

NLC Literacy Learning at Home

First Level Spelling (Stage 4): Unit 2 'The Phoneme Story of ee'



This story contains different representations of the 'ee' sound. A representation is a written sound. In this story, we are focusing on 'ee, ea, e, ie and e - e'.

Unit 2 Phoneme Story (Core)

It happened yesterday on my way home from the shops. Mum had agreed to let me go on ahead. As I walked along the street towards my house, I could see the back door was lying open.

'There is something strange going on here,' I thought.

Indeed there was. I couldn't believe my eyes. A man was leaving my house with pieces of jewellery in his hands. I was so shocked I was not able to speak. Thankfully, a quick acting neighbour saw the thief and chased him down the street and into a field. Others realised what was happening and three more men joined in the chase. But the young thief was too quick and he got away.

When Mother reached the house she was upset but relieved that the thief had been disturbed and had not taken very much.

'This will teach us all a lesson. We must be more careful and make sure we lock up carefully. We shouldn't make it easy for a thief to get into houses,' she said to me.

Task 1

Choose one of the above paragraphs. Dictate it to your child, one sentence at a time. If the sentence is long, read aloud part of it and allow your child time to think about what they are writing.

Correct the paragraph together. Look carefully at any mistakes. Talk about the part they found tricky and look at any misspellings together. Ask your child to practise writing the word again 3 times.

Task 2

Ask them to write a paragraph of their own. They should include at least 2 words that contain the 'ee' representation (this can be ee, ea, e, ie and e - e).

Unit 2 Phoneme Story (**Extension** – suitable for pupils who require challenge)

Usually, after school, my friends and I would **meet** at the end of the **street** to play games. It keeps us out of mischief! We would **speak** and **agree** about the **team** because we **feel** it **keeps** the **peace** and is more fun if the **teams** are different **each** time we play.

Off we set to the **field** to start the game. All was going well. We were having **real** fun and I couldn't **believe** that my **team** was winning **eighteen** to **thirteen**! Then it happened! Just as I was about to **complete** my kick and make it **nineteen** to **thirteen**, I caught a **brief** sight of a **bee** hovering around **me**. I let out an **enormous** **shriek** which echoed in the air. As I fell to the ground in terror, I heard shouts of...

'**Cheat!**' '**Cheat!**' came the taunts from a boy in the other **team**.

I decided to **leave** but not before I gave him a **piece** of my mind to **teach** him a lesson.

'Please **believe** me I am no **cheat**! Did you not **see** that I was startled by the **bee** that was **here**?' I demanded angrily.

No, **indeed** I did not. Sorry. No hard **feelings** **between** us, I hope', he responded in a **weak** voice.

These things happen so **we** will still be friends.

Task 1

Read the story aloud. Ask your child to record the words that contain the 'ee' representation (this includes ee, ea, e, ie and e - e).

Task 2

Choose two of the above paragraphs. Dictate it to your child, one sentence at a time. If the sentence is long, read aloud part of it and allow your child time to think about what they are writing.

Correct the paragraph together. Look carefully at any mistakes. Talk about the part they found tricky and look at any misspellings together. Ask your child to practise writing the word again 3 times.

Task 3

Re-read the phoneme story and stop at the end of the third paragraph. Ask your child to write a fourth paragraph of their own. They must use at least 3 representations of 'ee' and 3 common words! Correct it together.