

Reading Resource Pack

Level: **First**

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**Questions: Before, During and After**

**Before you start reading a text, look at the front and back cover. Go through these questions:**

1. What do you think this book will be about? Why?
2. Do you recognise anything familiar?
3. Does this book look or sound like something you have read before?
4. Who is the author/illustrator?
5. What clues can we get from the blurb?

**Whilst you are reading the book, pause and ask these questions:**

1. What do you think will happen next? Why?
2. Who are the characters?
3. Can you make a connection between this and something that has happened to you?

**After you have read the book, think about these questions:**

1. What was your favourite part? Why?
2. Who was your favourite character/hat was your favourite fact?
3. Did the story remind you of anything?
4. What were the main things that happened?
5. Was your prediction correct? How were they different?

 Reading Resource Pack: First Level

 The purpose of this pack is to provide your child with a range of

 reading tasks which can be used with any texts they may have at

 home. You will find a section appropriate for fictional texts and a

 section for non-fiction texts. You could also use the questions in

 response to your favourite movie, T.V. show episode or Newsround

 show! We hope you find this pack to be useful in continuing learning

 at home.

 Questions are based on the six key skills; remembering,

 understanding, applying, analysing, evaluating and creating. Each

 of the fiction/non-fiction question banks will follow this structure.

Fictional Question Bank

**Remembering**

1. **What happened at the beginning of the story?**
2. **Where did the story take place?**
3. **Who were the characters in the story?**

1. At the beginning of the story …
2. The story takes place …
3. The characters in are …

**Understanding**

1. **Who is your favourite character? Why?**
2. **Describe the front cover. What clues did it give you about the book?**
3. **What was the story about?**
4. My favourite character was because …
5. The front cover … It told me …
6. The story was about …

**Applying**

1. **Is there anyone you know who is like a character in the story?**
2. **If you were the main character, what would you have done?**
3. **Did you learn anything from reading this story?**
4. The character is like because …
5. If I was the main character, I would have …
6. I learned …

**Analysing**

1. **What was the funniest part of the story?**
2. **Which part did you like? Why?**
3. **Is there anything in the story that wouldn’t happen in real life?**
4. I think was the funniest part because …
5. I liked the part when …
6. In real life wouldn’t happen.

**Evaluating**

1. **Which character would you like to be friends with and why?**
2. **Did you like the ending? Why?**
3. **Did you enjoy the story? Why?**
4. I would like to be friends with from the story because …
5. I did/didn’t enjoy the ending because …
6. I did/didn’t enjoy the story because …

**Creating**

1. **If you could give the story another name, what would it be?**
2. **Create a new front cover for the story.**
3. **Create a different ending for the story.**
4. If I could give the story another name, I would call it …
5. Draw a new front cover.
6. If I could change the ending, I would …

**Non-Fiction Question Bank**

**Remembering**

1. **What is the title of the book?**
2. **What is the book about?**
3. **Tell me your favourite fact.**
4. The book is called …
5. This book is all about …
6. My favourite fact in my book is …

**Understanding**

1. **Tell me something new you learned from the book.**
2. **What new words did you learn?**
3. **Choose a new word and find its meaning.**
4. Something new I learned from was …
5. I learned the words …
6. The word means …

**Applying**

1. **What do you still wonder about?**
2. **Who do you think would like to read this book and why?**
3. **What did you learn from the blurb?**
4. I still wonder …
5. I think would like to read this book because …
6. I learned from the blurb.

**Analysing**

1. **What fact did you find most interesting?**
2. **Was there a part that reminded you of another story or film?**
3. **Is there a photograph in the book that helps you?**
4. I think the most interesting fact was …
5. This book reminded me of …
6. The photograph of the helped me because …

**Evaluating**

1. **Would you like to learn more about the topic? Why/why not?**
2. **Was there anything that surprised you?**
3. **Did you enjoy the book? Why?**
4. I would like to learn more about because …
5. I was surprised that …
6. I did/didn’t enjoy the book because …

**Creating**

1. **If you could give the book another name, what would it be?**
2. **Create a new front cover for the book.**
3. **Add your own fact to the book.**
4. If I could give the book another name, I would call it …
5. Draw a new front cover.
6. If I could add a fact it would be …

Grammar Tasks – P2

**Nouns, Adjective, Verbs**

#  Underline the **noun** in each sentence.

A **noun** is a naming word (eg person, place, animal, thing)

An **adjective** is a describing word (eg big, red, scary)

A **verb** is a doing word (eg jumping, running, to sing)

1. You use a toothbrush to brush your teeth.
2. Remember to wash your hands with soap.
3. Put your rubbish in the bin.
4. The cat and dog were running around in the garden.
5. The boy kicked a ball in the park.

 Underline the **adjective** in each sentence.

1. The girl had a pretty pink dress on.
2. I went to the dark scary woods.
3. Tom had a blue and black hat on.
4. The orange fish was swimming in the water.
5. The yummy cake tasted so good.
6. I like to drink cold water.

 Underline the **verb** in each sentence.

1. I walk to school every day.
2. The girl skates on the ice.
3. The cars drive on the road.
4. The boys and girls sing beautifully.
5. The children are playing football.
6. Adam danced around the park.

**Adjectives**

An adjective is a describing word and gives us extra information.

Fill in the blanks with an adjective to make the sentences more interesting.

1. The boy had a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hat on.
2. I can see \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ flowers.
3. Today is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ day.
4. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dog jumped over the wall.
5. My \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ mum makes my dinner.
6. The girl had on a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dress.
7. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cake tasted good.
8. I like to sleep in my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bed.
9. It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ being off school.
10. I can’t wait to eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ eggs at Easter.

**Punctuation**

These sentences are missing capital letters and punctuation. Can you help fix them?

**.** is used for a simple statement/sentence

**?** is used at the end of a question

**!** is used as an exclamation

**Capital letters** are used at the start of a sentence and for someone’s name

1. the big cat ran up the hill

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. can you see the big red ball

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. help shouted the scared man

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. can you get some milk at the shop

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. the rocket ship went bang

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. i can do this said ben

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. hi what is your name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grammar Tasks – P3

**Nouns, Adjective, Verbs**

#

A **noun** is a naming word (eg person, place, animal, thing)

An **adjective** is a describing word (eg big, red, scary)

A **verb** is a doing word (eg jumping, running, to sing)

An **adverb** describes how a verb is done (eg quickly, noisley)

#  Underline the **noun** in each sentence.

1. The capital city of Scotland is Edinburgh.
2. Calum returned his books back to the Library on Wednesday.
3. October is the month after September but before November.
4. Alice and Ben are best friends, they met at school.

 Underline the **adjective** in each sentence.

1. The girl wore a stunning sparkly dress to her Christmas party.
2. I like to eat chocolate chip ice-cream in a small tub.
3. The fierce tiger jumped out of the deep dark jungle.
4. The warm sun shone brightly through my bedroom window.

 Underline the **verb** in each sentence.

1. Julie walked to school every day with her brother.
2. Dad drove us to school because it is far away.
3. The class travelled to their trip by bus.
4. The baby cried because he was hungry and tired.

**Adjectives**

An adjective is a describing word and gives us extra information.

Fill in the blanks with an adjective to make the sentences more interesting.

1. The girl was wearing a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dress and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shoes to the party.
2. I can’t wait to eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ eggs at Easter from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bunny.
3. Today is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ day, I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be able to play outside.
4. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dog is called Floppy and has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fur.
5. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ baby didn’t stop crying all night long.
6. Auchinraith primary is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ school and everyone is so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. I saw a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bird flying \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sky.

**Punctuation**

These sentences are missing capital letters and punctuation. Can you help fix them?

**.** is used for a simple statement/sentence

**?** is used at the end of a question

**!** is used as an exclamation

**Capital letters** are used at the start of a sentence and for someone’s name

1. once upon a time there was a beautiful princess called alice

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. it was a lovely sunny saturday afternoon at the park

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. do you know where i put my keys

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. the sweet boy helped his mum do the shopping at asda

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. oh no the ball smashed through the window

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. what time do you think it is

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. help help yelled the man in pain when he fell

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. when do you think we will go back to school
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grammar Tasks- P4

**Nouns, Adjective, Verbs**

#

A **noun** is a naming word (eg person, place, animal, thing)

An **adjective** is a describing word (eg big, red, scary)

A **verb** is a doing word (eg jumping, running, to sing)

An **adverb** describes how a verb is done (eg quickly, noisley)
A **preposition** is a word that relates to the noun or other word in a sentence (eg on, above, under)

#  Underline the **noun** in each sentence.

1. The capital city of Scotland is Edinburgh.
2. Calum returned his books back to the library on Wednesday.
3. October is the month after September but before November.
4. Alice and Ben are best friends, they met at school.
5. James got a puppy and he called it Ted.

 Underline the **adjective** in each sentence.

1. The girl wore a stunning sparkly dress to her Christmas party.
2. I like to eat chocolate chip ice-cream in a small tub.
3. The fierce tiger jumped out of the deep dark jungle.
4. The warm sun shone brightly through my bedroom window.
5. My sister likes to read long chapter books in her comfy chair.

 Underline the **verb** in each sentence.

1. Julie walked to school every day with her brother.
2. Dad drove us to school because it is far away.
3. The class travelled to their trip by bus.
4. The baby cried because he was hungry and tired.
5. The girl sang beautifully in front of the audience.

Underline the **adverb** in each sentence.

1. Mum carefully poured milk into her tea so she didn’t spill it.
2. The boy confidently kicked the ball into the goal.
3. Emily quietly slept on the couch when she was having a nap.
4. Tom accidently dropped his iPad on the floor and it smashed.
5. I slowly crept towards the dark forest in order to find a hidden tree house.

 Underline the **preposition** in each sentence.

1. I left my homework on the teacher’s desk.
2. The bird flew high above the grey clouds in the sky.
3. Push your chairs on before you leave your seat.
4. The children run around the playground at lunch time.
5. Take your pencil out and write the date and title at the top of the page.

**Adjectives**

 An adjective is a describing word and gives us extra information.

 Fill in the blanks with an adjective to make the sentences more interesting.

1. The girl was wearing a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dress and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shoes to the party.
2. I can’t wait to eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ eggs at Easter from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bunny.
3. Today is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ day, I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be able to play outside.
4. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dog is called Floppy and has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fur.
5. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ baby didn’t stop crying all night long.
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7. I saw a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bird flying \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sky.

**Punctuation**

These sentences are missing capital letters and punctuation. Can you help fix them?

**.** is used for a simple statement/sentence

**?** is used at the end of a question

**!** is used as an exclamation

**“ “** are used to show when someone speaks

**Capital letters** are used at the start of a sentence and for someone’s name

1. once upon a time there was a beautiful princess called alice

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. it was a lovely sunny saturday afternoon at the park

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. do you know where i put my keys asked mum

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. the sweet boy helped his mum do the shopping at asda

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. im sorry said scott I smashed the window with my ball

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. what time do you think it is asked dad

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. help help yelled the man in pain when he fell

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. when do you think we will go back to school
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Games

*Please find a selection of games that you can play with your child.*

*These games aim to help your child improve their vocabulary and are a fun way to learn.*

*Choose at least one game to play each day.*

**The ‘opposites’ game**

Help your child understand ‘opposites’ by calling out words like **hot, big, slow, easy** and getting them to say the opposite.

For example:

|  |  |
| --- | --- |
| hot  | cold  |
| big  | small  |

**The ‘same as’ game**

Help your child to think of words that mean the ‘same as’ by calling out words that have a similar meaning.

For example:

|  |  |
| --- | --- |
| hot  | warm  |
| big  | large  |

**I Spy**

I spy is a guessing game where one player (the spy) chooses an object that they can see and the other players have to guess the object. The spy must say the first letter/sound of the object.

The spy says:

*“*I spy*with my little eye something that begins with ... “*

The players take turns to guess what the object is. The player who guesses correctly then becomes the person thinking up the object in the next round. If nobody guesses correctly after 20 questions, Player 1 wins and thinks up another object in the next round.

**Word Ladders**

Write a word and ask your child to change one letter to make a different word. You can also use four letter words.

**For example:**

|  |  |  |
| --- | --- | --- |
|  **b**  |  **a**  |  **t**  |
|  **b**  |  **i**  |  **t**  |
|  **p**  |  **i**  |  **t**  |
|  **p**  |  **a**  |  **t**  |

**The Minister’s Cat**

This is a fun way of developing your child’s knowledge of adjectives (describing words).

The first person starts off by saying *'The Minister's cat is'*... and has to think of an adjective to describe the cat beginning with 'a'.

For example:

*“The minister’s cat is an angry cat”.*

The next person does the same but with the letter 'b' and so on.

For example:

*“The minister’s cat is a black cat”.*

Children can think up adjectives using the tougher letters, such as ‘x’ or ‘z’ but you can miss these out.

**Make a Sentence**

Cut these words out and fold over the piece of paper. Ask your child to choose a word and either say or write a sentence using the word.

**hat**

For example:

*The man had a hat on his head.*

**or**

*The old man had a hat on his head.*

**or**

*The old man’s hat blew off his head because it was windy.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **hat**   |  **pen**  |  **flower**  |  **dog**  |  **school**  |
|  **cat**   |  **shop**  |  **park**  |  **book**  |  **car**  |
|  **bed**   |  **apple**  |  **table**  |  **bike**  |  **milk**  |
|  **ran**   |  **climb**  |  **sat**  |  **ate**  |  **read**  |

**Five Sentence Story**

Take it in turns to add a sentence to create a story.

Start the story by using the following opening words:

***One sunny day …***

The following sentences can begin with:

***Unfortunately …***

***Suddenly …***

***Luckily …***

***Finally …***

For example:

One sunny day Josie went to the shops to buy some bread for her Gran. Unfortunately, she had forgotten the money her Gran had given her. Suddenly, she met her Auntie Jean who was walking her dog. Luckily, she had some money and gave it to Josie. Finally, Josie bought the bread and took it home to her Gran.

**Boggle**

Use the chart to make up as many words as you can. Words must contain at least three letters or more. Try timing yourself to see how many words you can make within 5 minutes.

|  |  |  |  |
| --- | --- | --- | --- |
|  **a**  |  **g**  |  **l**  |  **e**   |
|  **n**  |  **p**  |  **i**  |  **m**   |
|  **t**  |  **u**  |  **s**  |  **d**   |
|  **b**  |  **h**  |  **r**  |  **o**   |

   For example: mat

hunt

Online Resources

See below for a range for resources you can access online to upskill your reading at home!

**Roy the Zebra**

<https://www.roythezebra.com/>

An interactive site with a range of games to help you improve your reading.

**Teach Your Monster to Read**

<https://www.teachyourmonstertoread.com/?gclid=EAIaIQobChMIx9LO3oSz6AIVRrDtCh1N9QR2EAAYASAAEgKD_vD_BwE>

Covers **everything** from **letters** and **sounds** to reading **full sentences**.

**Mr Crammond**

<http://www.mrcrammond.com/>

Vast range of online games across the curriculum. Click the Language tab, then reading words/sentences.

**Doorway Online**

<https://www.doorwayonline.org.uk/>

Doorway Online is a collection of free and highly accessible educational games that learners will find easy to use independently. Each activity has a range of accessibility and difficulty options.

**Education Online**

<https://www.education.com/>

Access to independent study packs and guided lessons.

**Newsround**

<https://www.bbc.co.uk/newsround>

Daily news reports especially for children.