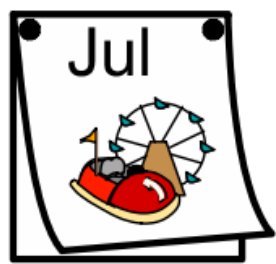
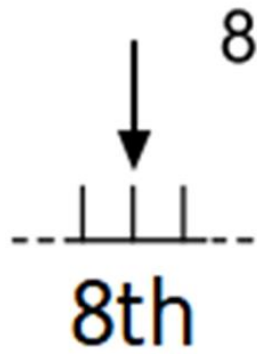




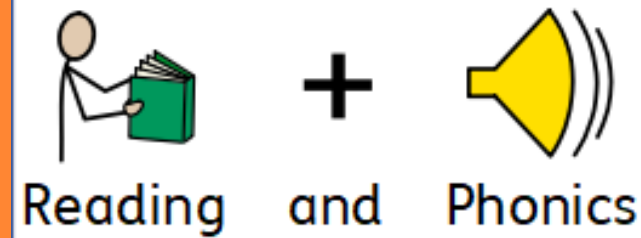
Wednesday



July



8th



Reading and Phonics

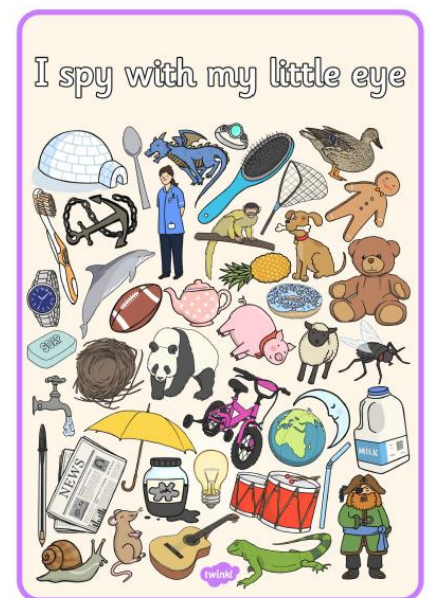
i n m d

We are learning Phase 2 Set 2 sounds

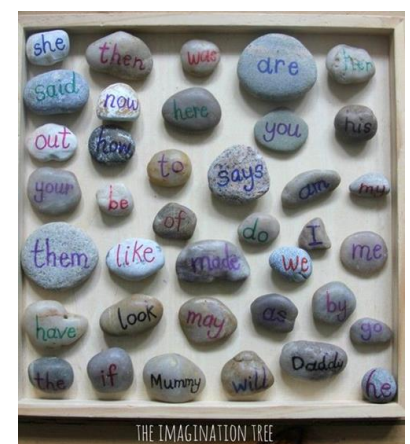
- Practise saying the sounds with your child.
- Watch the BBC Bitesize video with the Word Wizards:
<https://www.bbc.co.uk/bitesize/topics/zf2yf4j/articles/zk3947h>
- Have a go at the Consonant-Vowel-Consonant (CVC) game on the next few pages. Can you fill in the missing letters?
- Play I Spy sounds using the picture board on the website.



Wednesday	July	8th	Reading and Phonics
s	t	p	Can you find the missing letters for all these words? They will all be letters from the box on the left
n	m	d	
i		a	
i		i	




- Collect bottle tops from the recycling and use these to write on the sounds. Try and make 3 of each sound. Turn them upside down and take in turns to turn one over and say the sound.
- You could make sight word pebbles to practise the tricky words we have learnt so far. Pop them in a bag or lay them out upside down. Take in turns to choose a pebble and say the word. OR copy/print out the Tricky Words flash cards on the website this week.
- Why not hide the pebbles or bottle tops in your house or garden and have a phonics scavenger hunt?
- Please send us some photos on Evidence for Learning! And have fun 😊




This week's tricky words to practise reading:

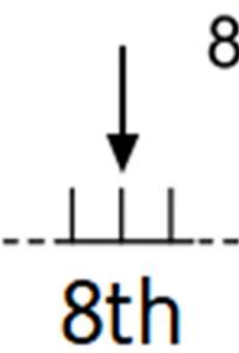
you there me just help




Wednesday



July



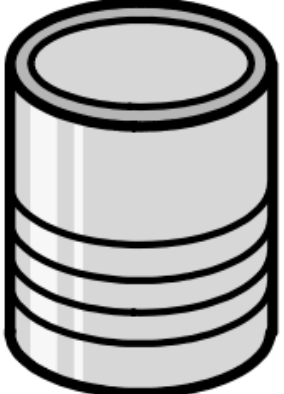
8th




Reading and Phonics

s	t	p
n	m	d

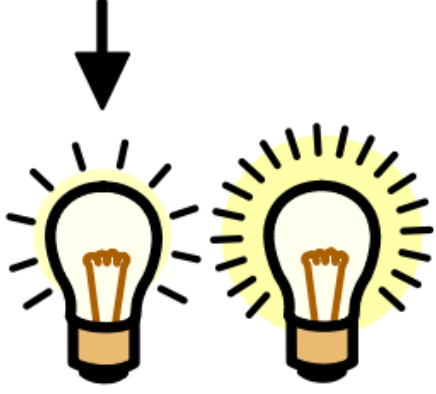
Can you find the missing letters for all these words?
They will all be letters from the box on the left




	i	
--	---	--




	a	
--	---	--




	i	
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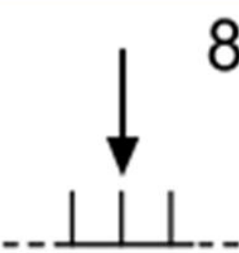
	i	
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Wednesday



July




8th






Reading and Phonics

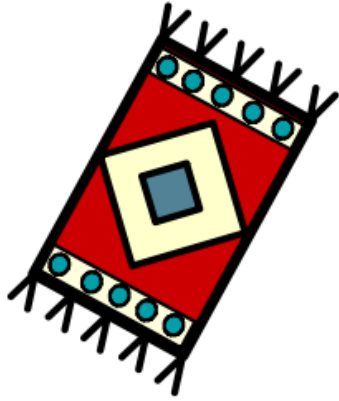
s	t	p
n	m	d




	i	
--	---	--




	a	
--	---	--




	a	
--	---	--




	a	
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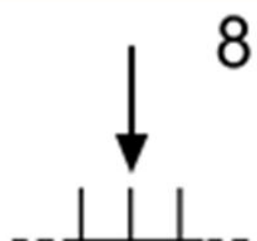
	i	
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Wednesday




July




8th



Reading


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and

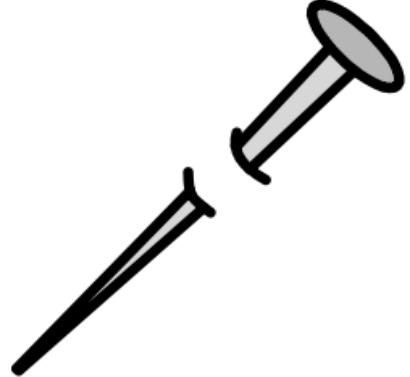
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Phonics

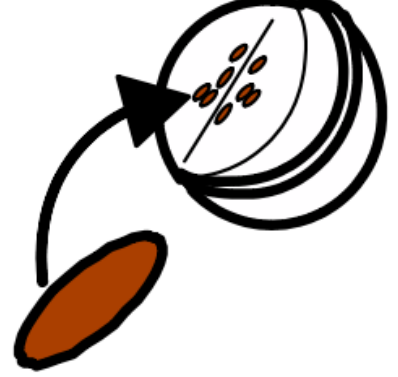
s	t	p
n	m	d




a



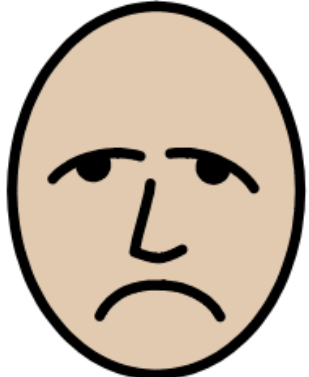
i



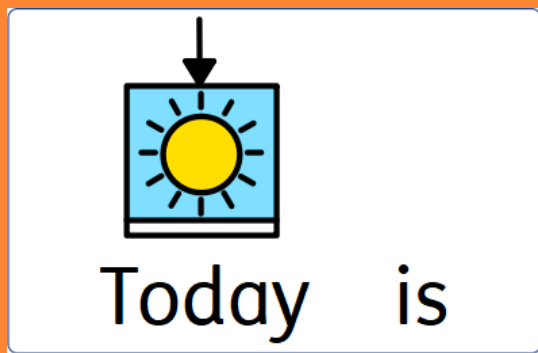
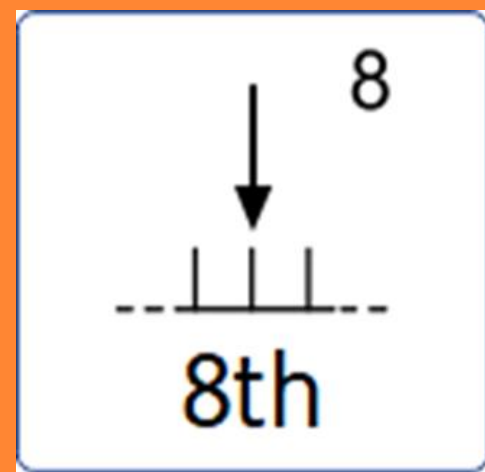
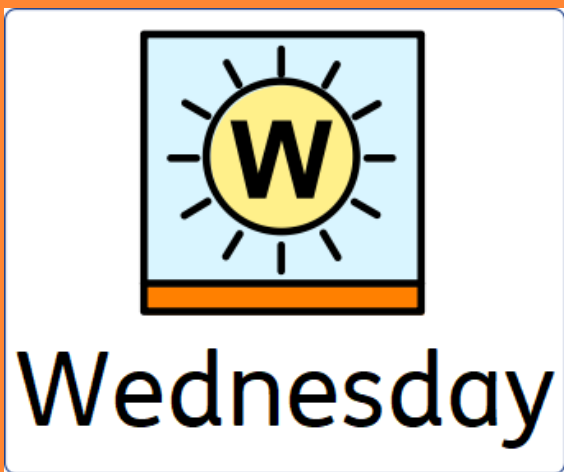
i



a



a



Reading: Read with your child and ask them questions using the relevant levels below for guidance.

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?

Have you got a cosy corner or den where you could share stories together? Perhaps you could make one together.

