

For your child to get the most out of each session they will need an adult to support them with the activities. The resources are on the next pages and in the correct order so if you are unable to print you can scroll and use your screen.

	Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>Please take photos and send them to us.</i></p>	<p>Play nouns, adjectives and verbs http://www.bigbrownbear.co.uk/demo/rocket.htm</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Not many nouns end in –al, but many adjectives do.</p> <p>Read the words on page 3.</p> <p>Talk with an adult: They all end with ‘al’. How many syllables does each word have? Are there any tricky parts to the word? If so, which part? Do you know the definition of each word? Look it up if you do not.</p> <p>Write: Write your own sentence for each of the words. Remembering our ‘every time we write’.</p>	<p>Play coconut vowels. You’ll have to think fast. https://www.arcademics.com/games/coconuts</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Read the passage on page 4. Underline the words you spot ending with ‘al’. Draw a picture to go with it.</p> <p>Practice spelling the words on page 5, using the look, cover, write, say method.</p> <p>Write: Write your own sentence for each of the words. Remembering our ‘every time we write’.</p>	<p>Play little birds spelling game. Choose a year group and then chose a bird box. http://www.ictgames.com/littleBirdSpelling/</p> <p>Spelling Common exception words</p> <p>Read and find the words in the word search.</p> <p>Write: Dictate the sentences twice for your child to write. After they have written the sentences, edit them together. Encourage your child to remember to use our ‘every time we write’.</p>	<p>Watch the short clip and have a go at the quiz all about silent letters. https://www.bbc.co.uk/bitesize/topics/zcgv39g/articles/zy4fdxs</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Read the words on page 8.</p> <p>Talk with an adult: They all end with ‘al’. How many syllables does each word have? Are there any tricky parts to the word? If so, which part? Do you know the definition of each word? Look it up if you do not.</p> <p>Practice spelling the words on page 8, using the look, cover, write, say method.</p>	<p>Play planetary Plurals. Remember a plural is more than one. https://www.phonicsplay.co.uk/PlanetaryPlurals.html</p> <p>Children are usually better at spelling words in isolation, therefore, to check they have learnt the spelling rule we always expect to see them spelling the words correctly in sentences.</p> <p>Read the sentence to your child then get them to write it before editing the sentence together.</p> <p>If they are getting several wrong, I would suggest you continue to practice this spelling rule in addition to next weeks spelling rule.</p> <p>NEXT WEEK WE WILL RECAP THE SPELLING RULES YOU HAVE BEEN PRACTICING AT HOME SO FAR.</p>

[Teach Your Monster to Read: Free Phonics & Reading Game](#)

www.teachyourmonstertoread.com

This looks like lots of fun and really good for all levels of reading and spelling.

Monday

accidental

comical

critical

electrical

eventual

exceptional

fatal

final

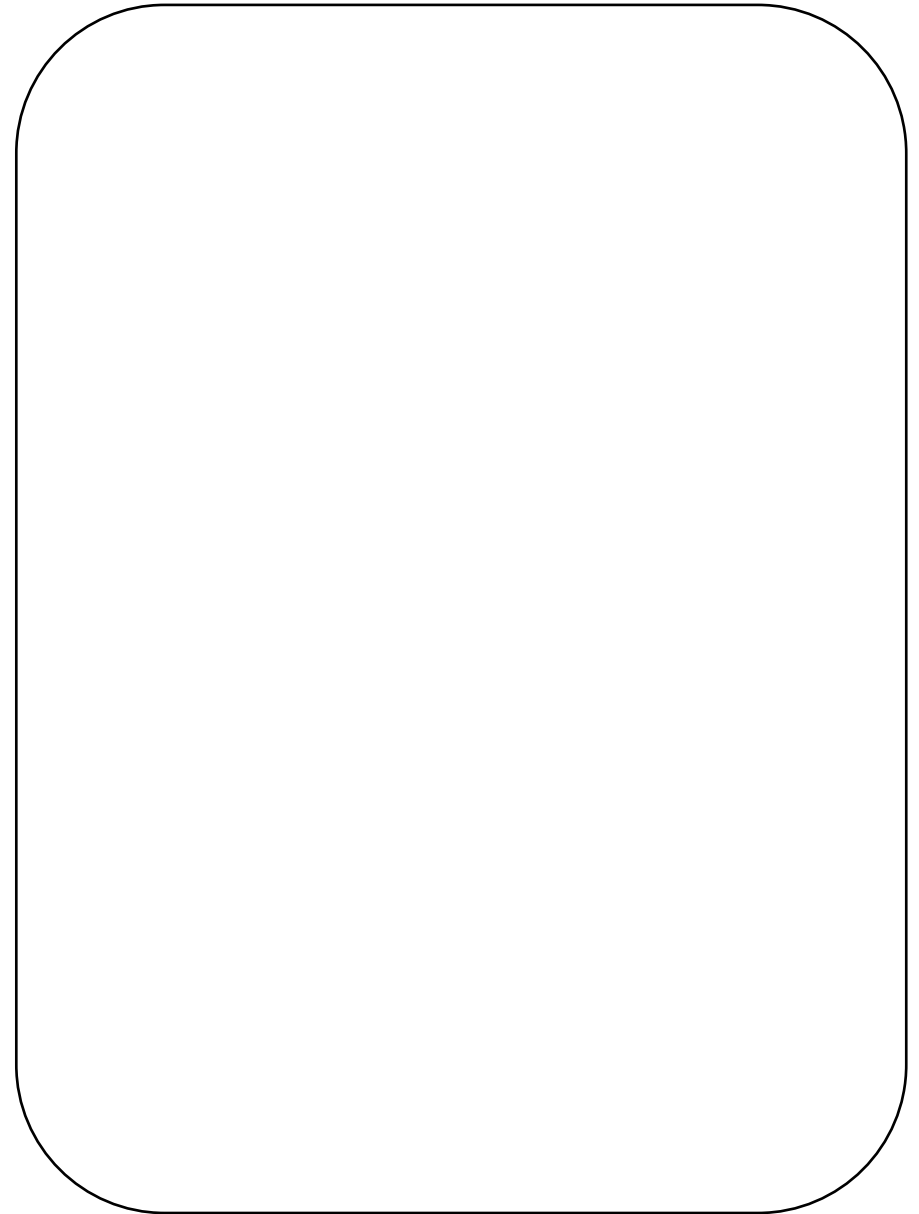
Tuesday

One sunny morning, a little boy went for a walk through a magical wood. After a short while, he stopped for a rest and sat under a large tree. To his surprise he started to hear beautiful music coming from the trunk of the tree.

This was most unusual. In fact, this was a very unusual tree indeed. This was special, musical tree.

He could not believe his eyes when suddenly several fairy folk started dancing around the branches.

One of the fairy folk explained to the bemused little boy that it was traditional for visitors to join in too.



Look, cover it, write it as you say it then check it.

magical				
special				
unusual				
traditional				
several				
musical				

Common Exception Words



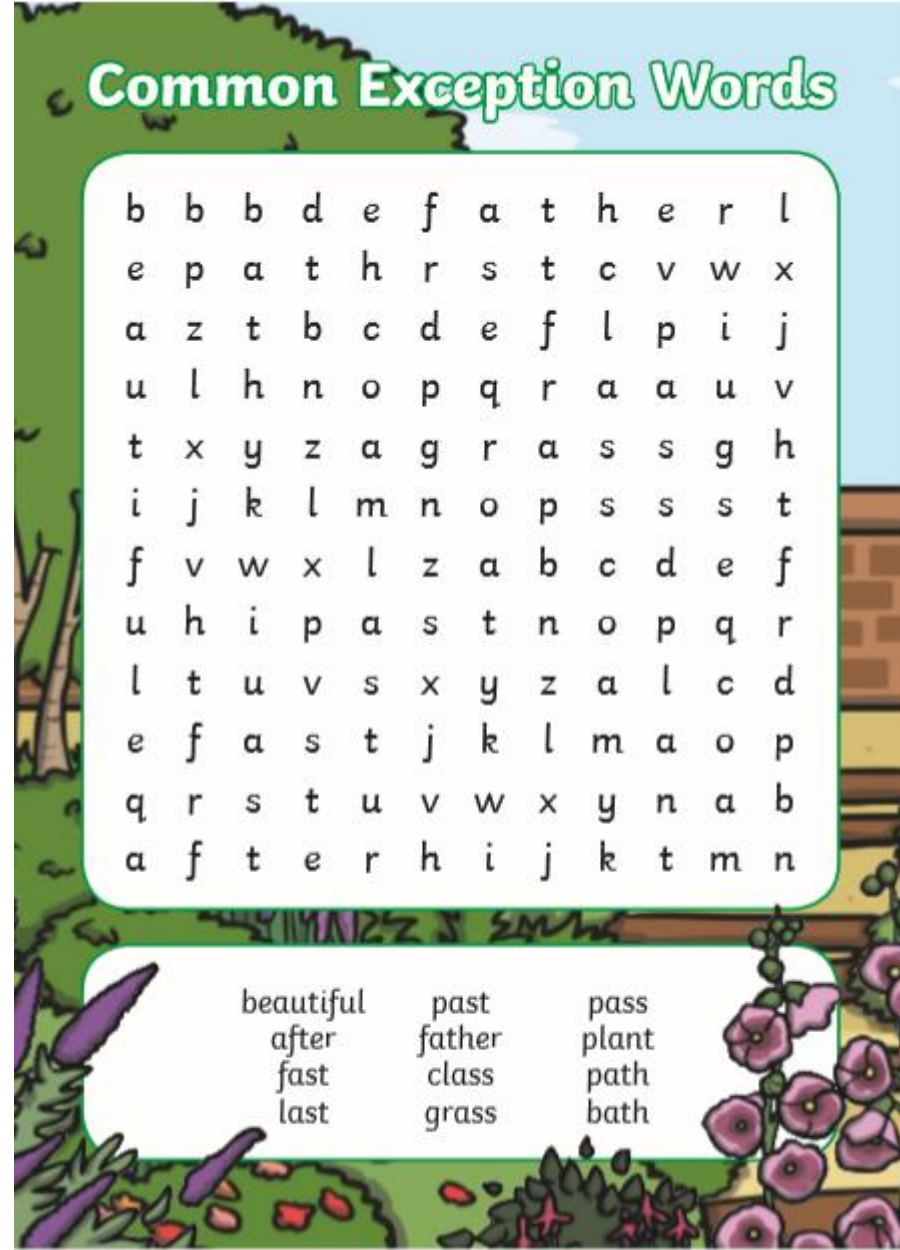
h o u r e f s h i j k i
m n o p y r u t u v w m
o z a b e d g s g h i p
v l m n o p a h s t u r
e x y z a b r o w f g o
i j k l m n o u o r s v
s u r e y z a l u d e e
g h i j k l m d l p q r
s t u v w h o z d b c d
e f g h i j k l m n o p
q c o u l d w h o l e b
p r o v e h i j k l m n

hour
move
prove
improve

sure
sugar
eye
could

should
would
who
whole

Common Exception Words



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

beautiful
after
fast
last

past
father
class
grass

pass
plant
path
bath

Dictate the sentences twice for your child to write. After they have written the sentences, edit them together.

Encourage your child to remember to use our 'every time we write'.

1. Should you walk on the path or the grass?
2. Would you rather take a bath in mud or water?
3. I have an hour to improve my dancing before I show the class.
4. I had to run fast to make sure I was not the last child in the line.

accidental

comical

special

critical

electrical

magical

exceptional

final

unusual

traditional

several

musical

A magical tree is very unusual. I wrote my final sentence before I went to play.

I have played in my garden for several days.

I like to listen to traditional folk music.

