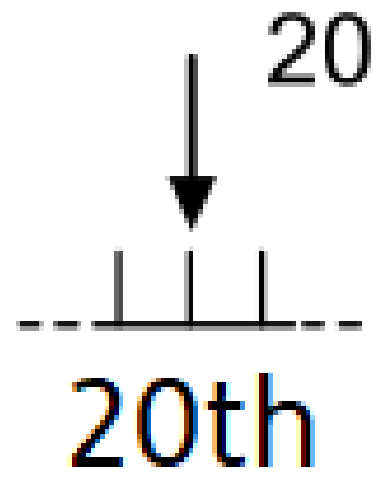




Wednesday



May



Today is



Reading

+

and



Phonics

Reading: Read with your child or let them read to you and ask them questions using the relevant levels below for guidance. Also remember that there are weekly stories read by your class teacher.

Level 1 Matching Find one like this....	Source of noise What can you hear?
Naming actions What are you doing?	Imitation Say this
Naming objects What is this/that?	Naming people Who is that?
Remembering activities seen/done What did you see/do?	Remembering objects in book What did you see?

Level 2 Describe the scene What's happened? What is happening?	Identifying differences How are these different?
Remembering information Who? What? Where?	Naming object from a category Tell me something that's a (type of)....
Finishing a sentence Finish this...eg "I like... I wish...I can..." "The (object) is (verb/adjective)."	Identifying object functions Show me the one we use for..... Find something that.....
Identify and describe characteristics of objects What size is it? What shape? What colour? How many? How does it taste? Smell? Feel? Where is it?	Attending to 2 characteristics Find something that is and

Level 3 Identify an object used with another Find me one to use with this.	Follow 2 stage directions Do this.....and then.....
Describe an event that might happen What will happen next?	Identify similarities How are these the same?
Retell a routine sequence/Give directions Tell me what to do.	Understanding negatives/Identify objects by exclusion Which one is not.....?
Assume role of another What would (could/might) they (she/he) do (say/think)?	Identify alternative Tell me something else we could use/do.
Describe sequence of pictures logically Tell me the story/what happened.	Generalise about a set of events What happened to all of these?
Change pictures in a sequence Make these into a story. Show me the first/middle/last.	Defining a word What is a?

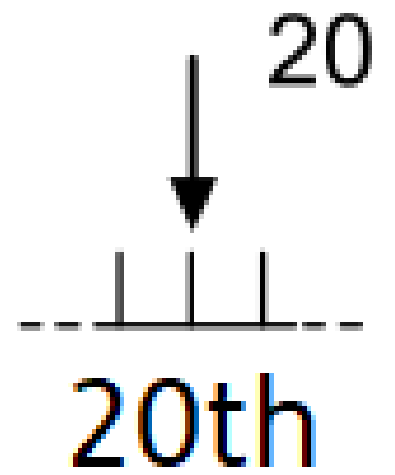
Level 4 Predicting changes What will happen if.....?	Explaining obstacles to a solution Why can't we.....?
Justifying a prediction Why did/is.....?	Explaining an observation How can we tell?
Identifying a cause of an event Why did it/that happen?	Problem solving/Selecting means to a goal How could we fix it? What could we use?
Formulate a solution What could you do? How could we fix it?	Explaining means to a goal Why should we use/do that?
Explaining construction of objects Why is made of	Explaining emotions/reactions of people/objects Why is doing that?



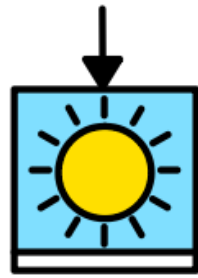
Wednesday



May



20th



Today is



Reading

+

and



Phonics

Phonics:

Look at the letter sounds

Ideas: g o c k

- Find a collection of objects beginning with these letter sounds and sort them by their sound.
- Play silly soup. Use a bowl and add objects beginning with one of the letters. Sing: "I am making silly soup I'm making soup that's silly, I'm going to put it in the fridge to make it nice and chilly" as your child stirs and adds an object while saying the letter sound.

https://www.youtube.com/watch?v=2GoH2K_WaLs

- Write these letters using lower case and capital letters. Make this fun by using a variety of materials e.g. mud, paint, flour and water.
- Write/say a sentence using words beginning with any of these three letters.
- Take a look at the additional I spy and read activity and have a go.

Please see link for more guidance: <https://www.phonicsplay.co.uk/>

Which one?

Lay out a selection of familiar objects with names that contain three phonemes (e.g. leaf, sheep, soap, fish, sock, bus). Check that all the children can recognise each object. Bring out the sound-talking toy and ask the children to listen carefully while it says the names of one of the objects in sound-talk so they can help it to put the sounds together and say the word. The toy then sound-talks the word, leaving a short gap between each sound. Encourage the children to say the word and identify the object. All the children can then repeat the sounds and blend them together - it is important that they do this and don't simply listen to the adult doing so.

Cross the river

Choose a selection of objects with two or three phonemes as above. There can be more than one of the same object. Make a river across the floor or ground outside with chalk or ropes. Give each child or pair of children an object and check that all the children know the names of the objects. The toy calls out the name of an object in sound-talk (e.g. p-e-g). The children who have that object blend the sounds to make the word and cross the river.

High frequency words

In are as back by

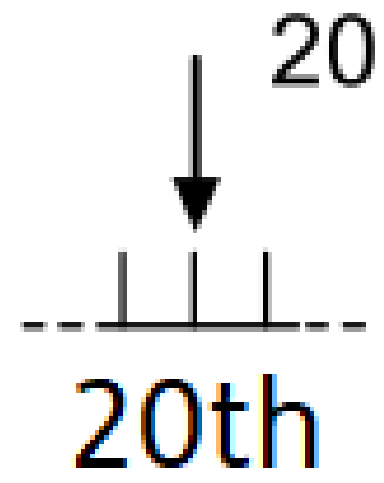
- Practise these words. Say them or write them. Use the Look, say, cover write sheets.
- Can you put these words into a sentence? Say them or write them.



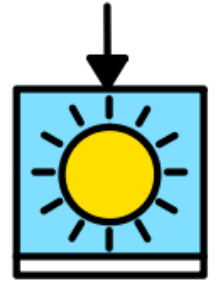
Wednesday



May



20th



Today is



Smelling



Sensory

Activity

Play dough

Make some no cook orange scented play dough – follow the recipe and if you cannot get orange oil then add whatever scent you can find.



You could try:
Peppermint oil and green food colouring .

Coconut oil

Lemon and yellow food colouring.

Lavender oil and purple food colouring.

No Cook Orange Play Dough

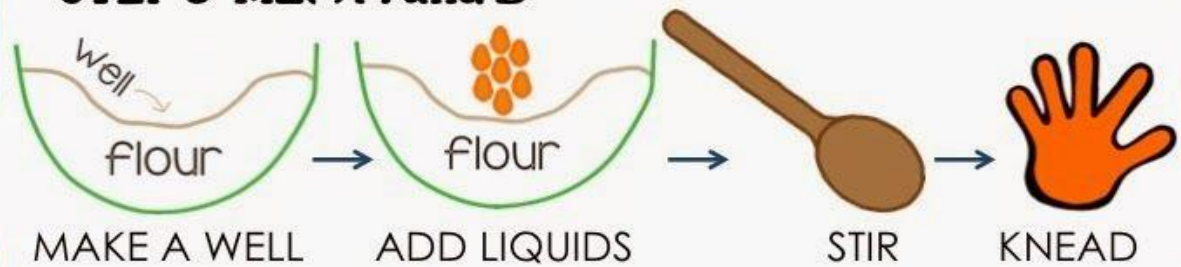
STEP 1: MIX



STEP 2: MIX



STEP 3: MIX A and B



STEP 4: TIME FOR FUN AND LEARNING!

Liza's Early Learning Spot © 2014

