

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.

Tuesday

15.6.21

Tuesday

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

ay

ee

igh

ow

oo

ar

or

air

ir

ou

oy

Tuesday

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

Tuesday

Read the additional Speed Sounds as fast as you can.

ie

au

e-e

wh

ph

kn

ue

Tuesday

Today's focus sound is **ph** as in: 'take a photo'.

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!

Tuesday

phone

Tuesday

elephant

Tuesday

phonics

Tuesday

photograph

Tuesday

autograph

Tuesday

Today's focus sound is **ph** as in: 'take a photo'.

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!

Tuesday

Blue book 2 — The poor goose
Read the Speedy Green Words

farmyard	say	know	agreed	
right	little	door	poor	more
sport	snorted	morning	any	
anything	other	watch	their	
there	now	find		

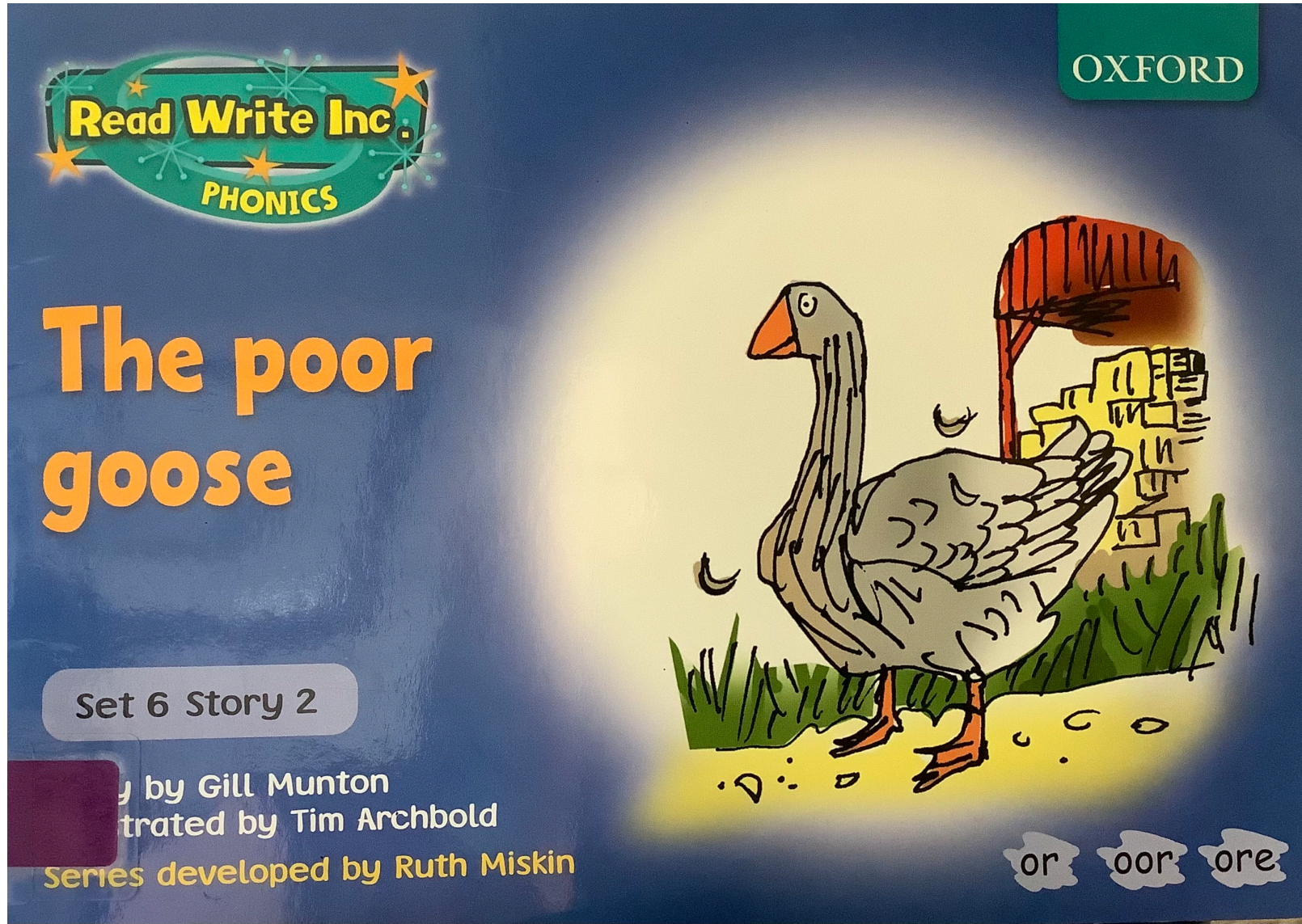
Tuesday

Blue book 2 — The poor goose

Read the Red Words — remember, we can't Fred a red!

any other two one all there
said were I'm to watch your
does their they want was are

Now it is time for children to read the story for the second time themselves.



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.

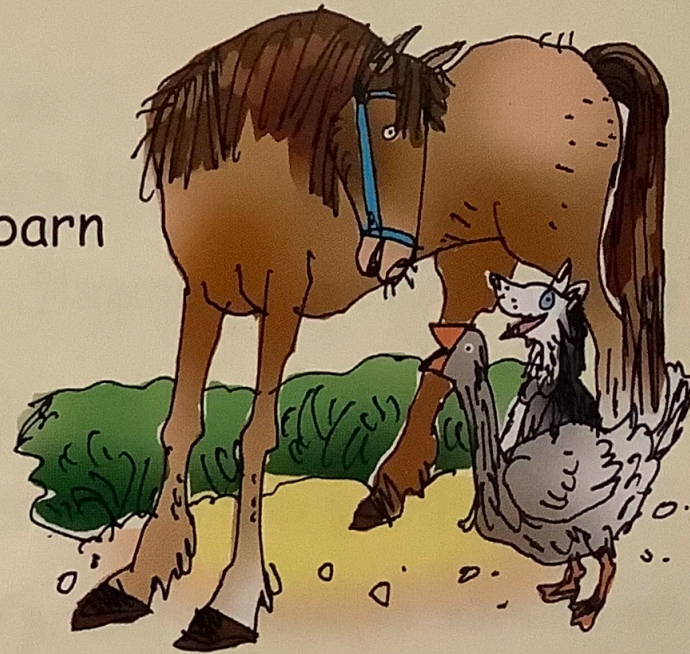
"I'm bored!" snorted the horse.

"Let's have a bit of sport.

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

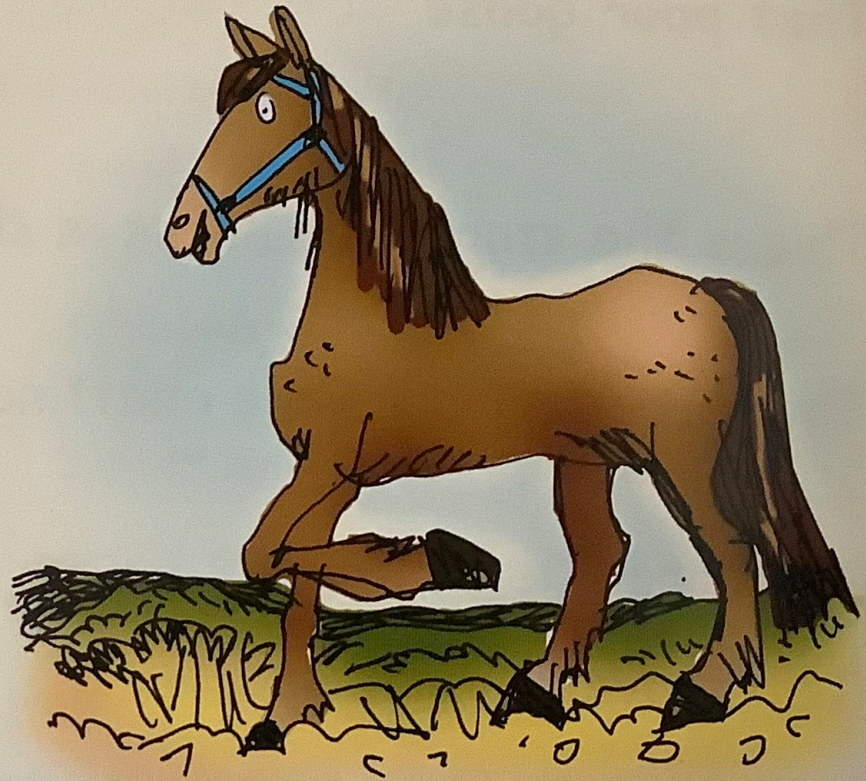
I know I will get there before you two!"

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.

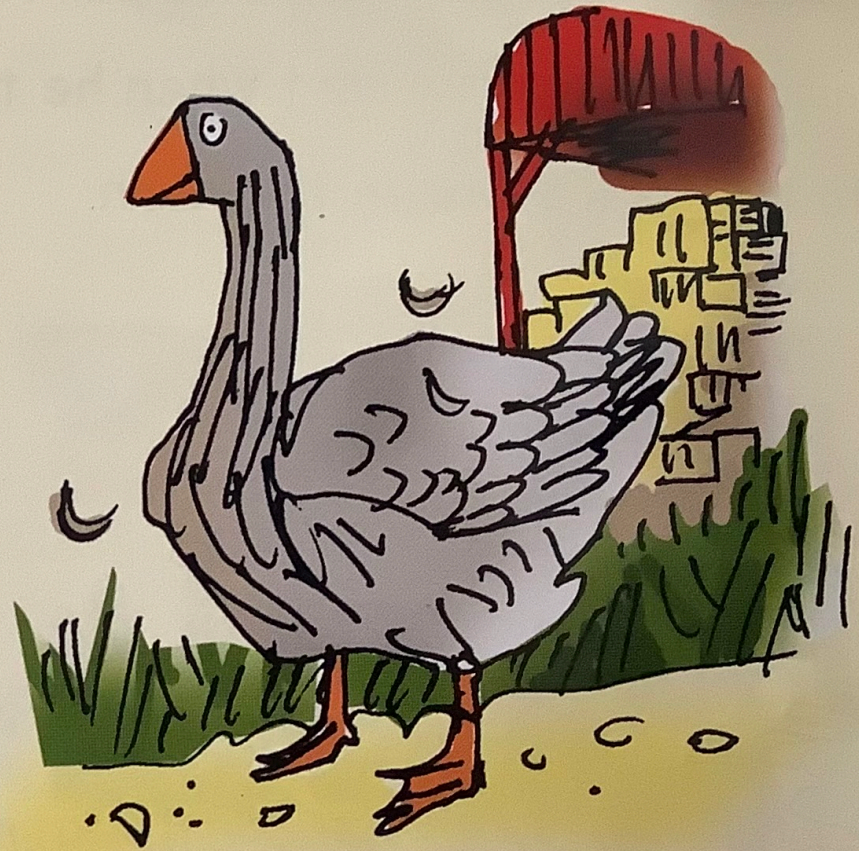
"And I'm Farmer Popcorn's pal. He will let me
hitch a lift on his cart when he transports his sacks of corn
to the corn store in the barn.



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!"

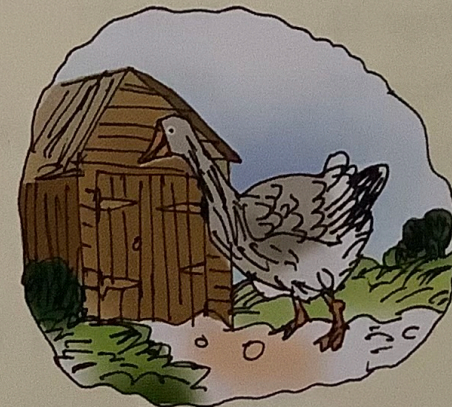
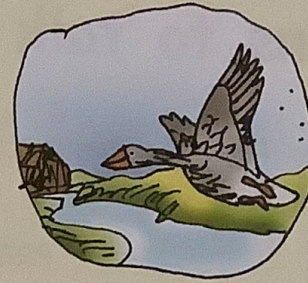
The goose won,

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?



Tuesday

Spelling activity – single syllable words.

horse chance

1. Say the word horse and ask your child to repeat it.
2. Ask your child to:
 - Hide their fingers as they count the sounds on them.
 - Show their fingers when you say fingers.
 - Repeat the word, then pinch their fingers as they say the sounds.
 - Write the word as they say the sounds, underlining any 'special friends'.
3. Check the word, making any necessary corrections
4. Repeat for the next word.

Tuesday

Spelling activity – multi-syllabic words.

animal

across

morning

1. Say the whole word animal and ask your child to repeat it.
2. Say the word in syllables: an-i-mal and ask your child to repeat it.
3. Say the first syllable and ask your child to repeat it, count the sounds in the syllable. Then ask them to write the syllable and underline any 'special friends'.
4. Repeat with each syllable.
5. Check spelling and correct any errors.
6. Repeat for the other words.

Tuesday

Hold a sentence activity 1.

Run from the farmyard to the barn.

1. Say the sentence above and ask your child to repeat it.
2. Repeat it until your child can remember the whole sentence.
3. Write the sentence on a whiteboard or piece of paper and ask your child to help you; sounding out regular words and identifying where capital letters, spaces and punctuation should be. Re-read the sentence to check it makes sense.
4. Hide the sentence and ask your child to write it on their own.
5. Check it together, so that your child can see where they have been successful and where any mistakes may have been made.

Hold a sentence activity 2.

Repeat the above steps for this sentence:

"I am the smartest animal, " said the dog.

That is the end of Tuesday's RWI session. Thank you