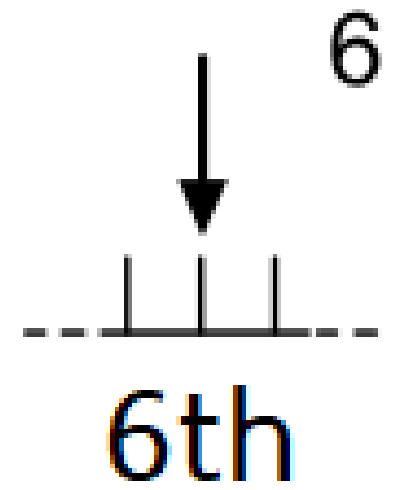




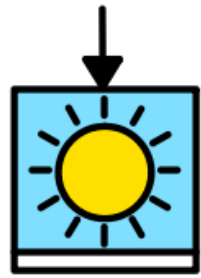
Wednesday



May



6th



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 .....?

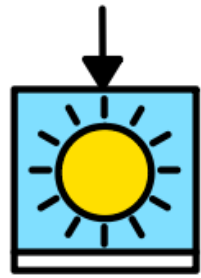
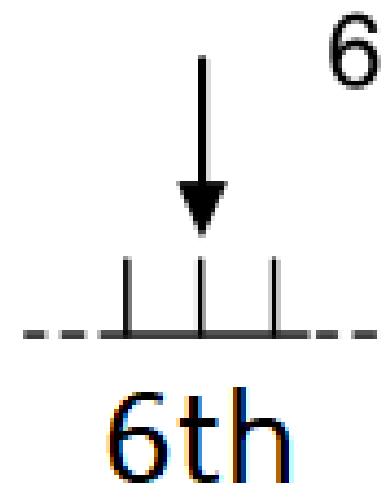
Level 4 Predicting changes What will happen if.....?	Explaining obstacles to a solution Why can't we.....?
Justifying a prediction Why did/is.....?	Explaining an observation How can we tell?
Identifying a cause of an event Why did it/that happen?	Problem solving/Selecting means to a goal How could we 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?



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Phonics

### Phonics:

Look at the letter sounds d, i, m, n

Ideas:

- Play 'Jolly phonics' video and you will find the sounds on the video at the times below.
- d - 1:02, i - 2:32 m - 3:44 n - 3:59. Make sure you use the actions whilst sounding out.
- Find a collection of objects beginning with these letter sounds and sort them by their sound.
- Write these letters using lower case and capital letters. You may want to use a variety of materials e.g. mud, paint, flour and water in a tray or separate trays and then use your finger to mark out the letter .
- See additional 'handwriting booklet' and select the letter sheet to practice writing the letter.

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

### I spy?

Place on the floor or on a table a selection of objects or pictures with names containing two or three phonemes (e.g. duck, ice, mat, net). Check the child knows the names of the objects. Adult says "I spy with my little eye a d-u-ck. Then invite the child to say the name of the object and hold it up. Then say the individual phonemes and blend them together 'd-u-ck, duck'. When the child has become familiar with this game use objects with names that start with the same initial phoneme (e.g. duck, dig, dog, dot, den). This will really encourage the children to listen and then blend right through the word, rather than just the sound at the start of the word.

### 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 the child an object and check that the child knows the names of the objects. Call out the name of an object in sound-talk (e.g. m-a-t). If the child knows the object, blend the sounds to make the word and cross the river.

### High frequency words

to we go with old

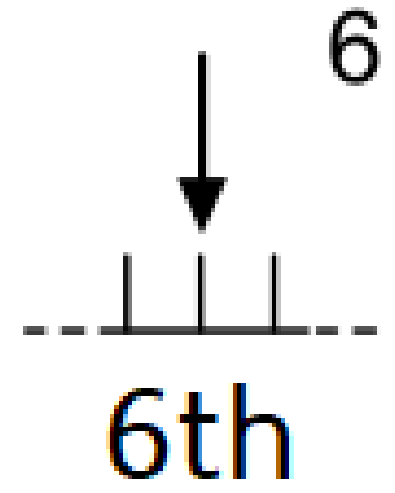
- Practise these words. Say them or write them.
- Can you put these words into a sentence? You can add additional words for it to make sense. Say them or write them.



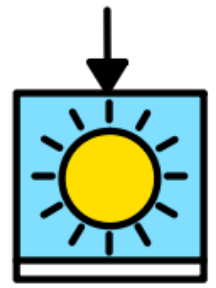
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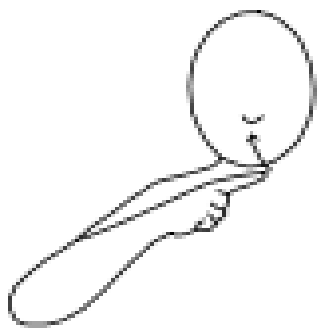
Smelling



Sensory

Activity

## Senses - Smell



Sniff and tap nose once

smell



smell



Gather all condiments together you have in your house. For example ketchup, pesto, mayonnaise, marmite or mustard.

Using a teaspoon see if your child will smell the condiment. Do they like it? Why do they like it?

You might like to fill in an activity sheet named 'Do I like the smell?'