

Websites to assist in online learning:

(These websites have been provided by Croydon Park Public School not the NSW Department of Education)

- <https://www.twinkl.com.au/offer> - access code CVDTWINKLHELPS
- <https://classroommagazines.scholastic.com/support/learnathome/resources-for-families.html>
- <https://www.storylineonline.net/>
- <https://www.nytimes.com/2020/03/20/books/writers-entertain-kids-virus.html>
- <https://www.abcya.com/>
- <https://login.mathletics.com/>

Framework for teaching (non-digital) – Stage 1

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and some resources from your teacher:

- Camera Words
- Current Spelling List
- Mathletics Password

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|---|---|---|--|--|
| Task | Have a go at tying up your shoes. | Can you help make dinner tonight? | Have you cleaned your teeth in the morning and night? | Could you help bring in the clothes? | Are you able to help fold the clothes? |
| Morning | <p>English</p> <p>Read your sight words aloud. Write your sight words on paper.</p> <p>Choose a non-fictional book to read aloud with a parent/carer. Before reading, what do you already know about the topic?</p> <p>Read the book aloud together. Answer these questions.</p> <ul style="list-style-type: none"> • What was this book about? | <p>English</p> <p>Practise your spelling words by writing a sentence for each one.</p> <p>Choose a fictional book to read aloud with a parent/carer. Before reading the book, talk about what you think is going to happen by looking at the pictures?</p> <ul style="list-style-type: none"> • What do you think will happen at the end of the story? • What do you think | <p>English</p> <p>Practise writing your spelling words in alphabetical order.</p> <p>Choose a non-fictional book to read aloud with a parent/carer. Before reading, what do you already know about the topic?</p> <p>Read the book aloud together. Answer these questions.</p> <ul style="list-style-type: none"> • What was this book about? | <p>English</p> <p>Play bingo using your spelling words.</p> <p>Play 'go fish' using your sight words.</p> <p>Choose a fictional book to read aloud with a parent/carer.</p> <ul style="list-style-type: none"> • Read it aloud together. • Does it have a good beginning and ending? • Are the | <p>English</p> <p>Play fly swat with your sight words. An adult says a word, you find the word and splat it with your hand.</p> <p>Time how long it takes to write out five spelling words. Try again. See if you can beat your first time.</p> <p>Choose a non-fictional book to read aloud with a parent/carer. Read it aloud together.</p> |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--|---|---|---|---|
| | <ul style="list-style-type: none"> What are three facts you have learnt from reading it? <p>Writing – what did you do on the weekend? Try and include who, when, where, why, what.</p> <p>Write a narrative using this starter:</p> <p>“What on earth are you doing up there?” mum exclaimed.</p> | <p>is going to happen next in the story based on what you already know?</p> <p>Writing – What can you see out your window or door? Use adjectives (describing words) when you write what you can see.</p> | <ul style="list-style-type: none"> What are three facts you have learnt from reading it? <p>Writing – Write a narrative using this starter:</p> <p>Wow, it was so hairy. I cannot believe it was in my home...</p> | <p>characters interesting? What makes them interesting?</p> <ul style="list-style-type: none"> Which illustration in the story was your favourite? Why? <p>Writing - Write a letter to a friend using some of your spelling words.</p> <p>Write a narrative using this starter:</p> <p>What is this place? I looked around and didn't recognise a single thing. Was I in another universe?</p> | <ul style="list-style-type: none"> How does the title describe the content of the book? Was the title a good one for this book? Why or why not? <p>Writing - Write a list of food you would like for a dinner. Think of a main dish and dessert.</p> <p>Write a description of a person or animal in your home using adjectives (describing words).</p> |
| Break | Break | Break | Break | Break | Break |
| Middle | <p>Mathematics</p> <p>Get some counters (or sultanas or M&Ms or Tiny Teddies etc.)</p> <p>Take a handful of counters (or sultanas or M&Ms or Tiny Teddies etc.) and, without</p> | <p>Mathematics</p> <p>Go on a shape hunt around your home! Can you find three of each shape in a different location? You need to find 3 quadrilaterals, 3 triangles, 3 circles, 3 hexagons and 3</p> | <p>Mathematics</p> <p>Ask your family if you can use five containers, bottles, cups and bowls for an investigation. Estimate which container will hold the most rice (or pasta, dried beans, or water)? Order</p> | <p>Mathematics</p> <p>Pattern hunt: What patterns can you find in and around your home? Draw the patterns you found in your maths book. Ask someone to help you describe your</p> | <p>Mathematics</p> <p>Play a game with a partner</p> <p>Use a deck of playing cards (or make a set of cards from 0 to 10). Take out the jacks, queens, kings and</p> |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|---|---|--|---|---|
| | <p>looking, estimate how many you have in your hand. Write your estimates in your maths book.</p> <p>Organise your counters. Draw your counter arrangement in your maths book. Ask a partner to work out how many you have by looking and thinking (without counting). Ask questions like: What helps you know how many there are without having to count? Are there more or less counters than you estimated? How many more or less?</p> | <p>octagons. Draw the different shapes you found in your maths book. You can make shapes using toothpicks, paddle pop sticks or sticks. Glue them into your book!</p> | <p>your containers from the most to the least. Draw the containers in order in your maths book.</p> <p>Test your idea. Pour things from one container to another one, or use a measuring cup, to check your estimate. Order the containers from the one that holds the most to the one that holds the least. Draw your observations in your maths book. Was your estimate correct?</p> | <p>favourite pattern.</p> <p>Use a pencil, pen, a block or paddle pop sticks to measure five of your favourite toys. Measure how tall your toys are. Order them from shortest to tallest. Draw your toys in order in your maths book.</p> | <p>jokers. An ace equals 1.</p> <p>Shuffle the cards. Lay them out in a grid with 4 rows and with 4 cards in each row. Put the left-over cards in a pile. Take it in turns to flip over two cards, looking for combinations that add to make 10. If you found a pair, take the two cards and record the combination you found in your notebook. Take 2 new cards from the pile. If unsuccessful, turn the cards face down. When as many cards have been matched as possible, work out your total score by adding up the value of all your cards. The person with the highest score is the winner.</p> |
| Break | Break | Break | Break | Break | Break |
| Afternoon | <p>History</p> <p>Create your own history box.</p> <p>Collect sources from</p> | <p>Science and technology</p> <p>Go on a sound hunt!</p> <p>Find everyday objects in</p> | <p>Creative arts</p> <p>Make a four beat pattern using body percussion.</p> <p>You can stamp, clap, hit</p> | <p>History</p> <p>Technology has changed a lot over time. Choose one example of</p> | <p>Mathematics</p> <p>Ask each member of your family what their favourite colour is. Show</p> |

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|---|---|
| <p>home representing significant personal or family related objects or events from each category:</p> <ul style="list-style-type: none"> • before I was born • when I was a baby • when I was little • last year • now • in the future <p>(create a future orientated item for the history box)</p> <p>Draw and label each item so you don't forget what they are.</p> <p>Keep this History Box because you are going to use it later.</p> | <p>your home that make different sounds.</p> <p>Draw the object and write down what you did to make it make a sound. Did you shake it? Drop it? Roll it? Hit it?</p> | <p>your knees.</p> <p>Record your 4 beat pattern using symbols.</p> <p>Try matching your 4 beat pattern to a piece of music.</p> | <p>technology that has changed.</p> <ul style="list-style-type: none"> - Telephones - Televisions - Game Devices <p>Talk to your parents/grandparents about what the technology was like when they were children.</p> <p>Identify similarities and differences between the old and the new technology.</p> | <p>their answers in a picture graph.</p> <p>Make a paper airplane. Measure how many steps the plane flies. Try a new design to see if you can beat that distance.</p> |

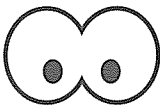
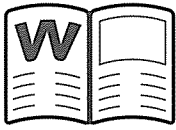
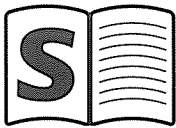





Sequence at a Glance

| Unit | Target Graphemes | Camera Words | | |
|------|---------------------------------------|--------------|-------|---------|
| 1 | VCC/CVCC/CCVC Words | one | some | want |
| | | many | love | has |
| 2 | ee ea e y | people | live | brother |
| | | sister | house | where |
| 3 | i igh ie y i_e | her | out | there |
| | | about | his | down |
| 4 | oa ow o o_e | because | two | another |
| | | more | here | our |
| 5 | ai ay a a_e | friend | their | were |
| | | your | could | four |
| 6 | oo ew ue u_e | half | first | good |
| | | girl | saw | would |
| 7 | Revision of all vowel representations | | | |

How to Use this Book

The Activity Pages

Each of the activity sheets has an icon at the top of the page indicating which phonics skill is being practised.

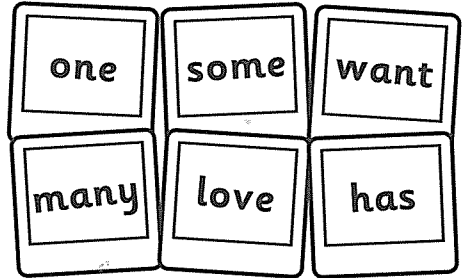
| | |
|---|---|
|  | EYES Automatic recognition of grapheme-phoneme correspondences. Children should also use the <i>Letter Cards</i> (pg 23-27) to give that extra boost to this type of learning. |
|  | READ WORDS Blending phonemes together to read words. This activity has children reading single words. |
|  | READ SENTENCES Blending phonemes together to read words and then reading full sentences. |
|  | SPELL WORDS Segmenting words into phonemes and then spelling/writing them. This activity has children spelling single words. |
|  | SPELL SENTENCES Segmenting words into phonemes and then spelling/writing them. This activity then has children spelling words to make full sentences. |
|  | PHOTO - Read Learning how to read irregular, high frequency words. Children should also use the <i>Camera Word Cards</i> (pg 16-21) to reinforce this learning and to play the games and activities suggested on page 15. |
|  | PHOTO - Spell Learning how to spell irregular, high frequency words. |
|  | EXTENSION To differentiate home learning - activities to extend those children who are progressing well. |

My Home Learning Reading Log

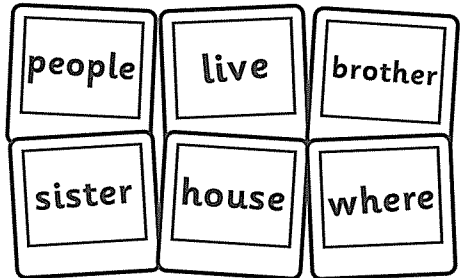
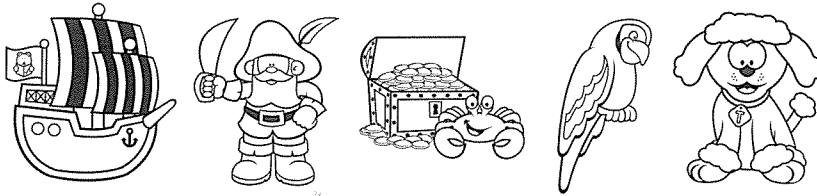
I know my phonemes.

I know my camera words.

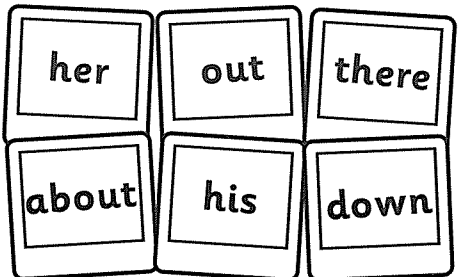
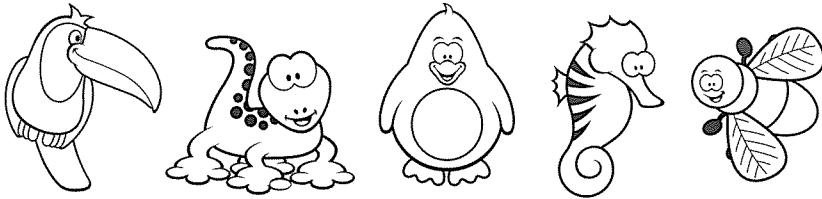
VCC/CVCC/CCVC Words



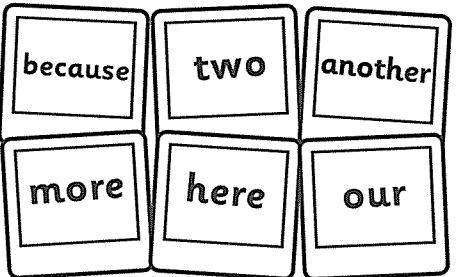
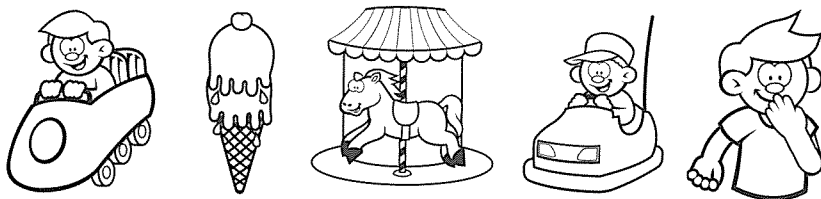
ee ea e y



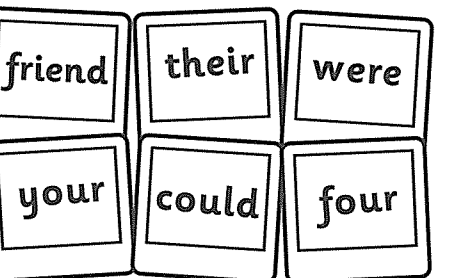
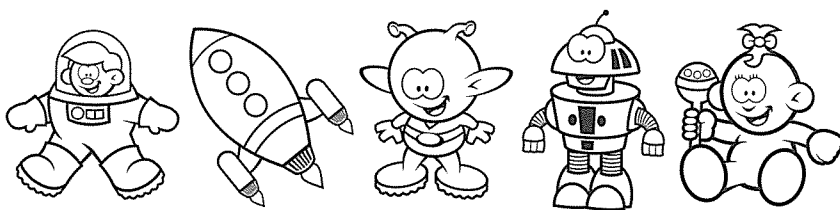
i igh ie y i_e



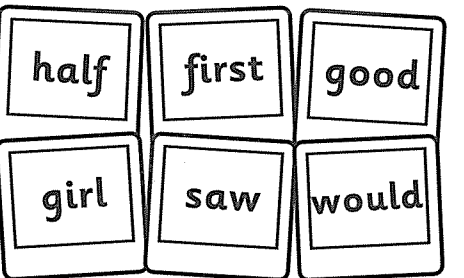
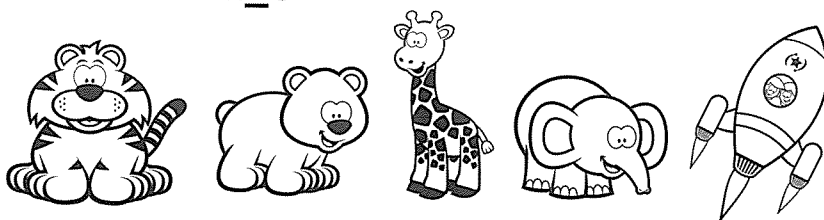
oa ow o o_e



ai ay a a_e



oo ew ue u_e



Dear Parent / Guardian,

I am writing to introduce our synthetic phonics home learning programme to you.

At school children have been receiving daily phonics lessons designed to give them the skills and knowledge needed to become confident readers and spellers. Phonics is an important skill for the development of literacy. Extra practice in applying phonics skills will benefit every child and can sometimes make all the difference to a child's reading progress. Therefore, your support is essential!

To provide this extra support, your child will be given short activities designed to be completed at home as part of our home learning programme. I have also included some ideas for you that extend this learning beyond the core activities. I encourage you to read these ideas and complete as many home learning activities as you can. It is important that you continue to read to your child every day too. This will help build vocabulary and develop a sense of story. Children learn so much about reading by listening to you read.

Throughout the year, I will be assessing your child's progress during class phonics activities. This is how I will record your child's learning success. Therefore, I will not be marking your child's home learning in a traditional way. However, your child will be praised for completing activities and will be asked to record every week on a class chart that the home learning has been completed. At regular intervals we will celebrate our success by awarding certificates.

It is important to have fun during home learning, so I urge you to read carefully the ideas that I have placed in your child's home learning book.

If you have any questions, please do not hesitate to contact me. You can also get further information and support including an audio guide of how to pronounce the letter sounds (phonemes) correctly at:

<http://www.getreadingright.com.au/phoneme/pronounce-the-phonemes>

Yours sincerely,

Class Teacher

Home Learning Tips for Parents

- Set a regular, uninterrupted home learning time each day and encourage your child to do his or her best
- Establish a quiet, well-lit study area
- Be aware of children's organisation and time management skills and provide encouragement if needed
- Encourage children to learn new things and problem solving skills and, not just get the tasks completed
- Remember you can always decide to do more with your child or to extend the activity provided by the teacher. After all, you know your child best!
- Be supportive when your child gets frustrated with challenging home learning
- Contact the teacher if your child has difficulty with home learning
- Keep in touch with the teacher to stay well informed about your child's learning
- Remember that your child will be at school for a long time. Learning to read is not a race!
- Read to your child every day. Research has shown that this is the number one way to improve your child's reading
- HAVE FUN!

Learning Camera Words Cont.



At home

1. Write camera words onto any chalkboards or surfaces at home that can be seen.
2. Place magnetic letters (lower case only) on the fridge and spell out the camera words.
3. Put camera words on cupboard doors or the top of the bathroom mirror where they will be seen every day.



Games

1. If you have a deck of photo cards, you can play many childhood favourites like 'Go Fish' and 'Memory'. You can find some game rules at www.getreadingright.com.au.
2. Lay out the photo cards and play 'I Spy'.



In the bath

1. Any plastic bath toy can be used to teach camera words. Write the words on little rubber ducks, line them up along the bath and read them.
2. Write camera words on little plastic balls and ask your child to go bobbing for them in the bubbles.
3. Lather up an arm or leg with soap and write camera words onto the skin.



In the car

1. Keep a pack of photo cards in the car.
2. Ask your child to read them to you in funny voices.
3. Ask your child to use them in sentences.



Sticky, yucky and yummy!

1. Use mini-whiteboards to practise spelling words. These can be made to look 'yucky' by writing BIG, tiny, furry, or spiky letters. These boards make children more confident because mistakes are not seen as permanent as written on paper.
2. Put flour in a baking tray and practise writing the words. This also works well with soapy bubbles in a baking dish.
3. Make cookies that have the camera words etched in using a toothpick. You can also pipe words using chocolate icing onto cupcakes and cookies.
4. Fill a yoghurt pot with water. Give your child different sized paintbrushes and go outside and write 'water words' on the walls, driveway, playground or anywhere where the water will dry off easily.
5. Use face paint to write words onto arms, legs and face.

Unit 1 Camera Words

one

some

want

many

love

has

Unit 2 Camera Words

people

live

brother

sister

house

where

Unit 3 Camera Words

her

out

there

about

his

down

Unit 4 Camera Words

because

two

another

more

here

our

Unit 5 Camera Words

friend

their

were

your

could

four

Unit 6 Camera Words

half

first

good

girl

saw

would

Learning Phonemes



At home

1. Place lower case magnetic letters on the fridge and move them onto the freezer section when they are known.
2. Try to spot phonemes on packages and containers. Ask your child to say the phoneme as you point to each letter on the cereal box.



Games

1. Make up two decks of cards. With these decks you can play lots of favourite card games like 'Go Fish' and 'Snap!'.
2. Get a cheap set of plastic skittles. Place a letter card on each skittle with a piece of adhesive. Ask your child to say a phoneme and then try to bowl it over!
3. Get a hold of some scrabble tiles. Put them in a little draw string bag. Take turns to pull out a tile and pronounce the phoneme.



In the car

1. Keep a pack of cards with letters on them in the car.
2. Laminate the cards and slip a metal key ring through the corner. This keeps each set together and stops them from getting lost under the seat!
3. Ask your child to flip through the cards and say a phoneme for each letter.
4. Ask your child to spot the letters along the trip. See if the word contains the target phoneme.
5. Ask your child if he / she can think of words that contain each phoneme.
6. Play 'I Spy!', for example 'I spy with my little eye a word that has /s/ in it.'



In the bath

1. Any plastic bath toy can be used to teach phonemes. Write letters using permanent marker pen onto rubber ducks and ask your child to say the phoneme as you line them up along the bath.
2. Write letters onto plastic balls. Ask your child to search for them under the bubbles. If your child says the correct phoneme for each letter, he / she can then toss the ball out of the bath into a plastic salad bowl for double points!



Sticky, yucky and yummy!

1. Draw a letter to represent each phoneme on large sheets of paper, then search through magazines to find words that contain target phonemes. Glue them onto or around the large letters.
2. Cook delicious soup and throw in some alphabet noodles. Try separating them on the spoon and say a phoneme to match each noodle.
3. Make cookies or cupcakes and decorate them with letters.
4. Purchase some glitter pens and write rainbow letters. Have your child trace around a letter you have drawn until it looks like a shiny rainbow!
5. Make up a batch of homemade play dough and create letter works of art!
6. Use face paint to write letters and words onto arms and legs.

INSTRUCTIONS

Cut up the puzzles so you have lots of separate pieces. On a new sheet, complete the puzzles so they each have the same representations (i.e. one with all 'ie', one with all 'i', one with all 'igh' and one with all 'i_e').

The image shows four 3x3 grids of puzzle pieces. Each grid contains a mix of letters and letter combinations: 'i', 'igh', 'ie', and 'i_e'. A scissors icon is on the left of the top-left grid.

| | | |
|-----|-----|-----|
| i | igh | ie |
| igh | i | i_e |
| i | ie | igh |

| | | |
|-----|-----|-----|
| igh | ie | i |
| ie | i_e | igh |
| i_e | i | ie |

| | | |
|-----|-----|-----|
| i_e | i | igh |
| i_e | ie | i |
| ie | igh | i_e |

| | | |
|-----|-----|-----|
| ie | i_e | i_e |
| i | igh | ie |
| igh | i_e | i |

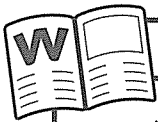
INSTRUCTIONS

Cut out the word cards at the bottom of the page. Sort and paste them into the correct columns.

| i_e kite | y my | i mild | ie pie | igh tight |
|-------------|---------|-----------|-----------|--------------|
| | | | | |

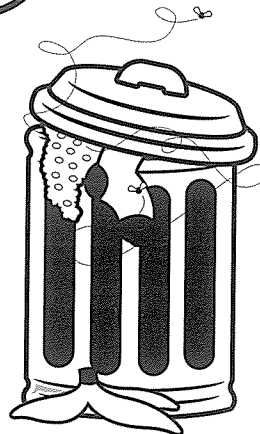
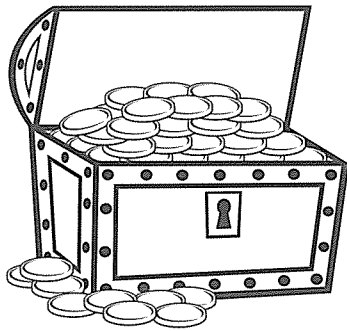


| | | | | | |
|-------|------|-------|-------|--------|------|
| rind | sigh | lie | kite | spy | wild |
| night | tie | dive | try | hind | high |
| tie | tide | sly | hind | bright | pie |
| smile | dry | bind | light | die | site |
| cry | mild | right | untie | wife | sky |



INSTRUCTIONS

Colour the treasure chest yellow and the trash can orange. Read each word and if it is a trash word colour it orange to match the trash can. Colour real words yellow to match the treasure chest.



wild

pive

hind

trighm

sibe

bind

pite

dind

sive

ky

light

untie

grie

tie

mie

spy

quie

rild

try

timd

side

lie

flight

sky

high

sny

fire

sigh

hemmy

quie

jigh

smy

mine

himp

might

child

smile

nine

vignd

wigh



EXTENSION

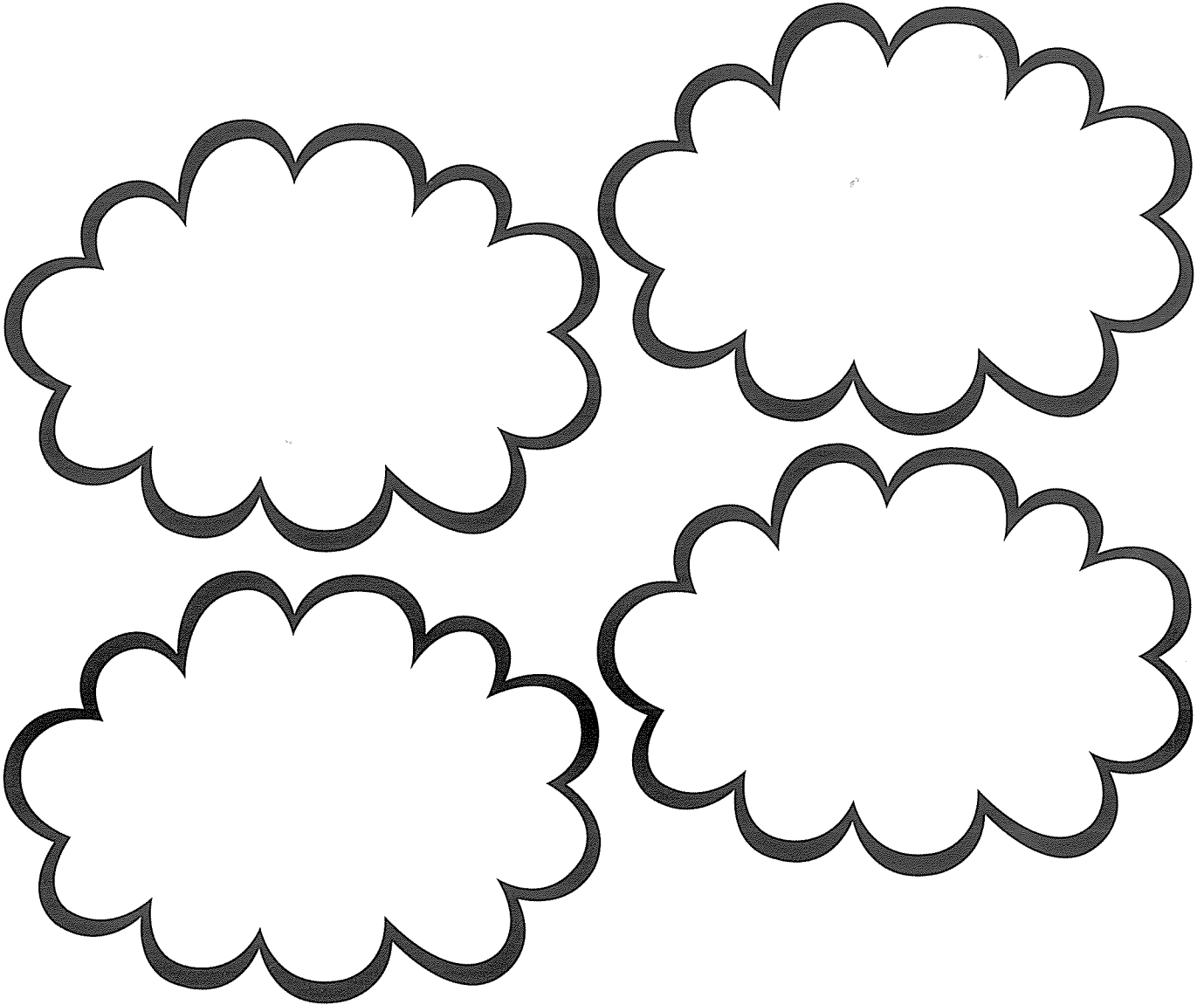
As an extension, complete _____ points

Due date: _____

| | | |
|--|---|---|
| <p>Draw a picture that has the following in it:</p> <ul style="list-style-type: none"> • a light • a pie • a fire <p>Label your picture.</p> <p>☆ 1 point</p> | <p>Use rainbow writing to write five words that have /igh/ in them.</p> <p>☆ 1 point</p> | <p>Take a page in your home learning book and practise spelling /igh/ phoneme words.</p> <p>☆ 1 point</p> |
| <p>Draw a picture and hide as many /igh/ phoneme words in it as you can.</p> <p>☆☆ 2 points</p> | <p>Can you make up some /igh/ phoneme riddle cards for your mum or dad to answer?</p> <p>☆☆ 2 points</p> | <p>Ask an adult to test you on your /igh/ spelling words. Use a 'Looking Good Grid' to help.</p> <p>☆☆ 2 points</p> |
| <p>Paint a picture of: A kite flying at night with a camp fire out in the wild. Label your picture.</p> <p>☆☆☆ 3 points</p> | <p>Make an /igh/ phoneme word find for a friend to solve at school.</p> <p>☆☆☆ 3 points</p> | <p>Look through some magazines and find some pictures that have the /igh/ phoneme in them.</p> <p>☆☆☆ 3 points</p> |
| <p>Write and illustrate a story with as many /igh/ phoneme words in it that you can think of.</p> <p>☆☆☆☆ 4 points</p> | <p>Paint a picture of a bird. Draw feathers and write /igh/ phoneme words on them.</p> <p>☆☆☆☆ 4 points</p> | <p>Create a Christmas chain of /igh/ words. Make it 20 words long.</p> <p>☆☆☆☆ 4 points</p> |

INSTRUCTIONS

Cut out all the letter squares at the bottom of the page. Group the same representations in each cloud (i.e. one with all the 'o', one with all the 'oa', one with all the 'ow' and one with all the 'o_e').



| | | | | | | | | |
|----|-----|-----|-----|----|-----|-----|-----|-----|
| o | ow | ee | ow | y | ea | oa | o | o_e |
| y | oa | igh | ie | oa | ow | o | o_e | oa |
| oa | ay | o | o_e | o | o_e | ee | oa | o_e |
| ow | o | ow | e | ie | oa | o_e | o | ow |
| e | igh | ow | i_e | oa | e | y | a_e | i |



INSTRUCTIONS

Cut out the word cards at the bottom of the page. Sort and paste them into the correct columns.

| o go | oa goat | ow crow | o_e rope |
|---------|------------|------------|-------------|
| | | | |



| | | | | | |
|------|------|------|-------|-------|------|
| bow | dose | no | boat | woke | rope |
| own | joke | home | road | tone | solo |
| loaf | pony | go | moan | so | ago |
| most | soap | grow | show | coach | slow |
| crow | zone | low | toast | open | nose |



INSTRUCTIONS

Read all the words in column 1. Colour a number 1 Power Up Record each time you read the column faster. Repeat for each column. Read all three columns as fast as you can to colour the final bar.

| ★ 1 | ★ 2 | ★ 3 |
|-----|------|-------|
| no | boat | awoke |
| bow | hope | open |
| own | flow | groan |
| ago | snow | polo |
| so | vote | nose |
| low | most | toast |
| go | coat | hello |

Power Up Record





INSTRUCTIONS

Cut out the words at the bottom of the page. Read each sentence and choose the correct word to complete the sentence. Paste the correct word in place.

Joan only up at six.

The stream slowly.

Joe finishes **his** act.

They **the** truck with bricks.

"You get my !" said Owen.

The must go on!

My **sister** got a .

Don't **about** it!

Can **you** cut **the** ?

He drinks fizzy .



flows

solo

soda

load

vote

pony

show

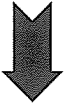
joke

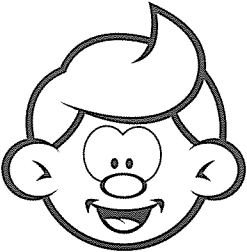
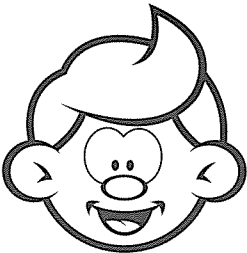
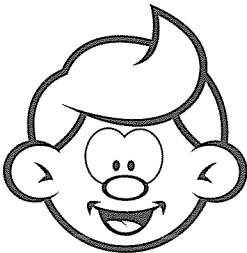
woke

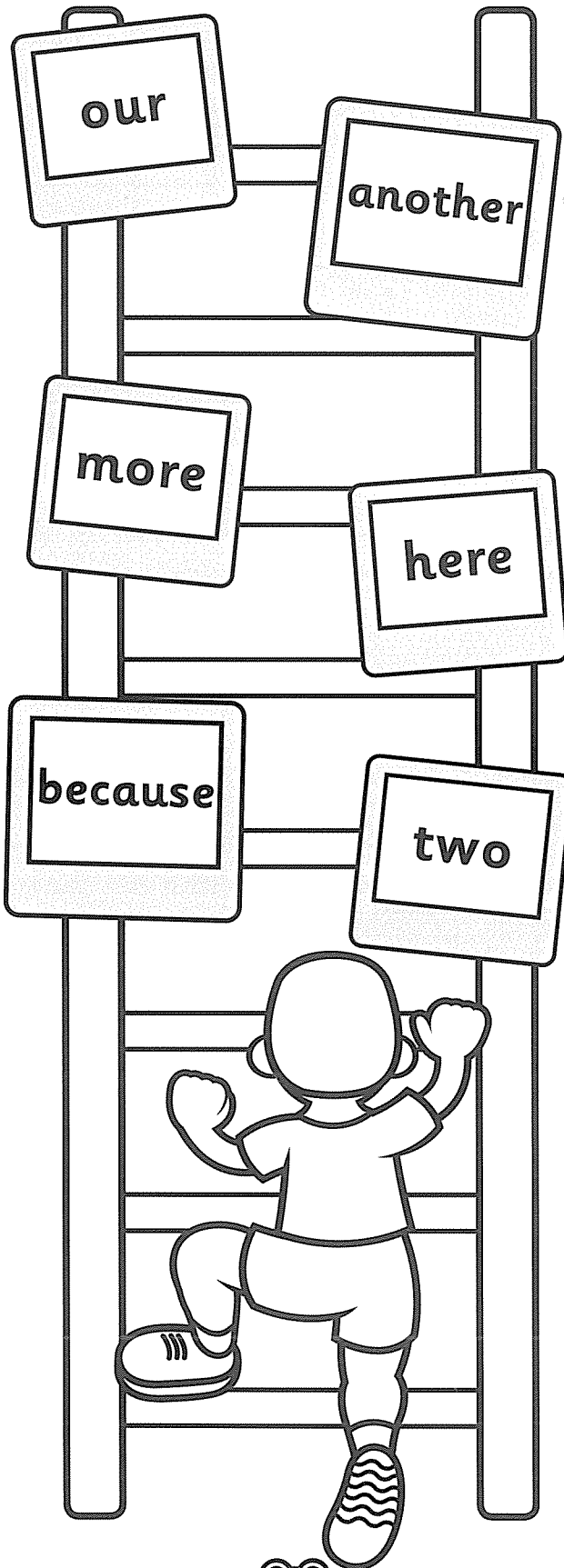
loaf

Read INSTRUCTIONS

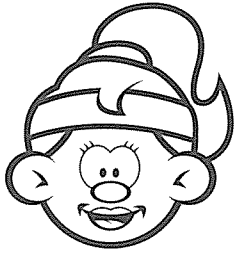
Read all six camera words to an adult. Do it three times from top to bottom and colour in a smiley boy each time. Do it again, but this time from bottom to top, and colour a smiley girl in each time.


top to bottom

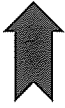






our **another**
more **here**
because **two**



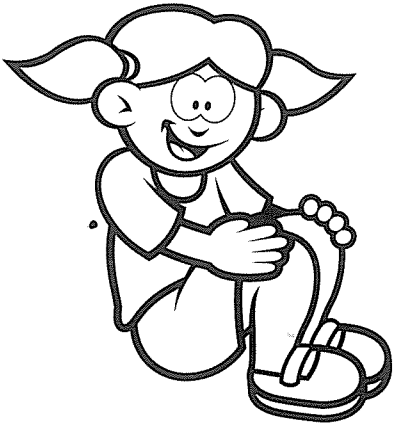



bottom to top

Spell

INSTRUCTIONS

Cut off the words at the bottom of the page. Have an adult read the words, and you write each word in the camera box. When you have written all six words, fill them into the crossword. Each word fits in twice.



1

2 o

3

4

5

6 a

7

8 s

9

10 t

11 m

12



because

two

another

here

more

our



EXTENSION

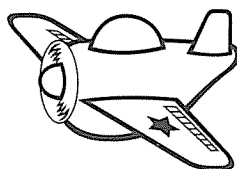
As an extension, complete _____ points

Due date: _____

| | | |
|---|--|--|
| <p>Draw a picture that has the following in it:</p> <ul style="list-style-type: none"> • a bow • a coat • soda <p>Label your picture.</p> <p>☆ 1 point</p> | <p>Use rainbow writing to write five words that have /oa/ in them.</p> <p>☆ 1 point</p> | <p>Take a page in your home learning book and practise spelling /oa/ phoneme words.</p> <p>☆ 1 point</p> |
| <p>Draw a picture and hide as many /oa/ phoneme words in it as you can.</p> <p>☆☆ 2 points</p> | <p>Can you make up some /oa/ phoneme riddle cards for your mum or dad to answer?</p> <p>☆☆ 2 points</p> | <p>Ask an adult to test you on your /oa/ spelling words. Use a 'Looking Good Grid' to help.</p> <p>☆☆ 2 points</p> |
| <p>Paint a picture of: A pony and a goat with bows and sipping soda.</p> <p>☆☆☆ 3 points</p> | <p>Make an /oa/ phoneme word find for a friend to solve at school.</p> <p>☆☆☆ 3 points</p> | <p>Look through some magazines and find some pictures that have the /oa/ phoneme in them.</p> <p>☆☆☆ 3 points</p> |
| <p>Write and illustrate a story with as many /oa/ phoneme words in it that you can think of.</p> <p>☆☆☆☆ 4 points</p> | <p>Paint a flower on a large sheet. Draw petals on the flower and write /oa/ phoneme words in them.</p> <p>☆☆☆☆ 4 points</p> | <p>Create a Christmas chain of /oa/ words. Make it 20 words long.</p> <p>☆☆☆☆ 4 points</p> |

INSTRUCTIONS

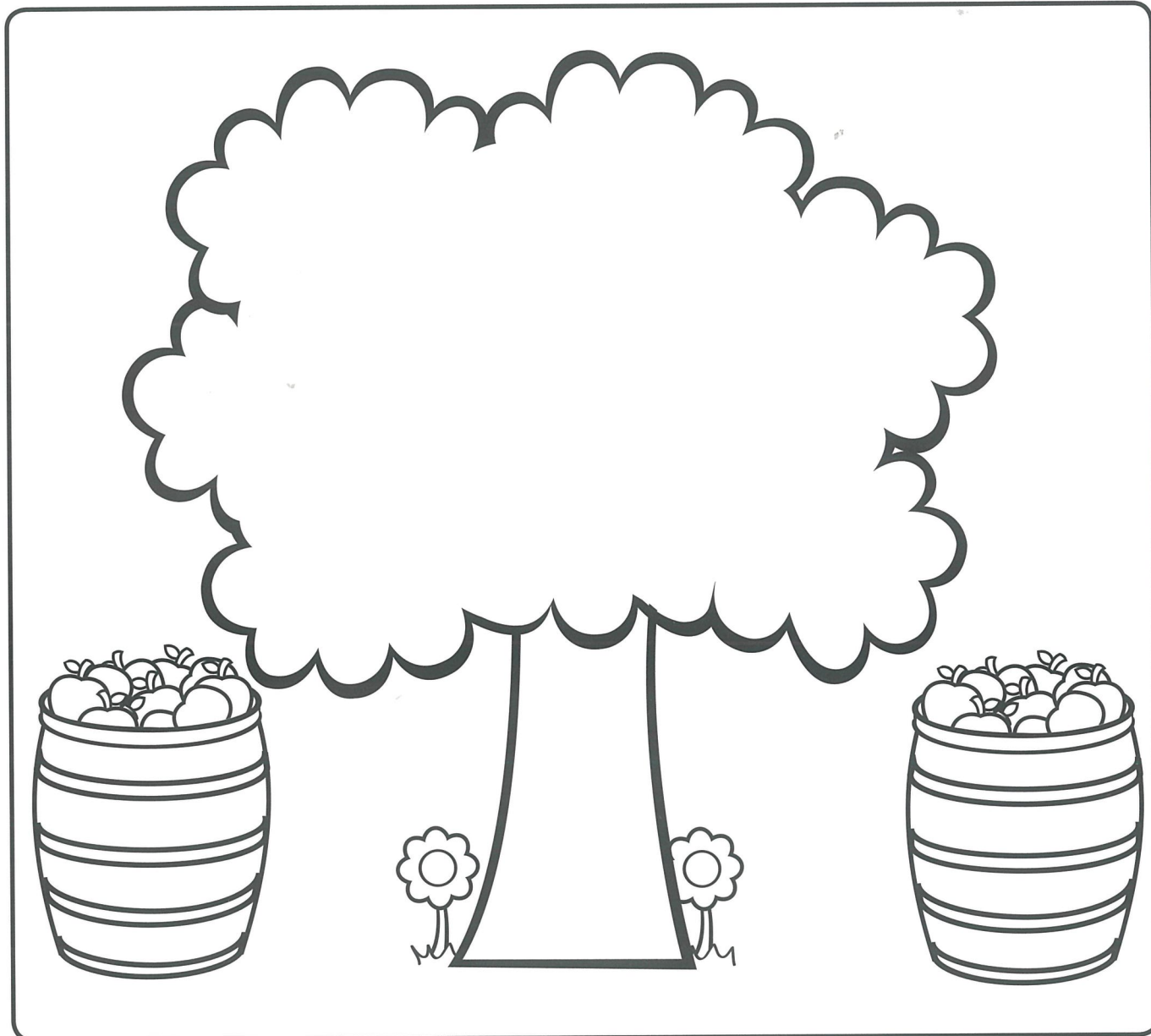
Show the plane how to find the runway. Colour a cloud every time you say /ay/.



| | | | | |
|-----|-----|-----|-----|----|
| e_e | a | zz | ow | e |
| ai | ss | d | z | ff |
| k | ai | igh | w | i |
| ck | c | ay | b | ow |
| th | i_e | a_e | oa | ee |
| qu | ay | igh | zz | e |
| ai | y | sh | zz | e |
| a_e | l | ie | k | x |
| o | a | w | m | ch |
| o_e | e | ai | i_e | i |

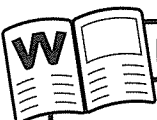
INSTRUCTIONS

Cut out the apples at the bottom of the page. Read each word and only paste the /ay/ words on the tree. Colour the apples and tree in.



✂

| | | | | | | | | |
|-------|------|------|------|-------|------|------|------|------|
| wait | bow | aim | way | may | bean | pay | pain | lay |
| light | baby | lazy | maid | made | bat | fail | sale | say |
| day | case | hazy | kind | plate | take | sap | sky | rake |

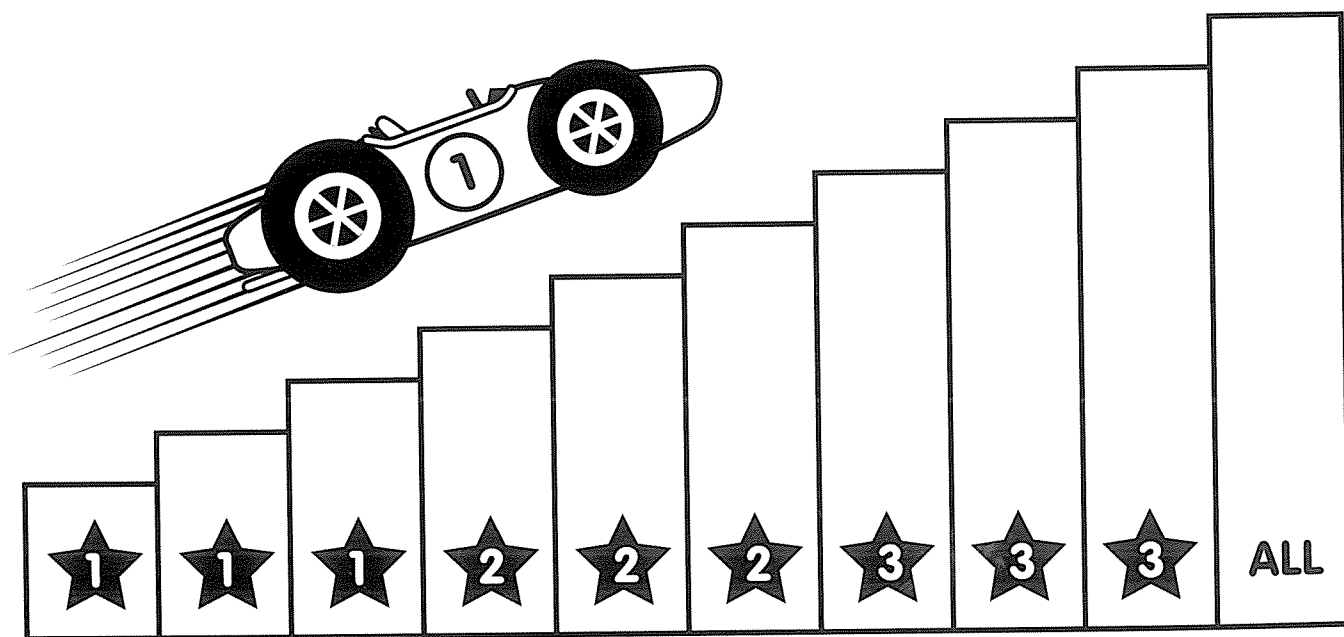


INSTRUCTIONS

Read all the words in column 1. Colour a number 1 Power Up Record each time you read the column faster. Repeat for each column. Read all three columns as fast as you can to colour the final bar.

| ★1 | ★2 | ★3 |
|------|-------|--------|
| lazy | brake | shake |
| tail | apron | pastry |
| day | maid | chain |
| late | play | grain |
| hazy | plate | grape |
| aim | baby | pray |
| cave | may | clay |

Power Up Record




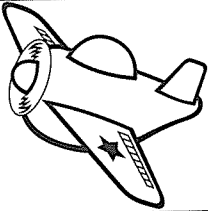
W INSTRUCTIONS


Fill in all the 'across' words first and then fill in the 'down' words.

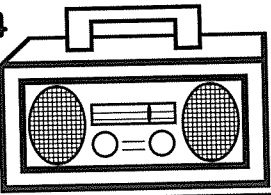
N.B. Remember sometimes two letters represent one phoneme. The spaces for these letters are separated by a dotted line.


→ across

1 


2 


3 


4 

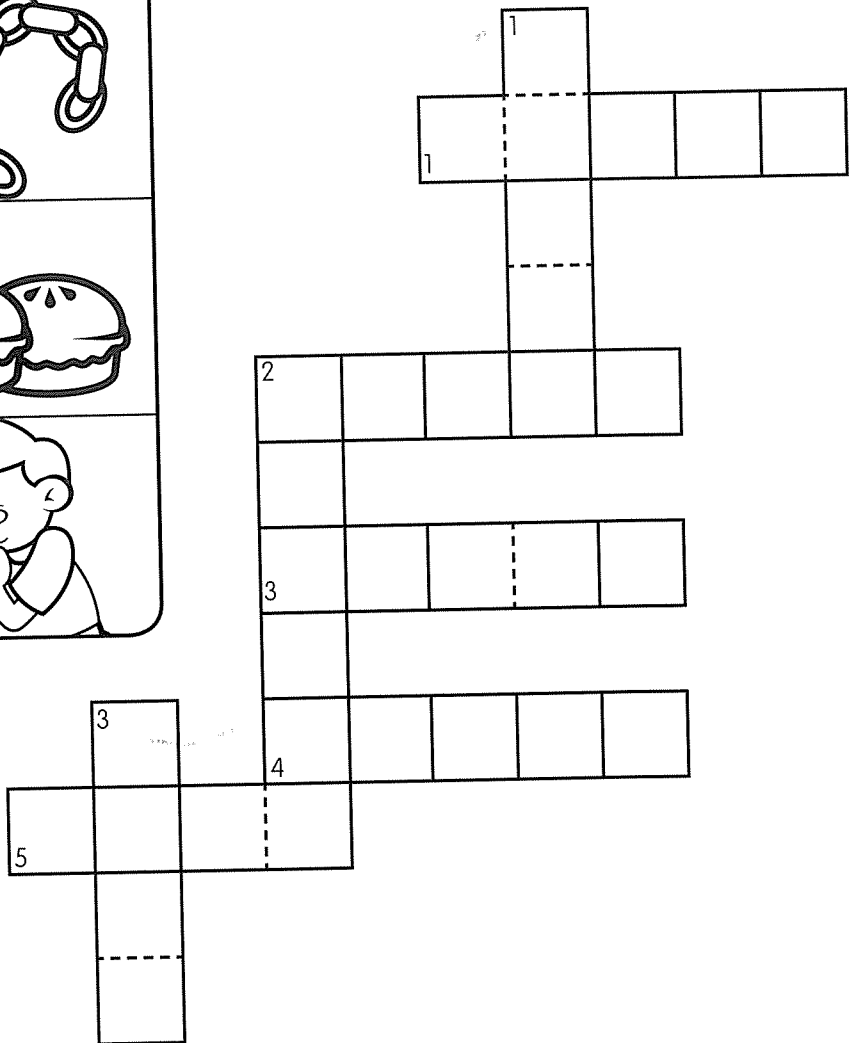
5 

↓ down

1 

2 

3 



across

1. _____
2. _____
3. _____
4. _____
5. _____

down

1. _____
2. _____
3. _____

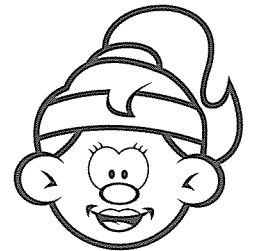
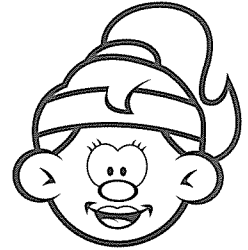
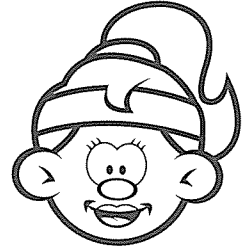
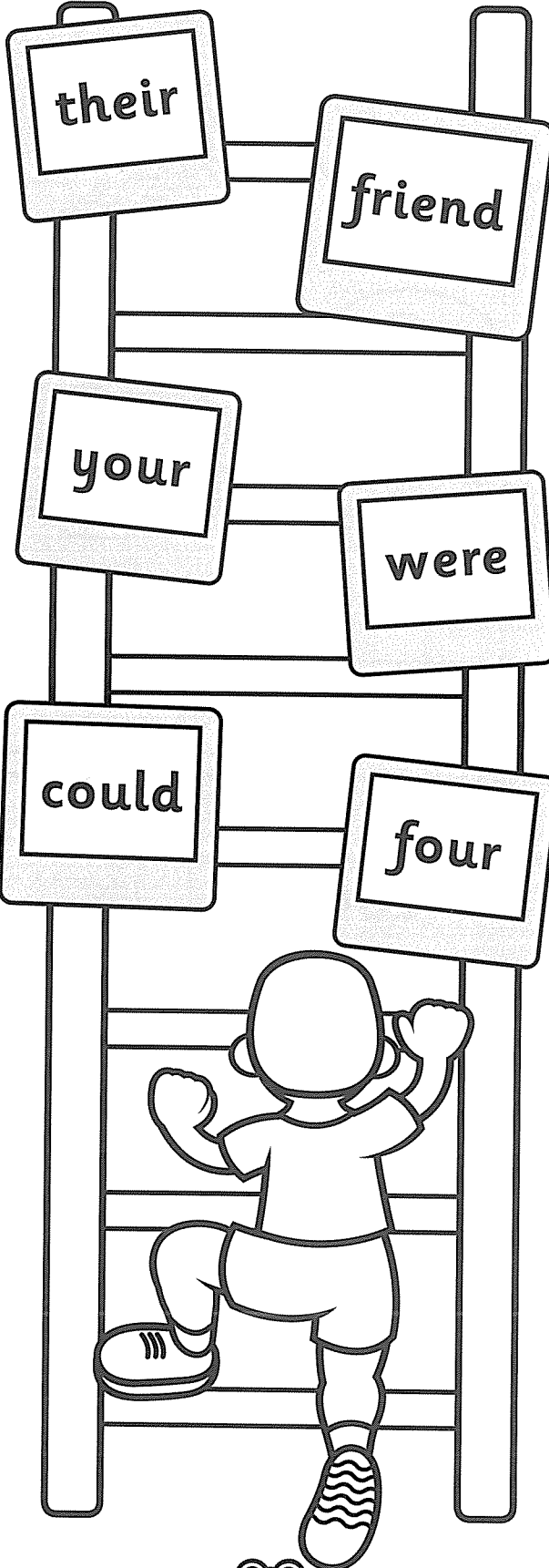
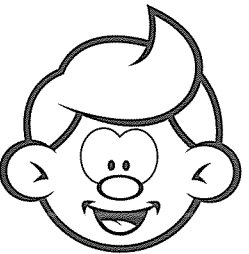
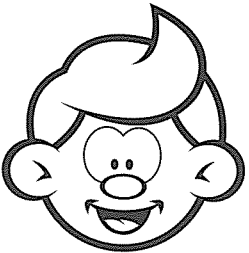
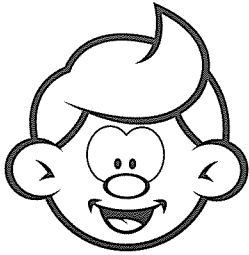
Read

INSTRUCTIONS

Read all six camera words to an adult. Do it three times from top to bottom and colour in a smiley boy each time. Do it again, but this time from bottom to top, and colour a smiley girl in each time.



top to bottom



bottom to top

Spell

INSTRUCTIONS

Put a tick next to the correct spelling. Write the correct word on the number 1 line. Then cover the words and write them again on the number 2 line without looking.

frend friend

1.

2.

their ther

1.

2.

yoar your

1.

2.

coud could

1.

2.

wer were

1.

2.

four foer

1.

2.



EXTENSION

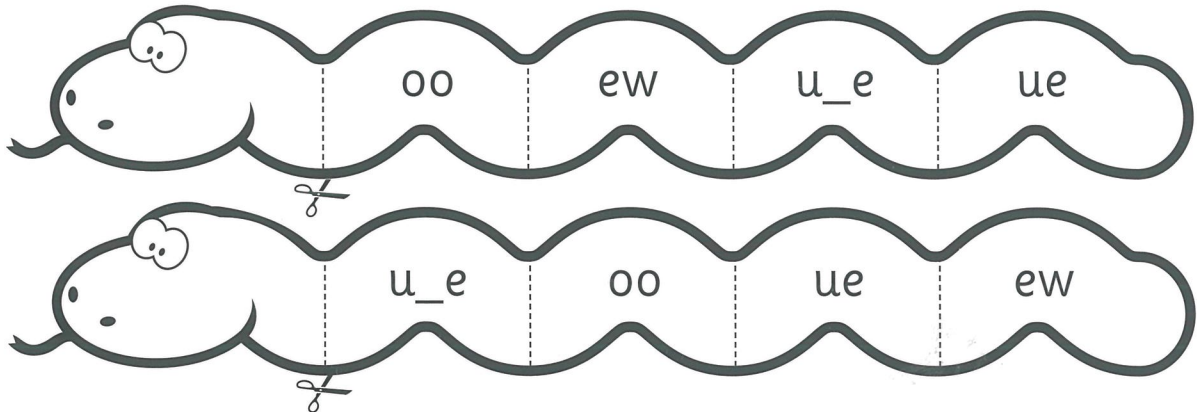
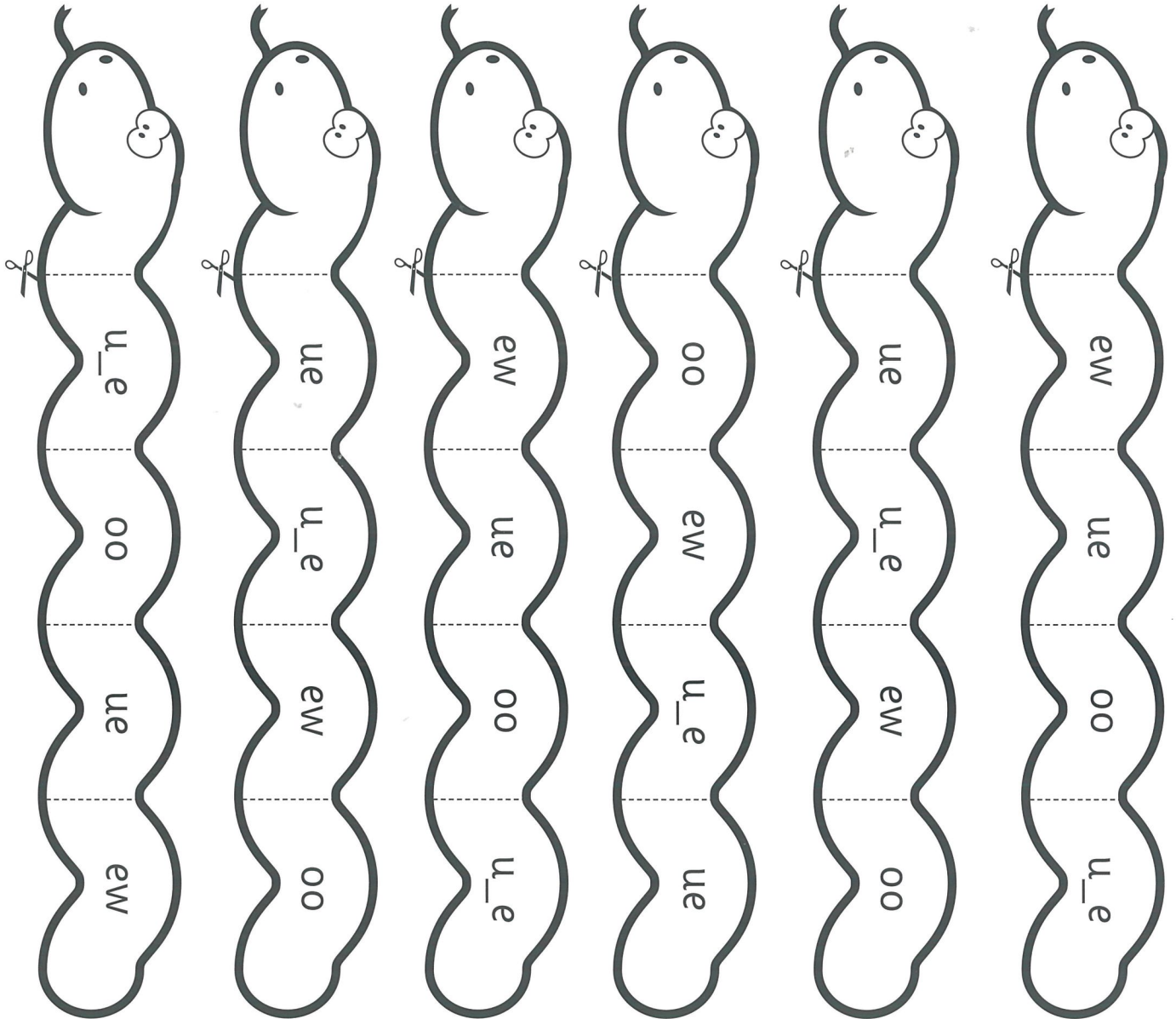
As an extension, complete _____ points

Due date: _____

| | | |
|---|---|---|
| <p>Draw a picture that has the following in it:</p> <ul style="list-style-type: none"> • a radio • a plane • a chain <p>Label your picture.</p> <p>☆ 1 point</p> | <p>Use rainbow writing to write five words that have /ay/ in them.</p> <p>☆ 1 point</p> | <p>Take a page in your home learning book and practise spelling /ay/ phoneme words.</p> <p>☆ 1 point</p> |
| <p>Draw a picture and hide as many /ay/ phoneme words in it as you can.</p> <p>☆☆ 2 points</p> | <p>Can you make up some /ay/ phoneme riddle cards for your mum or dad to answer?</p> <p>☆☆ 2 points</p> | <p>Ask an adult to test you on your /ay/ spelling words. Use a 'Looking Good Grid' to help.</p> <p>☆☆ 2 points</p> |
| <p>Paint a picture of: A baby in an apron playing with a radio.</p> <p>☆☆☆ 3 points</p> | <p>Make an /ay/ phoneme word find for a friend to solve at school.</p> <p>☆☆☆ 3 points</p> | <p>Look through some magazines and find some pictures that have the /ay/ phoneme in them.</p> <p>☆☆☆ 3 points</p> |
| <p>Write and illustrate a story with as many /ay/ phoneme words in it that you can think of.</p> <p>☆☆☆☆ 4 points</p> | <p>Paint a house. Draw bricks and write /ay/ phoneme words on them.</p> <p>☆☆☆☆ 4 points</p> | <p>Write a story that uses the following camera words: friend, their, your, could, were, four.</p> <p>☆☆☆☆ 4 points</p> |

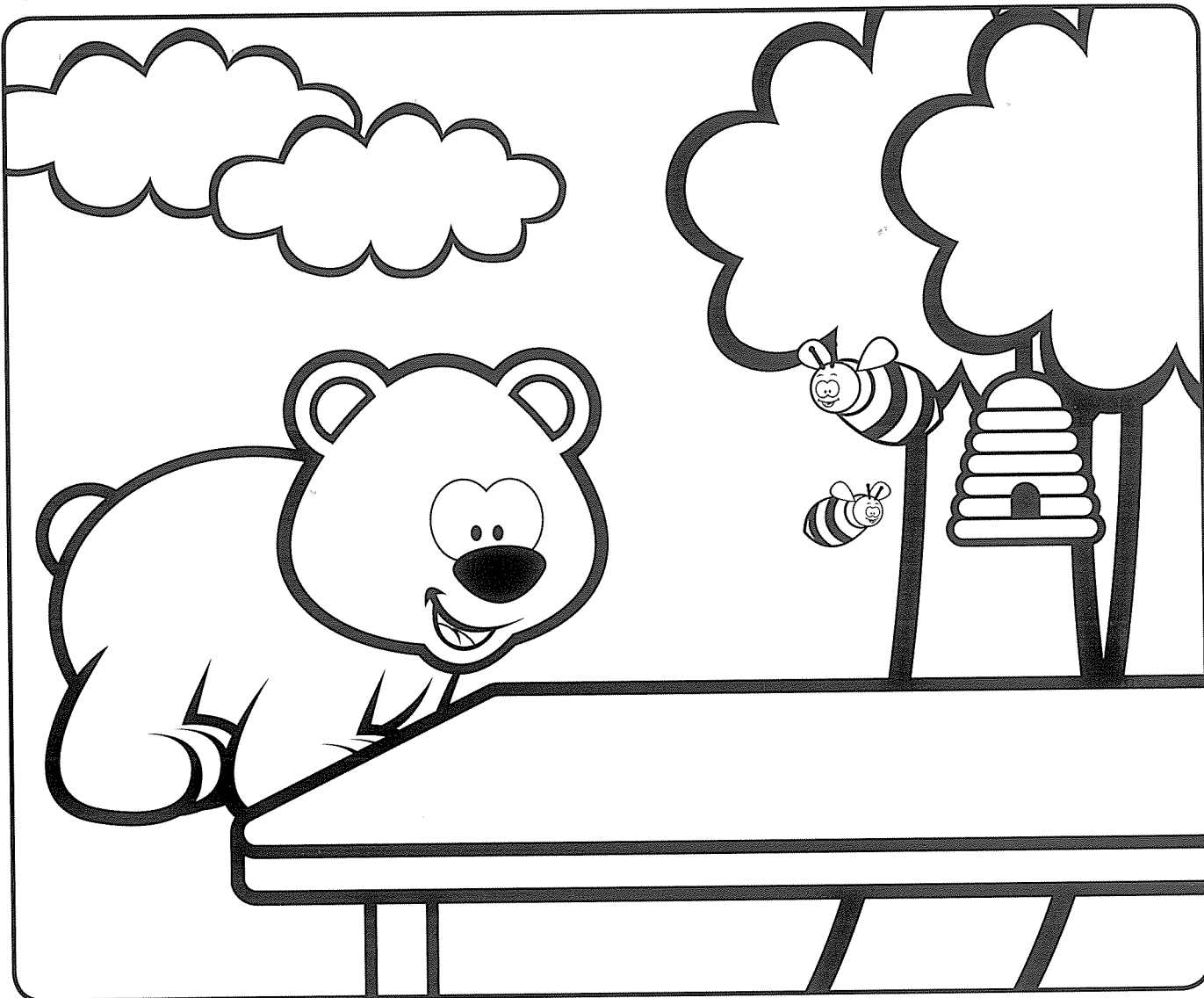
INSTRUCTIONS

Cut up the snakes so you have lots of separate pieces. On a separate sheet, create eight new snakes that each have the same representation (i.e. one with all 'oo', one with all 'ew', one with all 'ue' and one with all 'u_e').

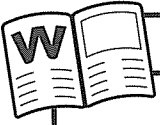


INSTRUCTIONS

Cut out the honey pots. Read each word and only paste the /ue/ words on the table. Colour the picture in.



| | | | | | | | |
|------|------|------|------|-------|------|------|-------|
| zoo | make | blue | stew | igloo | true | lute | fail |
| fool | be | tie | ink | brew | see | June | vote |
| clue | loom | rude | twin | chew | pay | tool | scoot |



INSTRUCTIONS

Read each word one at a time. If it is real, write it in the 'Fab' box.



A large rectangular box containing five sets of horizontal lines for writing. Each set consists of a top line, a middle line, and a bottom line, providing a guide for letter height and placement.



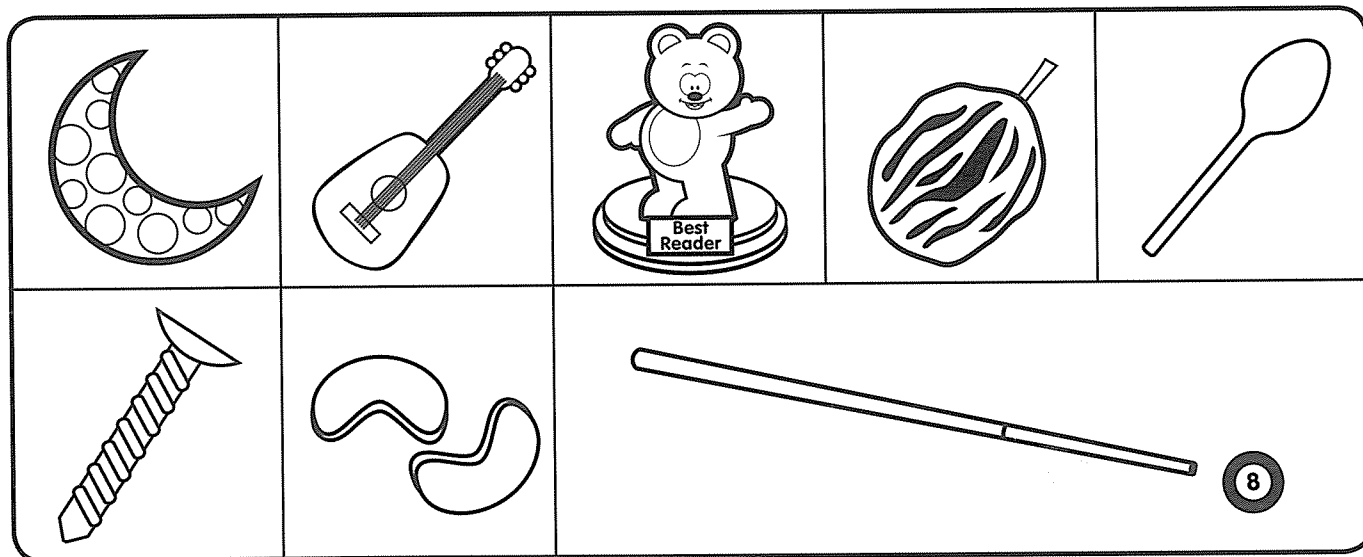
| | | | | |
|-------|-------|-------|-------|---------|
| root | sloop | smop | true | hoot |
| slew | drew | shick | shued | spoon |
| gloon | tooth | choob | screw | nupe |
| clue | prune | kets | gloom | zoom |
| thune | nool | rude | lute | shampoo |
| plude | grimp | jume | June | zoon |
| zoo | brew | moon | trune | quoot |



W INSTRUCTIONS

There are 15 /ue/ words to find. There are some pictures at the bottom of the page to help you get started.

| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|
| m | oo | n | th | p | s | c | r | ew | ee | m |
| a | s | g | ai | s | r | u | d | e | t | u |
| c | t | b | c | ue | oo | ea | h | t | r | ue |
| a | a | p | l | u | b | n | d | e | r | zz |
| sh | t | ss | p | t | l | u | t | e | ff | o |
| ew | ue | d | r | ay | ue | i | e | qu | n | th |
| ch | u | j | u | s | wh | t | a | r | g | e |
| ll | d | f | n | p | r | d | u | m | s | k |
| p | r | ue | e | oo | t | oo | ee | a | l | w |
| u | ew | l | g | n | qu | m | b | d | ew | ll |





EXTENSION

As an extension, complete _____ points

Due date: _____

| | | |
|--|---|---|
| <p>Draw a picture that has the following in it:</p> <ul style="list-style-type: none"> • an igloo • a prune • a broom <p>Label your picture.</p> <p>★ 1 point</p> | <p>Use rainbow writing to write five words that have /ue/ in them.</p> <p>★ 1 point</p> | <p>Take a page in your home learning book and practise spelling /ue/ phoneme words.</p> <p>★ 1 point</p> |
| <p>Draw a picture and hide as many /ue/ phoneme words in it as you can.</p> <p>★ ★ 2 points</p> | <p>Can you make up some /ue/ phoneme riddle cards for your mum or dad to answer?</p> <p>★ ★ 2 points</p> | <p>Ask an adult to test you on your /ue/ spelling words. Use a 'Looking Good Grid' to help.</p> <p>★ ★ 2 points</p> |
| <p>Paint a picture of: an igloo on a moon with a man using a spoon.</p> <p>★ ★ ★ 3 points</p> | <p>Make an /ue/ phoneme word find for a friend to solve at school.</p> <p>★ ★ ★ 3 points</p> | <p>Look through some magazines and find some pictures that have the /ue/ phoneme in them.</p> <p>★ ★ ★ 3 points</p> |
| <p>Write and illustrate a story with as many /ue/ phoneme words in it that you can think of.</p> <p>★ ★ ★ ★ 4 points</p> | <p>Paint a tree trunk and some branches on a large sheet of paper. Draw leaves and write /ue/ phoneme words on them. Play 'Pin the Leaf on the Tree'.</p> <p>★ ★ ★ ★ 4 points</p> | <p>Make a deck of 40 cards. 20 cards with /ue/ phoneme words on them and 20 cards with matching pictures. Play card games with Mum and Dad.</p> <p>★ ★ ★ ★ 4 points</p> |