**NLC Literacy Learning at Home**

 **First Level Spelling (Stage 4): Unit 1 ‘The Phoneme Story of ae’**

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**This story contains different representations of the ‘ae’ sound. A representation is a written sound. In this story, we are focusing on ‘a-e, ay, ai, ey, ea’.**

**Unit 1 Phoneme Story (Core)**

**Today it is my birthday and I am so glad it is a holiday. I couldn’t wait to enjoy it. I raced downstairs to have breakfast and then I sat and waited for the postman. I waited for a long time. I was afraid I wasn’t going to get any birthday cards. Then…**

**‘Plop!’ There they were. My birthday cards dropped in the letter box. My face lit up and it was hard to explain just how happy I was. It was a great feeling opening them. I really liked the card with the monkey on it because it was so cute. I displayed my birthday cards in a place that everyone would see them.**

**Later that day, my family took me out for dinner and I was treated to steak and chips. It was a great day.**

**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 ‘ae’ representation (this can be a-e, ay, ai, ey or ea).**

**Unit 1 Phoneme Story (Extension – suitable for pupils who require challenge)**

**It had been great being able to escape from school for the summer break, but I am afraid I had to face the fact that it was ending. Amazed at the way the holiday had passed so quickly, I made up my mind to delay no longer. Today I couldn’t wait to go out to play but then another idea came to me.**

**I raced down stairs to the breakfast table, desperate to explain to my mother that I wanted to go on a train to a place that I had never been. It may not be that easy! I would save it until the right time and pray that we could go. Everything appeared to be fine so I put my suggestion to her.**

**‘What a great idea! We’ll take the train to Glasgow, do some shopping and then we will go for a steak tea,’ she replied excitedly**

**Not quite what I had in mind but make no mistake, I was not going to complain. After all, I was still going on a train.**

**Soon we set off and when we had paid for the train, I gave mother some of my birthday money to buy chocolate. It’s good to give and help take the strain from the busy lives that mothers have.**

**Task 1**

**Read the story aloud. Ask your child to record the words that contain the ‘ae’ representation (this includes a-e, ay, ai,ey or ea).**

**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 ‘ea’ and 3 common words! Correct it together.**