

# 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.

Wednesday

16.6.21

Wednesday

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

ay

ee

igh

ow

oo

ar

or

air

ir

ou

oy

Wednesday

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

Wednesday

Read the additional Speed Sounds as fast as you can.

ie

au

e-e

wh

ph

kn

ue

Wednesday

Today's focus sound is **ie** as in: 'terrible tie'.

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

tie

Wednesday

pies

Wednesday

cried

Wednesday

tied

Wednesday

fried

Wednesday

Today's focus sound is **ie** as in: 'terrible tie'.

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!

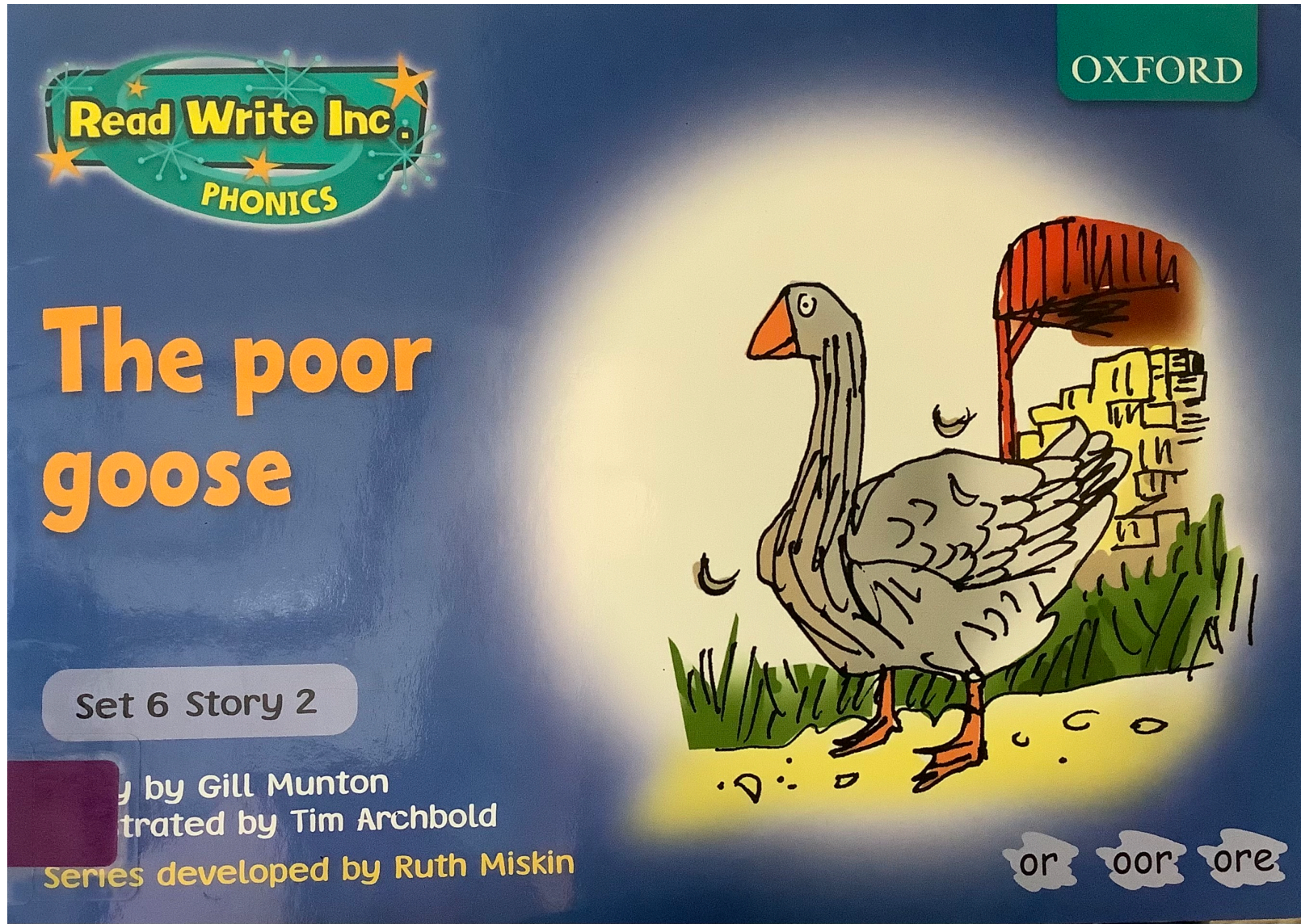
Wednesday

## Think about the story.

Read the story to your child again, this time talking about the following points:

- Why the horse may have suggested they had a race.
- Why the horse thought he could win.
- Why the dog thought he could win.
- Ask – What do you think of the dog's behaviour?
- What the goose was thinking and why she didn't say anything.
- How the dog cheated.
- Why the others didn't guess that the goose would win.
- Ask – Why do you think the dog didn't insult the goose anymore?
- Ask – How do you think the dog felt at the end of the story?

Now it is time for children to read the story for the third time themselves. There should be a noticeable improvement over the week.



## That poor goose

This is the story of a horse, a sheepdog, and a goose.

The three animals were chatting in the farmyard one morning.

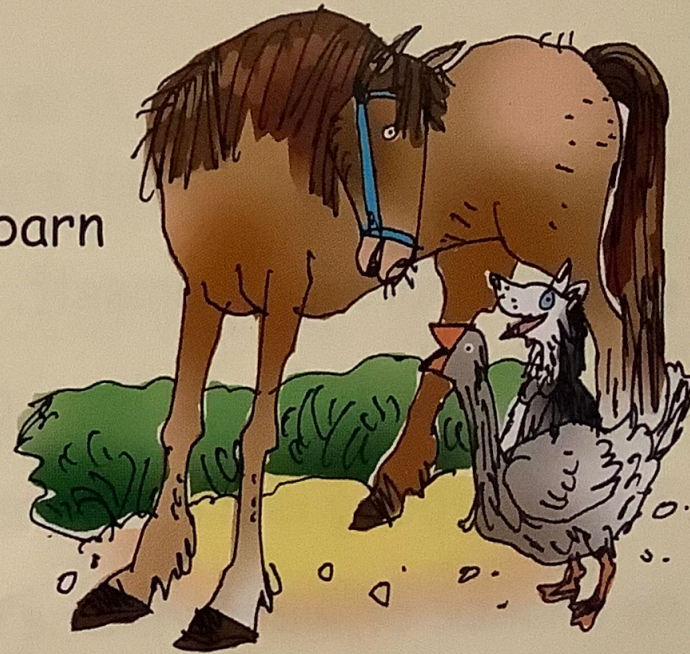
"I'm bored!" snorted the horse.

"Let's have a bit of sport.

Let's all dash from this farmyard to the barn  
at the end of the track.

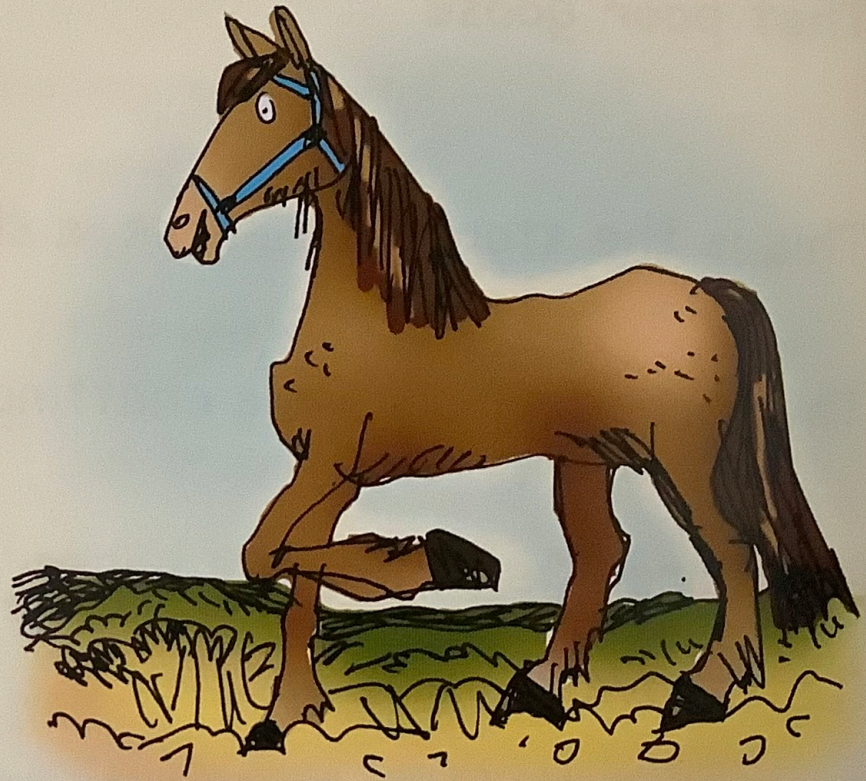
I know I will get there before you two!"

The sheepdog and the goose agreed.



"I'm the fastest animal ever born,"  
said the horse to himself.

"I've got long, strong legs, and I know a short cut, across the moor.  
The sheepdog is not as fast as I am, and that poor goose has  
no chance of winning. She's short, and fat, and silly!"



"I'm the smartest sort of animal,"  
said the dog to himself.

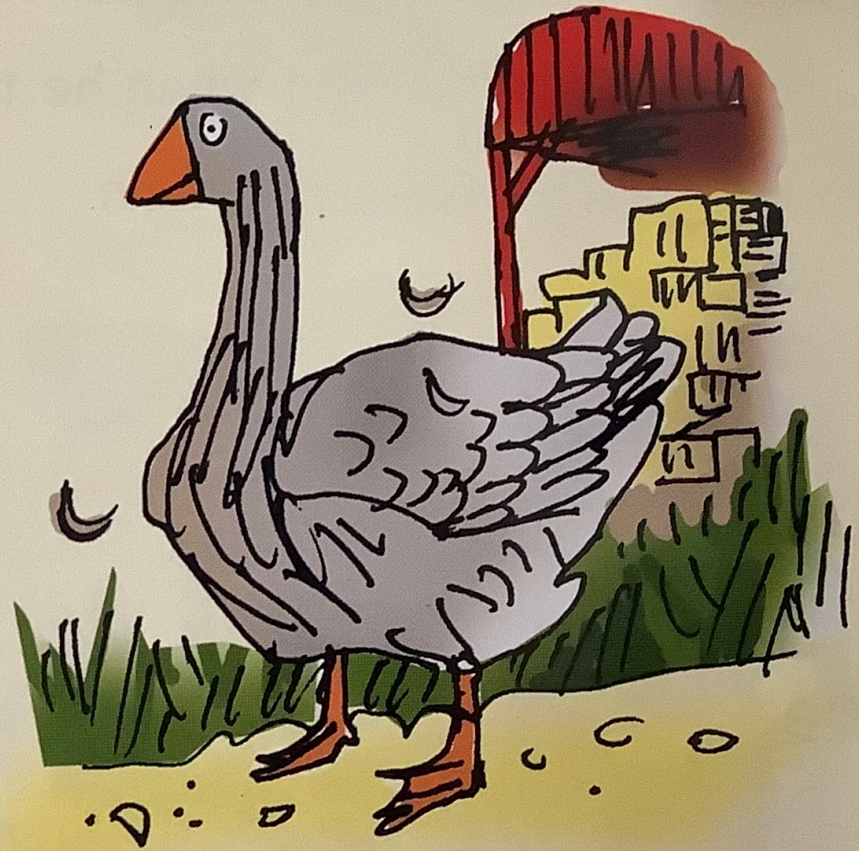
"And I'm Farmer Popcorn's pal. He will let me  
hitch a lift on his cart when he transports his sacks of corn  
to the corn store in the barn.



The horse is not as smart as I am,  
and that poor goose has  
no chance of winning.  
She's short, and fat, and silly!"

But the goose ignored them.

She just fluffed up her soft, grey wings, and didn't say anything at all.



Off they went.

The horse tore across the moor,  
jumping the thorn bushes and the tree trunks.

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

"I can't see the sheepdog,"  
he snorted scornfully,  
"and I can't see that silly goose!  
I must be winning!"



The sheepdog hitched a lift on Farmer Popcorn's cart.  
He sat on a sack of corn, grinning to himself  
as the cart bumped along the track.

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



"I can't see the horse,"  
he barked importantly,  
"and I can't see that silly goose.  
I must be winning!"

But the goose had the best plan of all.

"I may be short," she honked,

"and I may be fat, and I may be a little bit silly.

But I have something the other two don't have!"

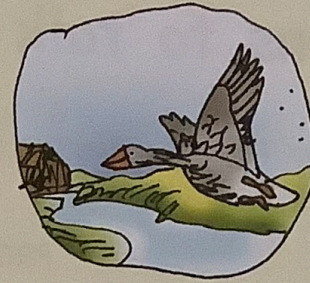
The goose won,

for she got to the barn door long

before the horse or the sheepdog.

After that, they didn't insult her any more.

Can you guess what the goose did?



## Questions to talk about.

Read out the following questions. For each question direct your child to relevant page of the story to find the answer, but encourage them to find and prove the answer by pointing to the relevant words on the page/screen – this avoids just relying on memory of the story.

p.9 Why does the horse want to have a race?

p.10 Why does the horse feel sure he'll win?

p.11 What is the dog's plan?

p.12 Why do you think the goose doesn't answer the other animals?

p.13 Why does the horse feel sure he is winning?

p.14 Which word tells us how the dog is feeling?

p.15 How does the race change?

How do the horse and the dog feel about the goose?

Wednesday

## Questions to read and answer.

Ask your child to read and answer these questions on their own.

Can they record their answers by writing out the sentences with only the correct words?

1. "I'm the fastest animal ever born." said the goose / the horse / the sheepdog.
2. The sheepdog hitched a lift in the farmer's car / van / cart.
3. The farmer was going to the corn store / to the shops / to the market.
4. The sheepdog sat on a bag of bread / a sack of corn / a sack of hay.
5. The horse / The sheepdog / The goose had the best plan of all.

Wednesday

## Build a sentence – in preparation for writing tomorrow.

Tell your child that tomorrow they will begin re-writing the story. Explain that today you are going to help them build a few sentences to describe the cart ride from the dog's point of view. (So they will describe the cart ride as if they are the dog, showing what he is feeling and thinking.)

Note that they will be giving a more detailed description than is actually in the Storybook.

1. I sat on the cart. – Point out that the I in the story is the dog speaking.
2. Where did you sit? – Encourage your child to give as much detail as they can, e.g. on top of a sack of corn. Model how to incorporate your child's response into the sentence, e.g. I sat on top of a sack of corn on the cart.
3. How did you sit? Perched/Balanced/Wobbled. Incorporate the response into the sentence, e.g. I wobbled on top of a sack of corn on the cart.
4. What did you see? – Tall trees/stones on the track/flowers/puddles/fences/walls. Encourage your child to build another sentence to follow on from the first, e.g. I wobbled on top of a sack of corn on the cart. I could see tall trees and stones on the track.
5. Ask your child to write their own sentences. Encourage your child to spell new words using their phonic knowledge. Accept phonically-plausible spellings.