

# Mrs Banks' RWI 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

Thursday

Today's focus sound is **u-e** as in: 'huge brute'.

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!

Thursday

huge

Thursday

brute

Thursday

tune



Thursday

cute

Wednesday

rude

Thursday

Today's focus sound is **u-e** as in: 'huge brute'.

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!

Thursday

Prepare to write about what you want to be.

Use the pictures on the next few pages/slides to orally build sentences about what you or your child might dream of being.

For example;

'I think I want to be a dancer.'

Then extend this with why.

For example;

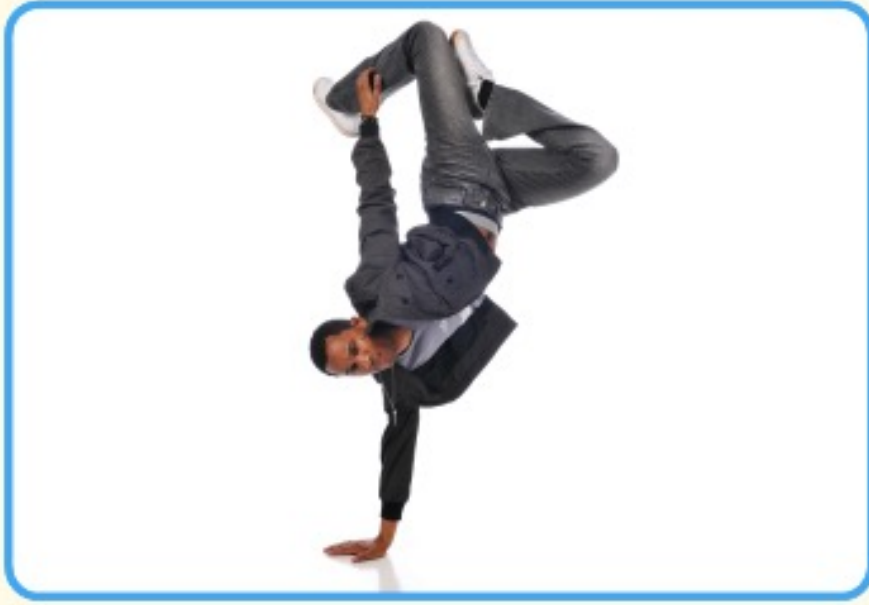
'I would wear a pretty dress and whirl and twirl across the stage.'

Do this for several examples, all spoken, taking turns with your child.









Thursday

Write about what you want to be.

Choose an example, either from the pictures or ideas of your own to write sentences.

Encourage your child to:

**think** their sentence (one at a time)

**say** their sentence

**write** their sentence

**check** their sentence

Repeat this for as many examples as your child is willing to engage with, including a follow up sentence that gives reasons as practiced orally.



Thursday

## Proof read and edit own work.

Together, go through the sentences written by your child.

Give a tick or highlight...

...each time a capital letter is used appropriately.

...each time a full stop (or exclamation mark) is used appropriately.

...a clear space has been left between word.

Not all spelling is likely to be accurate, this is fine. Phonetically plausible attempts at new or tricky words are acceptable at this stage e.g. 'dansa'

If any of the above is missing – can your child spot this and edit their work to improve it?

This is the end of this week's RWI work. Thank you for all your support.