

Year R - English - Summer 2 - Week 6



	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading for pleasure	Make sure you have some quiet time for daily reading of something you've chosen. Extra reading books can be found on Oxford Owl website. Also ask a grown up or older sibling to read to you. You can also find stories online at The Story Family .				
Phonics	Read Write Inc Lessons at home: SET 1 at 9:30		Read Write Inc Lessons at home: SET 2 at 10:00		Read Write Inc Lessons at home: SET 3 at 10.30am
	<p>Challenge 1:</p> <p>In the <i>CGP Phonics</i> book this week complete:</p> <p>Spring Term Workout 3: Pages 30 - 31 Spring Term Workout 4: Pages 32 - 33 Spring Term Workout 5: Pages 34 - 35 Spring Term Workout 6: Pages 36 - 37</p>	<p>Challenge 2:</p> <p>Below are 5 sentences (one for each day). Someone reads the sentence to the children they say the sentence back a couple of times. The children then write the sentence independently. Remember your finger spaces.</p>	<p>Challenge 3:</p> <p>Set 2 sounds - "ir" (whirl and twirl), "ou" (shout it out), "oy" (toy for a boy) Hold a sentence - ask an adult to read one of the sentences to you (written below), say the sentence back and write it independently. Remember your finger spaces.</p>	<p>Challenge 4:</p> <p>In the <i>CGP Phonics</i> book this week complete: (some sounds refer to the SET 3 sounds from Read Write Inc)</p> <p>Summer Term Workout 11: Pages 70 - 71 Summer Term Workout 12: Pages 72 - 73</p>	
Reading and Spelling	Practise reading and writing these words: come, have, him, old, some, will, (keep words from the previous weeks as well)				
	Learn the following words: have, little, went	Learn the following words: want, know, but	Learn the following words: soon, next, again	Learn the following words: who, over, need	Learn the following words: find, well, still
Handwriting	Using your <i>CGP Handwriting</i> book Challenge 1 Shapes at the Circus - page 6 Shapes at the Beach - page 7			Using your <i>CGP Handwriting</i> book Challenge 2 The Alphabet - pages 18 and 19	
	<p>Writing:</p> <p>This week we are going to read the story "Oliver's Fruit Salad". Oliver tells his mum all about the different fruits Grandad grows in his garden. What is your favourite fruit to eat? Why do you like this fruit? Is it crunchy? Soft? Sweet? Sour? Draw a picture of your favourite fruit and write a sentence about why it is your favourite.</p>	<p>Today we are going to make "Magic Wand Fruit Kebabs".</p> <p>Write a shopping list of the fruits you would like to add to your kebab.</p> <p>Remember to write a word on each line for a list</p>	<p>Write instructions for making "Magic Wand Fruit Kebabs".</p> <p>Break the instructions in to 4 manageable parts.</p> <p>Start your instructions with: First, Second, Next, Then,</p>	<p>Make a poster encouraging people to eat 5 pieces of fruit and vegetable every day.</p> <p>Your poster can include a picture and a sentence or key words around the picture.</p> <p>Key words you could include: healthy, 5-a day, fruit, vegetable, everyday</p>	<p>Grandad grows lots of fruit and vegetables in his garden. If you could grow any fruit and vegetables in your garden or in our school. Which fruit and vegetables would you grow in the garden?</p> <p>Draw a plan of a garden and the fruits and vegetables you would grow. Label your picture.</p>



a	at	go	him	like	old	some	want	your
all	be	for	his	look	of	the	was	
and	by	has	I	me	said	to	we	
are	call	have	in	more	same	then	what	
am	come	he	is	my	she	there	will	
as	do	her	it	no	so	they	you	

Tricky words (Red words in bold)

Tricky words = cannot be spelt correctly using the usual representation of sound e.g. "is" will be pronounced but not spelt "iz".

Reading and spelling activity.

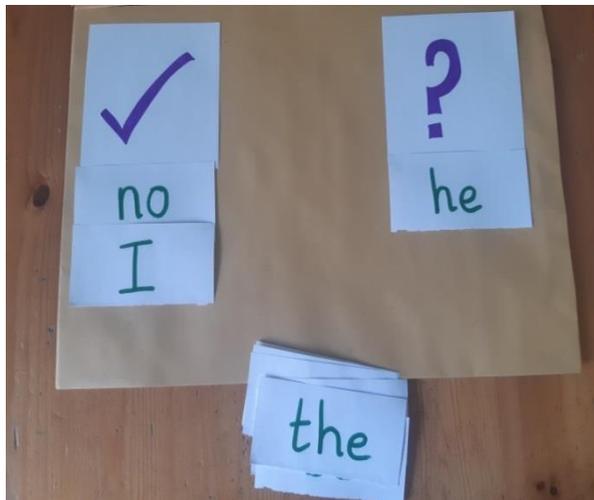
Write out the following words on separate pieces of paper:

Revise last week's words:

the, I, and, be, he, she like, you, your, no, to, am, as, go, all, are, by, do, it, me, of, has, my, we, at, her, in, is, said, so, was, look

Draw a tick and a question mark on separate pieces of paper (or use an envelope). Children to read the words and place them on top of the tick if they can read them, the question mark if they are not sure. During the week revise the words the children have put on the question mark.

Now ask the children to spell the words. If they think they have it correct put it on the tick if they are not sure, place the word on the question mark. Practise spelling the words the children have not spelt correctly – focus on one or two each day.



Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Speed Sounds Set 2

Speed Sounds Set 2 ay



ay

May I play?

Practise reading
Read in Pairs! Take turns read the word.

play	day
may	way
say	spray

Speed Sounds Set 2 ee



ee

What can you see?

Practise reading
Read in Pairs! Take turns read the word.

see	three
been	green
seen	sleep

Speed Sounds Set 2 igh



igh

Fly high

Practise reading
Read in Pairs! Take turns read the word.

high	night
light	fright
bright	might

Speed Sounds Set 2 ow



ow

Blow the snow

Practise reading
Read in Pairs! Take turns read the word.

blow	snow
low	show
know	slow

Speed Sounds Set 2 oo



oo

Look at a book

Practise reading
Read in Pairs! Take turns read the word.

took	look
book	shook
cook	foot

Speed Sounds Set 2 oo



oo

Poo at the zoo

Practise reading
Read in Pairs! Take turns read the word.

too	zoo
food	pool
moon	spoon

Speed Sounds Set 2 ar



ar

Start the car

Practise reading
Read in Pairs! Take turns read the word.

car	start
part	star
hard	sharp

Speed Sounds Set 2 or



or

Shut the door

Practise reading
Read in Pairs! Take turns read the word.

sort	short
horse	sport
fork	snort

Speed Sounds Set 2 air



air

That's not fair!

Practise reading
Read in Pairs! Take turns read the word.

fair	stair
hair	air
chair	lair

Speed Sounds Set 2 ir



ir

Whirl and twirl

Practise reading
Read in Pairs! Take turns read the word.

girl	bird
third	whirl
twirl	dirt

Speed Sounds Set 2 ou



ou

Shout it out!

Practise reading
Read in Pairs! Take turns read the word.

out	shout
loud	mouth
round	found

Speed Sounds Set 2 oy



oy

Toy for a boy

Practise reading
Read in Pairs! Take turns read the word.

toy	boy
enjoy	

Phonics

An adult or older sibling to read the sentence identified below for each day. The children say the sentence back - do this a couple of times until the sentence is in their head. Children to write the sentence independently. Remind the children to use finger spaces and their sound mat if it helps.

Challenge 2

Hold a sentence

Monday	A cat in a red hat.
Tuesday	The pink dress.
Wednesday	I can sing.
Thursday	He is in the box.
Friday	I wish I had a fish.

Challenge 3

Set 2 Sounds - hold a sentence

Monday	Whirl and twirl
Tuesday	The girl has a light.
Wednesday	Shout it out!
Thursday	The dog went round a tree.
Friday	A toy for a boy.

