**WB Monday 11th January**

**Reading**

**Task 1 - Bug Club book **

Before clicking on your book have a look at the front cover. Do you think it is a fiction or non-fiction text? Why? If it is a fiction text make some predictions as to what might happen in the story.

Open your book and look at the pictures only. Tell an adult what you think is happening in each picture or what you think each page is about?

Read the book to yourself and then to an adult.

Finally answer the bugs.

Emeralds – My Shoes

Rubies – Epic Adventures

Sapphires – Welcome to the Circus

Diamonds – Sharma Family: Best Birthday Ever!

**Task 2**

10mins Reading - Bug Club book or a book of your choice - try to read everyday

**Task 3 – Comprehension **

**Traditional Tales – The Three Billy Goats Gruff**

Choose the level most appropriate for your child.

* Ask your child to read the story to themselves then read it aloud to an adult.
* Read through the questions together and talk with your child to ensure they understand the questions and what they are being asked.
* Identify key words in the questions.
* Read passage again
* Answer the questions

**Spelling**

**Task 1**

**phoneme story ‘tch’**

* Sing the alphabet together then say what sound each letter makes.
* Introduce the next phoneme. Say ‘tch’ and ask your child to look at what your mouth does, what shape it makes? Then ask your child to say the sound and think about what their own mouth is doing.
* Write the phoneme in the air then on the table or carpet in front of you.
* Read the phoneme story for ‘tch’ to your child and ask them to touch their nose when they hear the phoneme.

[The story of 'tch'.](https://blogs.glowscotland.org.uk/ea/gargpr23c/2020/03/24/wednesday-25th-march/the-story-of-a_e/) 

It was Halloween and Ben was dressed up as a witch. He wore a green wig which made him itchy. He took off the wig to scratch his head and left it on the kitchen table. He went off to watch television.

Dasher snatched and tugged at the edge of the wig and pulled it down onto his head. He tried to pull it off with his teeth. Ben and Belle laughed so much when they saw him.

“What a twitchy witch!” said Ben.

* Can they think of any other words which contain the phoneme? - Make a list.
* Phoneme words – Use the activities in the spelling grid below, magnetic letters or activities of your own choice to revise the phoneme words.

Phoneme words – match, ditch, patch, witch, stitch, catch, hatch, snatch, scratch, kitchen

For more of a challenge – butcher, catchphrase, butterscotch, farfetched.

Sentences – write sentences for 3 of your phoneme words.

Remember your core targets –

* capital letters
* full stops
* finger spaces
* use a connective – and, but, because, so

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| **Vowels and Consonants**  Write the vowels in each word in blue and the consonants in red.  e.g. where | **Backwards Words**  Write your words forwards then backwards.  e.g. where erehw | **Toss a Word**  Toss (or roll) a ball back and forth with a partner. You say the 1st letter then toss to your partner who says the 2nd and so on. |
| **Back Writing**  Use your finger to spell out each of your words on someone’s back. Can they guess the word? | **UPPER and lower**  Write each of your words in uppercase and lowercase.  e.g. PHONE phone | **Word Search**  Use all your words to create a word search. |
| **Pyramid Writing**  Create word pyramids for 5 of your words.  c  c a  c a t | **Rate Them**  List your words from easiest to trickiest to spell. | **Hopping**  Spell your words out loud while hopping on one foot. |
| **Rainbow Writing**  First write your spelling words in pencil. Trace over the words 3 times using a different colour each time. | **Hidden Words**  Draw and colour a picture. Hide your spelling words inside your picture. | **Alphabetical Order**  Write all of your spelling words in alphabetical order. |

**Task 2**

common words - another, watch, time, windy

* Show the children the first common word.
* read the word and asks the children to say it aloud, checking for correct pronunciation
* ask the children how many letters are in the word and demonstrate counting them.
* ask how many sounds/phonemes are in the word.
* articulate the word slowly.
* demonstrates the breakdown of letters and phonemes by identifying each sound.
* Ask your child to choose an appropriate spelling strategy, with support, to help them learn the word.
* encourage your child to look carefully at the word and to ‘take a photograph of it ‘ in their mind.
* breaks the word by moving the letters (while your child has their eyes closed).
* ask your child to open their eyes and look at the rearranged letters, then ask if they can tell you the correct the spelling.
* ask your child to trace the word in the air/floor or on their hand.
* repeat the process with the other common words for the week using an appropriate spelling strategy for each word.
* Worksheet - Practise writing each word three times, using correct letter formation, complete spelling strategies grid and fill the gaps to complete the sentences.

**Task 3**

**Spelling – Dictation **

Read the sentences below (one at a time) to your child and ask them to write them down. Remind them of the core targets – full stops, capital letters and finger spaces. How many words have they spelt correctly? Revise any phonemes or common words they have had difficulty with using active spelling strategies. Feel free to adapt these sentences to suit the needs of your child.

1. I never know what to say in school.
2. I will show my mother and father my new yellow coat.
3. How many times did the boy catch the ball?

**Task 4**

**Phoneme words – Elkonin boxes **

Read out some words containing ‘tch’ and ask your child to make and break them, recording their answers in their elkonin boxes.

[Elkonin boxes](https://blogs.glowscotland.org.uk/ea/gargpr23c/2020/03/24/wednesday-25th-march/elkonin-boxes/)

**Common words – Whiteboards/paper**

**another windy watch time**

* Read one word at a time
* Ask your child what strategy they are going to use to help them spell it
* Ask your child to write the word
* Check their spelling and discuss any spelling mistakes they have made

**Grammar** – ‘a’ or ‘an’

Work your way through the activities in the ‘a or an’ PowerPoint at your own pace.

**Personal Writing**

**My Favourite Christmas Present**

Use the attached worksheet to help you plan your writing.

Remember your core targets –

* capital letters
* full stops
* finger spaces
* use a connective – and, but, because, so

Try to make your writing more interesting by adding descriptive words (adjectives).

**Cursive Handwriting**

Video lesson available from Tuesday

Practise formation of letters. See attached file – Handwriting lines