

Week 1

Resources	Focus	Lesson Notes
<p>Day 1</p> <p>Resources</p> <p>Hand w/bk 1 <i>On the sand</i> + ext story, Word bank Word cards</p>	<ul style="list-style-type: none"> to assess and confirm initial letter sounds and formation to begin Stage 3 of the reading scheme to build sight vocabulary to notice use of capital letters 	<ul style="list-style-type: none"> Practise writing letters <i>i, t, l</i>. Use your Handwriting Workbook 1 page 1. Does your child know how to form these letters correctly? Does she know what sound they make at the beginning of words? Read notes on <i>Handwriting</i> in the Introduction. Notice that <i>l, t</i> and <i>k</i> are tall letters. Introduce On the sand - Stage 3 Oxford Reading Tree. Remind yourself <i>How to introduce a book</i> by reading the notes on page 11 in the Introduction. Read the <i>title</i> together. Your child will recognise the word <i>the</i>. Can she see another word she knows inside the word <i>sand</i>? Cover the 's' with your finger to help her. What letter sound has been added to the front of this word to change it? Tell the extended story - Term 1 Appendix. <p>Remember to take time to discuss details in the illustrations and relate the story to your own experiences of the seaside. Read the captions and labels ICE CREAM, DAD. Notice that they are written in <i>capital</i> letters. Talk about why we use capital letters for signs - to attract attention, make them clear.</p> <p>Make word cards for four new target words. looked, at, played, on. Put them in your Word bank together. (Notes on making a Word Bank on page 23 in the Introduction). Can your child look at the <i>first letter</i> and decide where the word belongs?</p>
<p>Day 2</p> <p>Resources</p> <p>Writing book or paper Word bank <i>On the sand</i></p>	<ul style="list-style-type: none"> to write a list to read for meaning using a mixture of strategies 	<ul style="list-style-type: none"> Help your child to write a list of things that Biff, Dad and Chip needed to take to the beach with them. Talk first and refer to the book for ideas. Set the list out clearly on a piece of paper or in your writing book. Your child could illustrate some of the items. Alternatively, you could write your own list for a practical, real purpose - a shopping list, a list of ingredients for a cooking activity <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Things we need for the beach</p> <ul style="list-style-type: none"> • a bucket • a spade • a picnic • sun cream • a hat <div style="float: right; border: 1px solid black; width: 60px; height: 80px; margin-left: 20px;"></div> <p style="text-align: right;">pictures – cut, stick or draw</p> </div> <ul style="list-style-type: none"> Remind yourself about <i>How to process writing</i> - page 21 in the Introduction. Sit with your child and ensure good letter formation and spacing. She can find some words in your Word bank - <i>a, and, the</i>. You can give her others to copy - but, always encourage her to guess at least what the first letter might be. Read On the sand. Let your child read as much as she can on her own. Suggest she runs her finger underneath the line of print, matching words as she says them. She will recognise many words from Stage 2, help her with others. Don't let her struggle. She can use the first letter and good sense to help her guess some context words '<i>Dad went to s.....</i>'. Keep the reading flowing. Prompt her with questions. e.g. <i>What did Chip look at?</i>

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<p>Day 3</p> <p>Resources</p> <p>Materials for reading game W/bk 3b Stories for 5 yr olds or story book</p>	<ul style="list-style-type: none"> to build sight vocabulary - words recognised on sight to listen attentively and discuss a story read aloud 	<ul style="list-style-type: none"> Look at <i>Reading Games and Activities</i> on page 13-16 in the Introduction and choose a reading game to play. e.g. <i>Sentence Shuffle</i>. Focus particularly on the new target words. Include any words from Stage 2 that need further reinforcement. Complete pages 4 and 5 of W/bk 3b. This involves simply matching phrases to a picture with a line and ringing the correct first word. If your child enjoys colouring, she can colour some of the pictures. Please never insist on this. Listen together to a story from Stories for Five-Year-Olds or read one from your own collection.
<p>Day 4</p> <p>Resources</p> <p>Writing book <i>On the sand</i></p>	<ul style="list-style-type: none"> to recall an experience in writing to read for meaning with good expression 	<ul style="list-style-type: none"> Help your child write a sentence in her book about a holiday you have had. This might have been at the beach like Biff and Chip. Use a photograph as a starting point for her ideas if you have one. You could glue this into her book in the picture space. <i>Where did you go, who came with you or what did you like doing best?</i> Read On the sand again. Stress reading with good phrasing and expression - make the story sound interesting
<p>Day 5</p> <p>Resources</p> <p>W/bk 3b Hand w/bk 1</p>	<ul style="list-style-type: none"> to complete sentences and make sense to assess and confirm letter sound knowledge and letter formation 	<ul style="list-style-type: none"> Complete pages 7 and 8 of Workbook 3b. Your child has to ring the correct word that completes the sentence. What will make sense? Many of the words should be recognised on sight. You can use first letter sounds to help with others - <i>d</i> for donkeys, <i>s</i> for sand castle. Remind your child to notice the <i>and</i> within <i>sand</i>. Practise writing letters <i>j</i> and <i>k</i>. Which letters are tall? Which letters reach down below the line clearly? Use page 2 of the Handwriting Workbook 1. Are formations and initial sounds known?

Additional Teaching Notes

Reading

If your child is new to the Oxford Reading Tree scheme, please introduce the characters - Mum, Dad, Biff, Chip, Kipper and Floppy before beginning the books. You will find pictures of them and short stories to tell in the **Year 1 English Workbook 1** along with name cards you can copy and cut out. You could colour, paint and display the pictures or make simple stick puppets with them.

Sight vocabulary

Your child should already be confident with words from Stage 1 and 2 of the scheme. A list of these can be found in Term 1 Appendix. If there are any gaps in her knowledge, include these words regularly in your games and play more often. You could make an achievement chart for your wall to help confirm them. See **On First Reading** page 24 for some ideas

By the end of Stage 3 your child should recognise a new group of words, also listed in Term 1 Appendix. We introduce new words gradually throughout the term but, you can set a faster or slower pace according to your child's needs. It is easier to recognise words in context - play games and make sentences with them. Look for ideas in *Reading Games and Activities* on page 13-16 in the Introduction.



Practising i, l and t

Name _____



Write the correct word by each picture.

hit fill lick

sit hill tick

