

Theme: Welcome back!

Monday

Theme:*Resources Needed: Worry Monster that was made on Friday.*

Today we are going to focus on addressing any worries or concerns the children might have about returning to school.

Look at the worry that your child has written in their worry monster and talk about it with them. What solutions could there be to their worry? Reassure them come up with any ideas together that might help (for example if they are worried about missing you, they could perhaps bring a small photo in of their family next time they are in school or a small soft toy from home). Discuss any other concerns they may have that they haven't written on their worry monster.

You could even make a Worry Monster out of a cardboard box, and then cut a hole where it's mouth would be. Any future worries can then be written down and 'fed' to their very own monster!

Maths: *Resources Needed: pencil; paper; Monday - Maths***Starter**

Sing 5 little ducks

<https://www.youtube.com/watch?v=pZw9veQ76fo>

Main

Explain that today we will be learning about subtraction – Do you know what this means?

We are going to sing a song about ladybirds and need some helpers, choose 5 small toys or teddies or print and cut out the resource **Monday - Maths** (You'll need 5 ladybirds). Sing the song below and encourage the children to act out the one flying away.

Five little ladybirds went out to play,
One little ladybird then flew away.

There were five, let's count back one.

Now, there's one, two, three, four little ladybirds left playing in the sun.

Discuss how many we started with, how many are left, how can we work it out (count how many are left). Write the number sentence and show your child the '-' sign, explain the number sentence and demonstrate $5 - 1 = 4$ again using the ladybirds/toys. Count how many are left to work out the answer

Repeat the activity above until you get to 0. Can your child tell you what the number sentence should be? Can they predict the answer? Can they have a go at writing the next number sentence before singing the rhyme?

Phonics: Resources Needed: pencil; paper **Group 3:** **Monday – Phonics**

Groups 1 & 2

Sing songs: <https://www.dailymotion.com/video/x2wpdvv> and [do your ears hang low lyrics - YouTube](#)

Ask your child to fan themselves with their hand. What can they feel? They should feel the air on their cheek. Tell your child that we are going to learn the trigraph 'air' today and that fanning themselves so they can feel the air on their cheek is the action for the trigraph 'air'. Tell them there isn't a Jolly Phonics song for the 'air' trigraph, so we sing the first line of the song from 'The Snowman'. Sing: 'We're walking in the **air**'. On the word 'air' fan yourself and hold the note of the word 'air' for a few seconds. Repeat this a couple of times. Tell your child that the 'air' trigraph is made up of the letters 'a', 'i' and 'r' (say these as letter names, not sounds). Ask your child to write these letters.

Watch this video and follow the Phonics lesson on 'air'. Encourage your child to write down the words and join in with the lesson. Pause the video to allow your child time to read the words on the screen and write them down. [Lesson 8 - air chair - YouTube](#)

Click on the link – these words are meant for a game of Bingo, but your child can just press the big red button and read the word that the virtual machine stops on – choose Phase 2 (incl. tricky words) or for a bit more of a challenge, choose Phase 3: [High Frequency Word Bingo \(ictgames.com\)](#)

Group 3

Sing the alphabet song: [Phonics Song 2 \(new ZED version\) - YouTube](#) for the sounds that your child has learnt, make sure they do the actions when the song repeats the phoneme, ie 'a...a...apple' they should do the action for 'ants on your arm'. The only letters they may not know the actions to are: j, v, w, x, y, z and q(u).

Look through **Monday – Phonics**. Ask your child to say the sound at the top and what each picture is and whether it begins with (or contains) the focus sound. If you want to print it off, they could cut out and glue the correct pictures into the middle. As you work through the pages, ask your child to write the words as they appear

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| | <p>on the sheets: sun, ant, tin, pot, insect, nest. If you have printed the sheets, they could label these pictures on their sheet as you go. After each page has been completed, go over any errors and see if your child can repeat the first sound, like they did in the alphabet song above, ie, if your child said the dog would go into the middle of the 's' page, see if they can say, 'd...d...dog' and compare it with the 'sssun'. If they said that a word doesn't belong in the middle of the page that actually does, ask them to stretch the first sound where possible (s, a, i, n) or for those phonemes that can't be stretched (t, p) ask them to repeat the sound – t...t...tree.</p> <p>Tell your child that they are going to write a sentence. What makes a good sentence? (Begin with a capital letter, have finger spaces between the words, end with a full stop.) Dictate the following sentence: The ant was in a nest. Say it twice, ask your child to repeat the sentence. Say it again lifting up one finger for each word to see how many words there are. Say it one more time, then ask your child to write it. Keep repeating it as they write. If they're stuck on the following words: the, was, a; give them a selection of 6 Word Sheet words which will include these four and see if they can choose the correct one to copy – they should be able to sound out the word: in.</p> <p>Extension: are they able to write/label any other words on the sheets?</p> <p>Click on the link – these words are meant for a game of Bingo, but your child can just press the big red button and read the word that the virtual machine stops on – choose Phase 2 (no tricky words) or for a bit more of a challenge, choose Phase 2 (incl. tricky words): High Frequency Word Bingo (ictgames.com)</p> |
| Tuesday | <p>Theme: Resources Needed: <i>Tuesday theme, Pencils</i></p> <p>Today we are going to think about what we are excited about/looking forward to learning for the rest of the school year now we are all back together. Discuss with your child what they are looking forward to doing when they are back in school (could be playing with a certain toy, seeing their friends or teachers, or learning something new). Create a mind map together of all the ideas your child comes up with.</p> <p>Ask your child to choose their favourite one, and have a go at writing it onto the Tuesday Theme sheet (if you don't have a printer you can create your own), and drawing a picture. They can then colour and decorate it how they wish. Bring it back to school with</p> |

you when you return so that we can add it to the display :-)

Maths: Resources Needed: pencil; paper; 10 (or 20) small items such as pasta/Lego etc

Starter

Sing 5 little monkeys

<https://www.youtube.com/watch?v=0j6AZhZFb7A>

Main

Cops & Robbers

Work in a pair with your child, using 10 small items (pasta etc), one person is the 'cop' and one is the 'robber'. The cop starts with all 10 items, the robber must steal some from the cop. Your child must work out how many cubes were stolen and how many are left. Encourage them to count to find the answer. Repeat a couple of times then challenge your child to write the number sentence to match each time. Cops and robbers to swap roles each time.

Write some number sentences for your child, one at a time (10 – 3 =, 10 – 5 =, 10 – 7 =, etc complete at least 5). Can your child be the robber and steal the correct number of cubes to match the number sentence? Ask them to work out the answer and write it down each time.

*If your child is struggling, then just use 5 small items and write the number sentences with your child, encourage them to read the number sentence and explain it to you each time.

Extension: If your child finds this easy then give them more small items – up to 20! Continue to ask them to write the number sentences after you have stolen some items or ask them to match the number sentences you have written.

Phonics: Resources Needed: pencil; paper **Group 3: Phase 2 Flash Cards; Tuesday – Phonics**

Groups 1 & 2

Sing the songs and do the actions:

<https://www.dailymotion.com/video/x2wpdvv> and [do your ears hang low lyrics - YouTube](#) and sing the line 'We're walking in the air'.

Ask your child to write the grapheme for the phoneme 'air' – say the letter names if they have forgotten.

Watch this short video: [Geraldine the Giraffe learns /air/ - YouTube](#)

Join in with Miss Andrews to practice the phoneme 'air' – you will

need a piece of paper and a pencil or pen – your child will need to keep a list of the words they are about to write for an activity at the end of the video. Please be ready to pause the video to allow your child time to write the words. <https://youtu.be/FI-H7gfDaEM>

Ask your child to write (they can copy) the words: **they, she, was, you, said, have**. Ask them to add the sound buttons to the part of each word where the phoneme can actually be heard: **th, sh, w, y, s+d, hav**. Now, ask them to put the tricky part of the words in jail (draw a box around the letter/s and put a couple of bars over the letter/s – you should still be able to see the letter/s). Now ask them to write the sound that can be heard above the jail: **ai, ee, oz, oo, e, nothing for the 'e' in the word have**. Now ask them to look at the words again and focus on the tricky parts of the spellings – can they now write the words correctly without looking? Read the words out for your child to write down. If they made a mistake, ask your child to just focus on this so that, hopefully, they'll get it correct tomorrow. (Keep the words they've added sound buttons and the jail for tomorrow.)

Group 3

Using the **Phase 2 Flash Cards**, hold them up, one at a time, and ask your child to say the letter name/s, then the sound – we've only just started doing this, so help them with the letter name if needed.

Look through **Tuesday – Phonics**. Ask your child to say the sound at the top and what each picture is and whether it begins with (or contains) the focus sound. If you want to print it off, they could cut out and glue the correct pictures into the middle. As you work through the pages, ask your child to write the words as they appear on the sheets: map, dog, on & off (both on the 'o' page), cup, kick. If you have printed the sheets, they could label these pictures on their sheet as you go. After each page has been completed, go over any errors and see if your child can repeat the first sound, like they did in the alphabet song as yesterday, ie, if your child said the tiger would go into the middle of the 'm' page, see if they can say, 't...t...tiger' and compare it with the 'mmmk'. If they said that a word doesn't belong in the middle of the page that actually does, ask them to stretch the first sound where possible (m, o) ie, say, 'mmmap,' or for those phonemes that can't be stretched (d, g, c, k) ask them to repeat the sound – d...d...door.

Tell your child that they are going to write a sentence. What makes a good sentence? (Begin with a capital letter, have finger spaces between the words, end with a full stop.) Dictate the following sentence: The dog is on the map. Say it twice, ask your child to repeat the sentence. Say it again lifting up one finger for each word

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| | <p>to see how many words there are. Say it one more time, then ask your child to write it. Keep repeating it as they write. If they're stuck on the following words: the, is; give them a selection of 4 Word Sheet words which will include these two and see if they can choose the correct one to copy.</p> <p>Extension: are they able to write/label any other words on the sheets?</p> <p>In as big an area as possible – an outdoor space would be ideal. Using the Word Sheet words your child is working on, ask them to read one word at a time – let them place them in the area as far apart as possible. Then, from a starting point, ask them to do different actions towards each word, ie hop to the word 'the'; jump to the word 'was'; etc. Some other actions could be: run; skip; walk; walk backwards – remember to look over your shoulder! If indoors you could instruct your child to crawl; slide; slither; etc. The more energetic, the better!</p> |
| Wednesday | <p>Theme: Resources needed: Wednesday Theme 1 and 2 Paper, pencils, craft materials</p> <p>Today we are going to think about Mother's Day (which is on Sunday!). Together, look at the Wednesday Theme 1 powerpoint, and learn about why we celebrate Mother's Day!</p> <p>Your child can now have the opportunity to make their own card (no peeking Mums!). You can either use the idea in Wednesday Theme 2, or come up with your own creation. Encourage your child to carefully write inside the card themselves, making sure they write their names neatly! They could even make cards for other special women in their life such as Nanny or Grandma.</p> <p>Maths: Resources Needed: pencil; paper; Wednesday - Maths; Number Line; 10 small toys or teddies to act as passengers on a bus; 10 squares of paper to act as the seats; a die or this link if you do not have a die: https://www.random.org/dice/; a post-it note or small piece of paper; BluTac/tape.</p> <p><u>Starter</u> Complete the activity Wednesday - Maths. First example: complete this by writing how many frogs are on the log in the first picture, how many have jumped off in the next picture and how many are left on the log in the last picture. Read the number sentence back when you're finished.</p> |

Main

Subtraction Bus

Using the 10 toys or teddies and paper squares make a pretend bus (two rows of 5 or 3 rows of 3 and a driver, using the paper as seats and the toys are passengers). Recap what subtraction means and show the take away sign. Show and keep up on a screen (or printed) Number Line. Roll a die and ask your child to subitize the number shown. That many toys will get off the bus. Ask your child to write the number sentence:

10 - __ = and ask how we can work out the answer, demonstrate counting to find the answer as we have learnt before. Then show the Number Line and use a post-it or similar to mark how many we started with (10). Ask your child to remind you how many we are taking away (that was shown on the die) and demonstrate how we can use the Number Line to count back to find the answer. Did we get the same answer? Put the post-it on the answer.

How many are on the bus now? Roll the dice again and repeat the above, ask your child to write the number sentence before we work out the answer. Repeat until getting to zero. Then repeat with 10 passengers back on the bus. Do this three times.

*If your child is struggling then just use 5 small items and write the number sentences with your child, encourage them to read the number sentence and explain it to you each time.

Phonics: Resources Needed: pencil; paper; paintbrush (child's paint brush/a decorator's paintbrush or something homemade will be fine); a pot of water. **Groups 1 & 2:** words from yesterday with sound buttons and letters in jail **Group 3:** Word Sheet words; **Wednesday – Phonics**

Groups 1 & 2

Sing the songs and do the actions:

<https://www.dailymotion.com/video/x2wpdvv> and [do your ears hang low lyrics - YouTube](#) (just do one round of this) and sing the line 'We're walking in the air'.

Tell your child that we are going to learn another trigraph today; it's the phoneme 'ure' (**it sounds like the word: you're**) as in **pure**, **manure** and **cure**. Discuss with your child what these words mean. Tell them there isn't a Jolly Phonics song for the 'ure' trigraph, so we sing: '**You're** gorgeous, I'll do anything for you!' and the action is to point at someone when you sing the word 'you're'. Repeat this a couple of times. Tell your child that the 'ure' trigraph is made up of the letters 'u', 'r' and 'e' (say these as letter names, not sounds). Ask your child to write these letters.

Watch this video and follow the Phonics lesson on 'ure'. Encourage your child to write down the words and join in with the lesson.

Pause the video to allow your child time to read the words on the screen and write them down. [Lesson 14 - Reception - YouTube](#)

Recap the tricky words we looked at yesterday. Look at them again talking about the parts of the words where sound buttons were added and the tricky parts of the words and the sounds they actually make (or not). Take the words away from your child. Now, read the words out for your child to 'paint' on the floor or another suitable surface with water. Go over any errors with them.

Group 3

Sing the alphabet song: [Phonics Song 2 \(new ZED version\) - YouTube](#) for the sounds that your child has learnt, make sure they do the actions when the song repeats the phoneme, ie 'a...a...apple' they should do the action for 'ants on your arm'. The only letters they may not know the actions to are: j, v, w, x, y, z and q(u).

Look through **Wednesday – Phonics**. Ask your child to say the sound at the top and what each picture is and whether it begins with (or contains) the focus sound. If you want to print it off, they could cut out and glue the correct pictures into the middle. As you work through the pages, ask your child to write the words as they appear on the sheets: sock, duck, elf, up, rat. If you have printed the sheets, they could label these pictures on their sheet as you go. Ask your child, "Where in the word do you find the digraph 'ck' mainly?" (At the end of the word.) After each page has been completed, go over any errors. For example, if your child said the goat would go into the middle of the 'ck' page, help them to bounce the sounds in the word 'goat' – you could help them to say it like a robot g-oa-t and then say 'sock' like a robot s-o-ck. Really emphasise the 'ck' sound in sock. Now ask them to listen to you say goat like a robot – Can they hear a 'ck' sound? If they said that a word doesn't belong in the middle of the page that actually does, ask them to say the word like a robot and see if they can hear the sound, this works well if the focus sound is in the middle or at the end of the word (some of the u words, and ck words) or for those phonemes at the beginning of the words (e, r) ask them to stretch the sound, ie eeeeggs.

Tell your child that they are going to write a sentence. What makes a good sentence? (Begin with a capital letter, have finger spaces between the words, end with a full stop.) Dictate the following sentence: An elf had a sock. Say it twice, ask your child to repeat the sentence. Say it again lifting up one finger for each word to see

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| | <p>how many words there are. Say it one more time, then ask your child to write it. Keep repeating it as they write. If they're stuck on the following word: a; give them a selection of 3 Word Sheet words which will include the word 'a' and see if they can choose the correct one to copy – they should be able to sound out the words: an, had.</p> <p>Extension: are they able to write/label any other words on the sheets?</p> <p>Ask your child to read one of their Word Sheet words – ask them: Which bit is easy to remember if you are spelling it? Which bit is the tricky part? Focus on the difficult part for a few seconds asking them if there is a good way they could remember it. Then take the word away and ask them to 'paint' the word on the floor or another suitable surface with water. Check their spelling, praising the parts they got correct and going over any errors. Repeat with other words.</p> |
| Thursday | <p>Theme: Resources Needed: <i>Thursday theme, Pencils, paper, craft material</i></p> <p>Although we are beginning to return to school and see our friends, there might still be special people in our lives who we are unable to see in person. Today we are going to make them a 'hug' to send them in the post! See Thursday theme for ideas. Ask your child to lay down on a large piece of paper (or several a4 taped together), and draw around their head, shoulders and arms. Your child can then draw on their face, and colour it in, adding details.</p> <p>Write out the following text, encouraging your child to perhaps write some words, or sentences (it is quite long so we wouldn't expect them to write it all!).</p> <p>I miss you when you're far away. I'd love to see you every day. But since I can't come over to play, I'm mailing you a hug today!</p> <p>So although it may be quite a sight, Wrap my arms around you tight! Repeat daily to keep your smile bright, Until we get to reunite!</p> <p>Then roll it up and deliver or post to your special person!</p> <p>Maths: Resources Needed: <i>pencil; paper; Thursday – Maths 1; Thursday - Maths 2; Number Line; small items such as pasta/Lego</i></p> <p><u>Starter</u></p> |

Complete the activity described in **Thursday - Maths 1** as part of play with your child.

Main

As Tuesday, play the Cops and Robbers game with your child.

This time use the resource **Number Line**. Can your child use the counting back method to work out the answers each time? The robber to steal some cubes, write the number sentence, identify and mark the starting point on their number line and count back to find the answer. Double check their answer by counting how many are left then write the answer. Show your child how to do this first using the Number Line. Repeat several times.

Have a go at the **Thursday - Maths 2** worksheet, using small items such as pasta/Lego and the Number Line used earlier to support working out the answers.

Phonics: Resources Needed: pencil; paper **Group 3: Phase 2 Flash Cards; Thursday – Phonics**

Groups 1 & 2

Sing the songs and do the actions:

<https://www.dailymotion.com/video/x2wpdvv> and [do your ears hang low lyrics - YouTube](#) (just do one round of this) and sing the line 'We're walking in the **air**' and '**You're** gorgeous, I'll do anything for you!'

Ask your child to write the grapheme for the phoneme 'ure' – tell them to look back at yesterday's work if they can't remember it.

Watch Mr. Thorne, pause the video to allow your child to read the words before Geraldine does:

<https://www.youtube.com/watch?v=YwCzf71fBA>

Write the word: cure. Ask your child to add the sound buttons to the word 'cure'. Ask them to read the word. Repeat with the words: pure, manure, sure (the 's' doesn't have a sound button, they can put this in jail and write the 'sh' phoneme above if they want to).

Now tell your child that you are going to say a sentence and they are going to write it down. Ask your child: What is needed to make a super sentence? (Start with a capital letter, have finger spaces and end with a full stop.) Take the words away and say the sentence: I am sure you said they have a cure. Repeat it and then ask your child to say it. Count the words in the sentence together. Repeat it again and ask your child to write the sentence – please do keep repeating it as and when needed. When finished, check

through the sentence together – award one mark each for starting with a capital letter, for each correct spelling, for each finger space (or if they started a new line award a mark) and for the punctuation at the end. What was their score out of a possible 19?

Tricky words song:

<https://www.youtube.com/watch?v=R087IYrRpgY>

Group 3

Using the **Phase 2 Flash Cards**, hold them up, one at a time, and ask your child to say the letter name/s, then the sound – we've only just started doing this, so help them with the letter name if needed.

Look through **Thursday – Phonics**. Ask your child to say the sound at the top and what each picture is and whether it begins with (or contains) the focus sound. If you want to print it off, they could cut out and glue the correct pictures into the middle. As you work through the pages, ask your child to write the words as they appear on the sheets: hand, hat, bat, bucket, lemon. For the words: bucket & lemon, ask your child to clap each syllable as they say it, ie, buck(clap) / et(clap) – sound out the first syllable and write it, then sound out the second syllable and write it. If you have printed the sheets, they could label these pictures on their sheet as you go. After each page has been completed, go over any errors and see if your child can repeat the first sound like they did in the alphabet song as yesterday, ie, if your child said the egg would go into the middle of the 'h' page, see if they can say, 'e...e...egg' and compare it with the 'h...h...hat'. If they said that a word doesn't belong in the middle of the page that actually does, ask them to stretch the first sound where possible (f, l) - fffish or for those phonemes that can't be stretched (h, b) ask them to repeat the sound – h...h...house.

Tell your child that they are going to write a sentence. What makes a good sentence? (Begin with a capital letter, have finger spaces between the words, end with a full stop.) Dictate the following sentence: I had a bat in my hand. Say it twice, ask your child to repeat the sentence. Say it again lifting up one finger for each word to see how many words there are. Say it one more time, then ask your child to write it. Keep repeating it as they write. If they're stuck on the following words: I, a, my; give them a selection of 5 Word Sheet words which will include these three and see if they can choose the correct one to copy – they should be able to sound out the words: had, in.

Extension: are they able to write/label any other words on the sheets?

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| | <p>Sing along with the dinosaur rap: The Tricky Words Rap - A Phase 2 Phonics Song - YouTube</p> |
| Friday | <p>Theme: Resources Needed: <i>Pencils, paper, craft materials</i></p> <p>Today allow your child time to get creative! They can draw or paint a picture, make a card or craft picture for one of their school friends.</p> <p>They can choose a friend who they have really missed to make this for, and it is completely up to them what they make! Encourage them to write their friend's name, helping them with spelling if needed. They can then bring this into school for their friend as a special surprise when they return!</p> <p>Maths: Resources Needed: <i>pencil; paper; 10 bricks (or anything to build a tower with); a die or this link if you don't have a die: https://www.random.org/dice/</i>, Groups 1 & 2: <i>Friday - Maths 1; Friday - Maths 2</i> (either copied onto separate pieces of paper or printed and cut up); two boxes/tubs labelled 'true' and 'false'; Number Line Group 3: playdough, either that you have at home or you can easily make some with this recipe: https://www.bbcgoodfood.com/howto/guide/playdough-recipe</p> <p>Starter</p> <p>Playing with your child, both start with a tower with 10 bricks each. Take it in turns to roll the die, write the number sentence to take away that many bricks and then take that many away and write the answer. The winner is the first person to remove all their bricks from their tower.</p> <p>Main</p> <p>Groups 1 & 2</p> <p><u>True or False Subtractions</u></p> <p>Lay out the subtractions from the resource Friday Maths - 1 and two trays/boxes labelled 'true' and 'false'. Ask your child to choose a subtraction, work out if it is true or false (using manipulatives or a Number Line) and then sort it into the correct tray. Continue until they have all gone.</p> <p>Friday - Maths 2 page 1 (food – numeral =) using the number lines to count back to find the answer to the subtraction problems.</p> <p>Extension: Friday - Maths 2 Page 5 (just numerals) using the number lines to count back to find the answer to the subtraction problems.</p> <p>Group 3</p> |

Ask your child to build a tower of 6 bricks, roll a die and identify the number. Write the subtraction number sentence for your child and read it together. Ask your child to remove the number of bricks shown on the die and work out the answer to the number sentence. Write the answer and read the number sentence back together. Repeat several times.

Give your child a small amount of playdough. Write a number between 1-10 (to start a number sentence), ask your child to quickly make that many small balls from their playdough. Continue the number sentence with - ____ (choose another number less than the first) and your child must squash that many of their playdough balls. How many balls are left? Can your child identify how to finish the number sentence? Repeat several times.

Phonics: Resources Needed: paper; pencil; **Groups 1 & 2:**

[Phase 2 Flash Cards](#); [Phase 3 Flash Cards](#); [Friday – Phonics 1](#);

[Friday – Phonics 2](#) **Group 3:** [Friday – Phonics 3](#)

Groups 1 & 2

Sing the songs and do the actions: (start this video at 5 minutes 26 seconds; from the phoneme 'j')

<https://www.dailymotion.com/video/x2wpdvy> and [do your ears hang low lyrics - YouTube](#) (just do one round of this) and sing the line

'We're walking in the **air**' and '**You're** gorgeous, I'll do anything for you!'

Using the [Phase 2 Flash Cards](#) & [Phase 3 Flash Cards](#), hold them up, one at a time, and ask your child to say the letter name/s, then the sound – we've only just started doing this, so help them with the letter name if needed.

Fold a piece of paper in half or draw a line down the middle. Ask your child to write the grapheme for the phoneme 'air' at the top of one side and 'ure' at the top of the other side. Tell them they have got one minute to write as many words as they can think of containing the phonemes 'air' and 'ure'. Go through their words after the minute.

Look at [Friday – Phonics 1](#) (you can work directly on the screen with your child pointing to the words they think are correct, or print the sheets off for them to circle the words). Explain to your child what they've got to do. If they make an error, ask them to read all the words in the section and hopefully they'll identify where they've gone wrong before going on to the next one.

Scroll through the words on [Friday – Phonics 2](#) for your child to read – how quickly can they work their way through all the words?

Group 3

Sing the alphabet song: [Phonics Song 2 \(new ZED version\) - YouTube](#) for the sounds that your child has learnt, make sure they do the actions when the song repeats the phoneme, ie 'a...a...apple' they should do the action for 'ants on your arm'. The only letters they may not know the actions to are: j, v, w, x, y, z and q(u).

Look through [Friday – Phonics 3](#). Ask your child to say the sound at the top and what each picture is and whether it begins with (or contains) the focus sound. If you want to print it off, they could cut out and glue the correct pictures into the middle. As you work through the pages, ask your child to write the words as they appear on the sheets: huff, muffin, doll, dress. For the word: muffin, ask your child to clap each syllable as they say it, ie, muff(clap) / in(clap) – sound out the first syllable and write it, then sound out the second syllable and write it. If you have printed the sheets, they could label these pictures on their sheet as you go. Ask your child, "Where in the word do you find the ff, ll and ss mainly?" (At the end of the word.) After each page has been completed, go over any errors. For example, if your child said the hat would go into the middle of the 'ff' page, help them to bounce the sounds in the word 'hat' – you could help them to say it like a robot h-a-t and then say 'huff' like a robot h-u-ff. Really emphasise the 'ff' sound in huff. Now ask them to listen to you say hat like a robot – Can they hear a 'ff' sound? If they said that a word doesn't belong in the middle of the page that actually does, ask them to say the word like a robot and see if they can hear the sound. The ff, ll and ss sounds can all be stretched.

Tell your child that they are going to write a sentence. What makes a good sentence? (Begin with a capital letter, have finger spaces between the words, end with a full stop.) Dictate the following sentence: My doll has a dress. Say it twice, ask your child to repeat the sentence. Say it again lifting up one finger for each word to see how many words there are. Say it one more time, then ask your child to write it. Keep repeating it as they write. If they're stuck on the following words: my, has, a; give them a selection of 5 Word Sheet words which will include these three and see if they can choose the correct one to copy.

Extension: are they able to write/label any other words on the sheets?

Using the words: the, said, to, was. Show your child the word 'the'. Ask them to read it. Now ask them to arm-tap it – they should tap

their shoulder and say the word, 'The,' then come down their arm saying the letter names and tapping their arm for each letter: t (tee); h (itch); e (ee), then, as they say the whole word 'The' again, run their hand from their shoulder all the way down their arm. Repeat this for the other words.