

# Mrs Hewison's RVI group

This PowerPoint/PDF contains the text and activities your child should work through over the course of the lesson.

**Please do not print this document.**

Your child will be able to complete the lesson simply by accessing this on a screen such as a laptop or tablet.

All written tasks can be done on paper. Ideally this would be lined, but again any paper is acceptable.

Thursday

17.6.21

Thursday

Read the Set 2 Speed Sounds as fast as you can.

ay

ee

igh

ow

oo

ar

or

air

ir

ou

oy

Thursday

Read the Set 3 Speed Sounds as fast as you can.

ea oi a-e i-e o-e

u-e aw are ur er

ow ai oa ew ire

ear ure tious tion

Thursday

Read the additional Speed Sounds as fast as you can.

ie

au

e-e

wh

ph

kn

ue

Thursday

Today's focus sound is **ue** as in: 'to the rescue'.

Your child should look at the words on the next few pages and:

1. Spot 'special friends'

Fred Talk

Read the word

2. Read the words again using 'secret Fred Talk'

3. Read the words again on sight, this is our 'speed read'

Your child will be familiar with these phrases!

Wednesday

cue

Wednesday

rescue



Wednesday

argue

Wednesday

glue

Wednesday

fuel

Wednesday

statue

Wednesday

Today's focus sound is **ue** as in: 'to the rescue'.

Next ask your child to spell each word.

They should:

- use their 'Fred Fingers' to identify how many sounds in each word
- pinch the sounds
- write the word
- check the word and make any corrections as necessary

Again, your child will be familiar with this – ask them to teach you!

## Grammar focus

Tell (or remind) your child that a verb tells us what someone or something is doing. It is an 'action' word. Write: I walked to the barn. Say the sentence and ask your child to repeat. Ask your child to say which word is the verb in the sentence (walked). Point out the -ed ending and remind your child that a lot of verbs end with -ed in the past tense (when things have already happened). Other examples are: The dog hitched a lift and He barked loudly.

Ask your child to read and identify the verbs in the sentences on the following pages/slides.

(They should identify: agreed, looked, bumped, snorted, ignored, sat. You may need to point out that sat is the past tense of the verb sit even though it does not have the -ed ending.)

Thursday

## Grammar focus

The sheepdog and the goose agreed with the horse.

He looked to the left and he looked to the right.

The cart bumped along the track.

Thursday

Grammar focus

"I am the best!" he snorted loudly.

The goose ignored the horse and the sheepdog.

He sat on a sack of corn.



Thursday

## Vocabulary

Explain that some words mean the opposite of each other, e.g. hot and cold are opposites. Say the word 'bad'. Ask your child to say a word that means the opposite (good). Look at the words on the following page together and see if your child can match the opposites.

Tell your child the correct responses and explain any difficult points as appropriate.

Thursday

## Vocabulary

fast

smart

agree

dash

short

fat

thin

tall

plod

disagree

silly

slow

Thursday

## Proof read – spelling

Display the following sentences on screen or on paper (exactly as they are show) and read them aloud.

Ask your child to spot the 3 errors and rewrite the sentences correctly.

The hors is not as smart as I am. The por  
goose has no chance ov winning.

Thursday

## Proof read – grammar

Display the following sentences on screen or on paper (exactly as they are show) and read them aloud.

Ask your child to spot the 3 errors and rewrite the sentences correctly.

when the race began, i hitched a lift on  
Farmer Popcorn's cart I sat on a sack of  
corn.

Thursday

Write about winning – start today, complete tomorrow

Talk about a race that you have entered (pretend if you have to!); how keen you were to win; how you looked at the other people in the race and wondered who would beat you.

Ask your child – Have you ever been in a race? (they definitely will have in school in PE for example) Ask – How did you feel? (Worried / Anxious / Excited / Nervous).

Explain to your child that they are going to re-write the story about the horse, sheepdog and goose, but they will be the sheepdog, re-telling the tale. Remind them that they will need to use the pronoun I. Tell them that before they start writing, they need to think about:

Where they were? Who they were chatting to? Encourage your child to say their responses aloud, drawing on their own experiences as well as to use ideas from the story. Model how to turn some of your child's responses into full sentences, e.g. I was in the farmyard. I was chatting to the farmer when the horse said, "I'm bored!"

Hide your writing before asking your child to have a go themselves.