|  |  |  |
| --- | --- | --- |
| **First Level (Primary 2 🡺 Primary 4)** | | |
| **Reading** | | |
| 1. [Phonics Play](https://www.phonicsplay.co.uk/) | Phase 5 & 6 (Primaries 2 and 3).  *Username: march20*  *Password: home* | <https://www.phonicsplay.co.uk/> |
| 1. [Teach your monster to read](https://www.teachyourmonstertoread.com/) | Children can rehearse a range of essential reading skills; matching letters to sounds, blending, segmenting, tricky words and reading full sentences. (Primary 2) | <https://www.teachyourmonstertoread.com/> |
| 1. [Online Library](https://www.nypl.org/books-music-movies/ebookcentral/simplye) | Sign up to an online library. | <https://www.nypl.org/books-music-movies/ebookcentral/simplye> |
| 1. [Phonics Bloom](https://www.phonicsbloom.com/) | Phonics games. Phase 4 - 6: (Primaries 2 and 3) | <https://www.phonicsbloom.com/> |
| 1. [Oxford Owls (free ebooks)](https://www.oxfordowl.co.uk/for-school/oxford-owl-ebook-collection) | Free e-books to read and listen to with accompanying activities. Parents/carers choose an age and website will show appropriate books.  (must create a account to access - free) | <https://www.oxfordowl.co.uk/for-school/oxford-owl-ebook-collection> |
| 1. [Word Family Sort](http://www.readwritethink.org/classroom-resources/student-interactives/word-family-sort-30052.html) | Learn about word patterns and onset and rime. | <http://www.readwritethink.org/classroom-resources/student-interactives/word-family-sort-30052.html> |
| 1. [Book Trust](https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games) | Listen and read along to well-known stories. Opportunities for talking about the book throughout. Titles include: Owl Babies, Hairy Maclary, Rumble in the Jungle) | <https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games> |

|  |  |  |
| --- | --- | --- |
| **Writing** | | |
| 1. [Magnetic letters](http://www.bigbrownbear.co.uk/magneticletters/) | Manipulate magnetic letters to sort letters into groups, make and break words (went… w – ent/ look… l – oo – k) | <http://www.bigbrownbear.co.uk/magneticletters/> |
| 1. [Alphabet Book](http://www.readwritethink.org/classroom-resources/student-interactives/alphabet-organizer-30035.html) | Make your own alphabet book (write as many words as you know beginning with…) Children can make their own dictionary. | <http://www.readwritethink.org/classroom-resources/student-interactives/alphabet-organizer-30035.html> |
| 1. [Story Map](http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html) | Create a story map with a setting, characters and events. You can then write your story on the computer or in your jotter. | <http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html> |
| 1. [‘Look, Cover, Write & Check’ Spelling](http://www.ictgames.com/mobilePage/lcwc/index.html)   Visit [Top Marks](https://www.topmarks.co.uk/) if first link doesn’t work | Opportunities for children to practise spelling words – choose your stage. | <http://www.ictgames.com/mobilePage/lcwc/index.html>  (if link does not work, go to <https://www.topmarks.co.uk/> and search for ‘Look Cover Write Check’ |
| 1. [Film Literacy Writing](https://glowscotland-my.sharepoint.com/personal/gw11macdonaldlaura4_glow_sch_uk/_layouts/15/onedrive.aspx?originalPath=aHR0cHM6Ly9nbG93c2NvdGxhbmQtbXkuc2hhcmVwb2ludC5jb20vOmY6L2cvcGVyc29uYWwvZ3cxMW1hY2RvbmFsZGxhdXJhNF9nbG93X3NjaF91ay9FaDJyQkl4TG8zUkZxM3BOVjBqNEdNSUJZU2tkWXkwaGpEQjI2WXV1YjB5YWFnP3J0aW1lPWlNd0QzUGpMMTBn&id=%2Fpersonal%2Fgw11macdonaldlaura4%5Fglow%5Fsch%5Fuk%2FDocuments%2FFilm%20Literacy%2FFilm%20Literacy%20Bookmarks%20Set%201%2Epdf&parent=%2Fpersonal%2Fgw11macdonaldlaura4%5Fglow%5Fsch%5Fuk%2FDocuments%2FFilm%20Literacy) | Follow the link to literacy bookmarks with QR codes to scan from your phone or tablet and watch the associate film clip. To access the QR code, hold your phone’s camera up to it and wait a moment ☺) Answer the questions related to the clip you watched.  (Primary 4) | <https://glowscotland-my.sharepoint.com/personal/gw11macdonaldlaura4_glow_sch_uk/_layouts/15/onedrive.aspx?originalPath=aHR0cHM6Ly9nbG93c2NvdGxhbmQtbXkuc2hhcmVwb2ludC5jb20vOmY6L2cvcGVyc29uYWwvZ3cxMW1hY2RvbmFsZGxhdXJhNF9nbG93X3NjaF91ay9FaDJyQkl4TG8zUkZxM3BOVjBqNEdNSUJZU2tkWXkwaGpEQjI2WXV1YjB5YWFnP3J0aW1lPWlNd0QzUGpMMTBn&id=%2Fpersonal%2Fgw11macdonaldlaura4%5Fglow%5Fsch%5Fuk%2FDocuments%2FFilm%20Literacy%2FFilm%20Literacy%20Bookmarks%20Set%201%2Epdf&parent=%2Fpersonal%2Fgw11macdonaldlaura4%5Fglow%5Fsch%5Fuk%2FDocuments%2FFilm%20Literacy> |
| 1. [Once Upon a Picture](https://www.onceuponapicture.co.uk/) | Select an image which interests you and talk about/write an answer to the questions underneath (Primary 4) | <https://www.onceuponapicture.co.uk/> |
| 1. [Pobble 365](http://www.pobble365.com/) | Daily picture with associated Story Starter, Sentence Challenge, Question Time and Fix the Sentence activities to complete. (Primaries 3 & 4) | <http://www.pobble365.com/> |

|  |  |  |
| --- | --- | --- |
| **Talking and Listening** | | |
| 1. [‘Listen Up’ resources](https://www.thecommunicationtrust.org.uk/media/3166/postcards_school_age_final.pdf) | Resources to encourage listening, understanding, interaction and play (downloadable pack) | <https://www.thecommunicationtrust.org.uk/media/3166/postcards_school_age_final.pdf> |
| 1. [Book Trust](https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games) | Listen and read along to well-known stories. Opportunities for talking about the book throughout. | <https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games> |
| 1. [BBC School Radio: English](https://www.bbc.co.uk/programmes/articles/5lLPPGClCvFQZ41WVC9rxjm/english) | Listen to stories for children aged 4 – 11 with follow-up tasks available for each story (eg: sequencing the story, learning key vocabulary)  Titles include: Oliver Twist, Macbeth, Dr Jekyll and Mr Hyde, Viking Sagas, Beatrix Potter Tales, Michael Morpurgo books) | <https://www.bbc.co.uk/programmes/articles/5lLPPGClCvFQZ41WVC9rxjm/english> |