**NLC Literacy Learning at Home**

 **First Level Spelling (Stage 4): Unit 3 ‘The Phoneme Story of ie’**

**This story contains different representations of the ‘ie’ sound. A representation is a written sound. In this story, we are focusing on ‘igh, i-e, ie and y’.**

**Unit 3 Phoneme Story (Core)**

**A woman was on her way to the shop to buy a large pie for the family tea. She had just waved and smiled to a friend, when a car, turning right, hit a patch of ice.**

**It was a bright night and ice had not been expected. The car came flying towards her and a chill ran up her spine. She got such a fright as she thought she was going to die. Luckily, the car ended up on a drive-way on the other side of the road. She won’t forget what happened that night.**

**The motorist wasn’t aware that there was ice on the road and he was driving too fast.**

**Why do some motorists ignore the speed limit? Motorists should take more care and not drive at high speeds in housing areas and busy places.**

**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 ‘ie’ representation (this can be igh, i-e, ie and y).**

**Unit 3 Phoneme Story (Extension – suitable for pupils who require challenge)**

**On a clear night, birds can be seen in full flight flying by. Last Monday, as the weather was clear and bright I thought, ‘tonight I will wander to the park so that I might be able to take time to look more closely at the birds, as they slice through the air.’ The local park is definitely the best place to go.**

**‘It’s best to lie low, so I may decide to slide behind a tree and write about what I see,’ I thought to myself. As I approached the gate, I knew the park keeper would recognise me. There he was. I gave him a polite, shy smile. I would have to sit tight in the hope that I might learn more about birds and their habits.**

**There were flocks of birds flying from tree to tree, watching and looking for food. Then a rustling began. What a fright I got. I could feel the chill in my spine. I imagined I was going to die. Birds began to fly frantically. Why were they behaving like this? Shortly, I would have a reply! There, moving stealthily amongst the leaves, I spotted a large, grey cat with two little mice gripped tightly in its mouth. What a grand supper they would make! But then, unexpectedly, the cat dropped the mice and began to chase the birds.**

**The cat wasn’t very bright. Suddenly, without any warning, a barn owl dived swiftly and silently, snatched the mice and flew away triumphantly. There could be a message here! Be glad about what you have and always remember …**

**‘A bird in the hand is worth two in the bush!’**

**Task 1**

**Read the story aloud. Ask your child to record the words that contain the ‘ie’ representation (this includes igh, i-e, ie and y).**

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