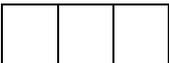


Week 1: The Big Match

Resources	Focus	Lesson Notes
<p>Lesson 1</p> <p>L & S Teaching Sequence (Introduction Appendix 1)</p> <p>L & S Cards & pictures (Introduction Appendix 2)</p> <p>Magnetic letters and board</p>	<ul style="list-style-type: none"> to revise single letters and sounds from Stage 1 to practise blending to practise writing and spelling CVC words 	<p>This week is used for revision. See Additional Teaching Notes for details.</p> <ul style="list-style-type: none"> Revise single letters and sounds from Stage 1 using, <i>L & S Teaching Sequence</i> number 1. Take out the letter cards from the appendix. Ask your child if she remembers the sound made by each letter pattern as you point to it. Use mnemonics and pictures if necessary. (See Introduction, Appendix 1, <i>Letters and Sounds</i>.) Quick sounds. Make sure your child can say the sound quickly when shown the letter and can identify the letter when given the sound. Revise blending and segmenting following number 2 in <i>L & S Teaching Sequence</i>. Play games from Introduction Appendix 1 (oral blending & word building activities) Spelling CVC words. Give your child the board and magnetic letters c, a, t. Ask your child to sound out the letters as she spells the word cat, puts the letters on the board and then blends to read the word. Repeat with p, e, n and d, o, g. Then mix up these letters and ask her to make each of the words. Provide support as needed. Add further CVC words if she is finding this easy.
<p>Lesson 2</p> <p>L & S Teaching Sequence (Introduction Appendix 1)</p> <p>Stories for Five-year olds CD</p> <p>Magnetic letters and board</p>	<ul style="list-style-type: none"> to revise reading tricky words from Stage 1 to practise writing and spelling CVC words to listen and respond to a story to retell a story in sequence 	<ul style="list-style-type: none"> High frequency words. a, the, go, no, to, I, was, he, she, my. Revise and practise following number 5 in <i>L & S Teaching Sequence</i>. <p>These words may already be in your Word Bank if you have followed the Reception course.</p> <ul style="list-style-type: none"> Games. Play <i>Word Search, Hunt the Word</i> or <i>Jumble Words</i> to reinforce any of these words as necessary. (See Additional Teaching Notes.) Writing CVC words. As in the last lesson, let your child form three or four CVC words with magnetic letters on the board. Ask her to sound out the letters as she spells the word, then blends to read the word. Then ask her to write the word (copying from the word on the board). She can use plain paper or an exercise book with lined paper. Check that she is forming the letters correctly. Story. Listen together to one of the stories on your CD. Encourage your child to retell the story in sequence.
<p>Lesson 3</p> <p>L & S Cards & pictures (Introduction Appendix 2)</p>	<ul style="list-style-type: none"> to revise letters and sounds ng, ck, x, qu 	<ul style="list-style-type: none"> Practise sounds. Take out the letter cards from the appendix for ng, ck, x, qu. Ask your child if she remembers the sound made by each letter pattern as you point to it. Use mnemonics and pictures if necessary. (See Introduction, Appendix 1, <i>Letters and Sounds</i>.) Emphasise the fact that k and ck make the same sound, whereas x sounds like ks. (See Additional Teaching Notes, Teaching tips for lesson 1)

<p>Week 1 Lesson 3 continued</p> <p>L & S Teaching Sequence (Introduction Appendix 1)</p> <p>English Workbook 1</p> <p>Stage 2 pictures (Introduction Appendix 2)</p>	<ul style="list-style-type: none"> • to practise segmenting • to practise blending 	<ul style="list-style-type: none"> • Odd-one-out. Say three words to your child, e.g. queen, cot, quack; quiz, box, six. Can she say which is the odd one out? Practise some of the letters/sounds from this lesson and introduce any others that may need work on. You can play this with pictures too. (See <i>Stage 2 pictures</i> in Introduction Appendix 2.) • English Workbook. Revision ng, ck, x. Ask your child to say the sounds at the top of Worksheet 1. Then, ask her to identify each picture (ring, sock, fox, swing, lock, six, sack, king, duck, box.) Next, explain that if the word ends in ng she should colour the picture red and so on. You might need to work with her on one sound at a time. She doesn't need to colour in all of the pictures if she doesn't want to – she can just make a mark on each picture in the correct colour. • Practise segmenting the sounds. Draw a three box frame. Display letter cards for ng, ck, x, qu and l, a, o, s, t, b, f, k. Say a word which uses these letter patterns (e.g. song, fox, quit, six, quick, king, sock, box, fang.) Ask your child to segment the word into its sounds. Then ask her to place the three cards that make the sounds in each box.  • Practise blending. Ask your child to say the sound as you point to each box and then to blend the sounds together to read the word. Repeat segmenting and blending with some more of the words above.
<p>Lesson 4</p> <p>L & S Cards & pictures (Introduction Appendix 2)</p> <p>Songbirds 3 <i>The Big Match</i></p> <p>English Workbook 1</p>	<ul style="list-style-type: none"> • to revise digraphs sh, ch, wh, th • to practise blending • to introduce context words 	<ul style="list-style-type: none"> • Practise sounds sh, ch, wh, th (as in previous lesson). • Practise segmenting the sounds. Draw a three-box frame as above. Display letter pattern cards for sounds sh, ch, wh, th and i, o, e, n, ck, p. Say a word which uses these letter patterns (e.g. ship, shop, thick, thin, chin, chop, when, which.) Ask your child to segment the word into its sounds. Then ask her to place the three cards that make the sound in each box.  • Practise blending. Ask your child to say the sound as you point to each and then to blend the sounds together to read the word. Repeat with some more of the words. Repeat segmenting and blending with some more of the words above. • Context words. Look at the context words on the inside back cover of The Big Match. Write these down. Your child should already be able to read the tricky word the. Show her the other words. Read these out then pick out the letters that make the usual sounds, e.g. b and ll in ball, c as in come, b and the g in begun and ask her to say these sounds. This will help her to remember the whole word. Do not try to sound out the whole word.

<p>Week 1 Lesson 4 continued</p>	<ul style="list-style-type: none"> • to introduce reading book • to notice use of capital letters • to encourage independent reading 	<ul style="list-style-type: none"> • The cover. Ask your child to look at the picture on the cover of The Big Match. Can she tell you where the story may be set? Help her to read the title end to read the title. Cover up the letter t in Match and see if she can read the word. (Tell her that we don't sound this letter.) Explain that it is about a football match. • Independent reading. Ask your child to read the story using the notes on the inside of the cover (Read the story) as guidance. Support as necessary. Make sure she knows what a <i>fan</i> is. Relate to any experiences your child has had. • English Workbook. Revision sh, th, ch. Ask your child to copy over the words on the first part of Worksheet 2, then identify the pictures and add the letters. She should then read the whole word. Use letter cards or magnetic letters.
<p>Lesson 5</p> <p>Songbirds 3 <i>The Big Match</i></p> <p>English Workbook 1</p> <p>Name cards (see lesson)</p>	<ul style="list-style-type: none"> • to develop comprehension • to reinforce use of capital letters for names • to practise writing names 	<ul style="list-style-type: none"> • Ask your child to re-read The Big Match. • Comprehension. Some questions to ask after you have read the story. <i>What do the duck fans do?</i> <i>What do the fox fans do?</i> <i>Why was Max Fox sent off?</i> <i>Who won? What was the score?</i> <i>Who scored the goals for the Ducks? Who scored for the foxes?</i> <i>Can you remember the names of the duck team; the fox team?</i> • English Workbook. The Big Match. Ask your child to write the team name in the boxes above each shirt on Worksheet 5. Then ask her to write in the names of the players down the side. She can check with the book if she gets stuck. Remind her that they all need to start with capital letters. • Teams. Make some name cards of all the teams. Shuffle them up. Make 2 cards – foxes and ducks and place them on the table. See if your child can put the players into the correct teams. Or, play together as a game, taking turns to turn over the players names and place them correctly.

Additional Teaching Notes - Week 1

Prior learning

During the Reception course, your child will have learned to recognise individual letters and the sounds they make; two or more consonants that make one sound; to read a number of high frequency tricky words. She will have learned to recognise capitals letters and to spell some simple words. She will be able to write the letters and form most of them correctly. (Refer to the *Record of Achievement in Term 1 Appendix 1, Stages 1 & 2.*)

Children will have had experience of a) blending sounds into words orally so that they are already familiar with the blending process when they start to read words and b) breaking up words into their constituent sounds so that they can use their knowledge to spell words. (See number 3 on blending in *Letters and Sounds Teaching Sequence in Introduction Appendix 1.*)

The following frequent and tricky words have been introduced in the Reception Course and children who have followed this course should be able to read at least a proportion of them.

Oh, no, and, a (A), the (The), go (Go), to, yes, of, you, we (We), me, see, look, bike, come (Come), this, are, all, who, blue(s), day, hide, seek, out, put, has, what, want, that, as, good, say, very, every, way, like, too, was, my, this, that, will, with, he, she, when, which, back, them, off

Not all children will remember all of these words and children who have not followed the Reception Course may not know all of them. All of these words will therefore be revised during this term.

Teaching tips

- The work this week consists largely of revision and covers areas that that your child should already be familiar with before starting Year 1, either from following the WES Reception course or other approaches. We begin with revising the single letters and sounds from Stage 1; **qu, ng, x, ck, sh, ch, wh, th** from Stage 2 and blending these into words. There are a lot of additional activities suggested – be selective – you don't need to do them all. Choose according to your child's needs.
- Use the glossary, in the *Introduction* to help you with unfamiliar terms.
- **Individual differences.** Children develop at very different rates, in terms of their ability, concentration and interest etc. We have tried to enable you to adapt the course to your child by suggesting alternative activities as well as support and extension activities. You should consult your tutor for advice if you are having difficulties.
- **Length of lessons.** If you find that the lessons are too long for your child to concentrate, you can split these up into two shorter lessons.
- **Lesson 2. High frequency, tricky words.** Games to practise these:
Word search – open one of your child's books (check words beforehand.) Give her one of the above word cards and see how many she can find.
Hunt the word – place a number of cards around the room. How many can your child find and read?
Jumble words - see *Reading in context* from the Introduction Appendix 1.
- **Lesson 3. qu** - although 2 sounds they are taught as one unit as they always appear together, **ng** and **ck** never appear at the beginning of words.
- **Lesson 5. Comprehension.** You don't have to stick to these questions; they are just suggestions. Feel free to make up your own.

Support

- **Lesson 1 & 2.** Reinforce letters and sounds with the games suggested in *Letters and sounds* in the *Introduction Appendix 1.*
- **Lesson 2.** See number 5, *Teaching and practising high frequency words* in *Letters & Sounds Teaching Sequence - Appendix 1* if your child needs help. She should be able to read **I, go, no, the, my, he, she, was, to, he.** Make a point of drawing your child's attention to these words in other reading and writing activities. Use them in games.

Year 1 English Term 1

- **Lesson 4. Revision sh, th, ch.** Help your child by setting out the letters as on the worksheet and asking your child to find the **sh, th** or **ch**. She can then copy this on to the worksheet. Or, she can try making the whole word herself and then complete the worksheet.
- **English Workbook. Draw sets of things that begin with the same sound.** Worksheet 3 is an additional worksheet. Your child can match the pictures if she prefers.
- **Odd-one-out.** Write out sets of words containing any of the letters and sounds from stage 2 that need reinforcing and ask your child to read each one in turn (sounding out and blending) and then to identify the odd-one out. You will need to tell her to look at the beginning sounds/end sounds, e.g. **chin, shall, chop, chap**.

Extension

- **Lesson 3. English Workbook. Revision ng, ck, x.** You could write out the whole words for your child to read and match to the pictures.
- **Lesson 3. English Workbook. ck quiz.** Worksheet 4 is an additional worksheet. Read out the clues on the worksheet. Prompt your child by drawing her attention to the pictures. She can just answer orally or if you would like to challenge your child, she can write down the answers. (She can make these with her letters first.) This activity can be done at any time during the week after lesson 3.
- **Lesson 5. English Workbook.** Your child can draw a new team of different animals and make up some new names.
- **Lesson 5. Pelmanism. Teams.** If you'd like to test your child's memory place the individual cards face down. Take turns to turn over in twos. If the players are from same team keep, if not return. The winner is the person with the most sets.
- **Lesson 5.** Any of the activities from *Check phonics* in the back of *The Big Match*.

Check

Your child:

- knows the individual letter sounds from Stage 1 (recognise letter, say sound, write letter).
- knows the additional letters and sounds from Stage 2.
- forms most of her letters correctly
- blends sounds when reading words
- reads most of the tricky words - make a note of those that are not yet familiar.

Worksheet 1

Week 1

Revision ck ng x

Colour pictures:

ng

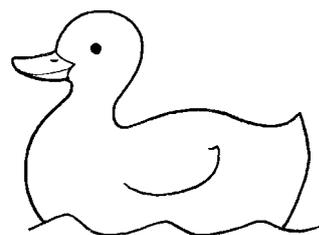
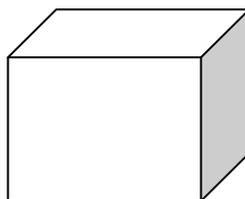
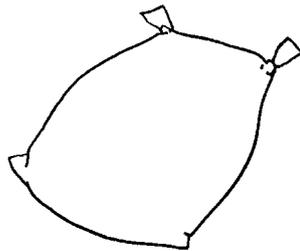
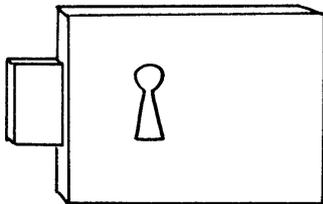
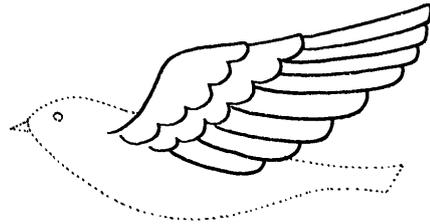
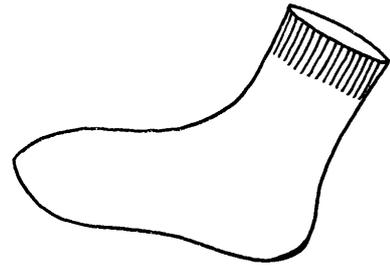
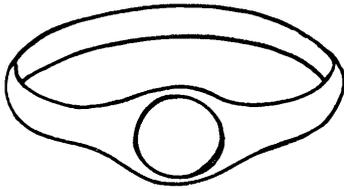
red

ck

green

x

blue



Revision sh th ch

Copy over the words



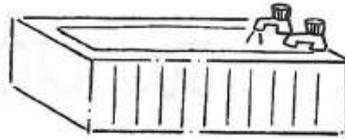
ship



fish



bench

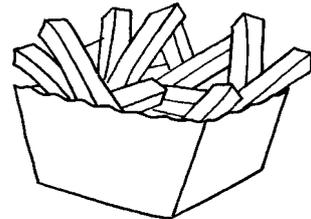


bath

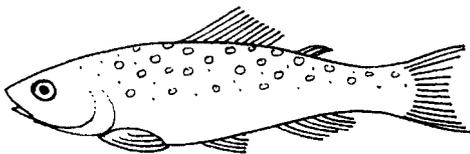
Fill in the word. Use **sh**, **th** or **ch**



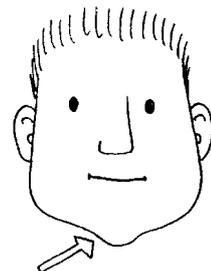
pa _ _



_ _ ips



fi _ _



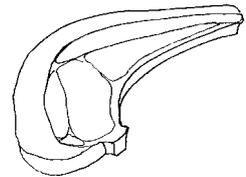
_ _ in

Draw sets of things that begin with the same sound.

qu



sh

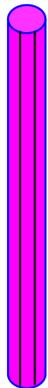


ch

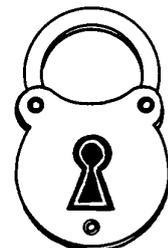


ck Quiz

Answer the clues. All the words end in **ck**



1. The opposite side to the front _____
2. You need a key to open it. _____
3. The boy who climbed the beanstalk. _____
4. A group of wolves or cards _____
5. One of a pair. You wear it on your foot. _____
6. A large, strong bag _____
7. You don't feel well. You are _____
8. Something sweet you eat it at the fairground. _____
9. The noise a duck makes. _____



Worksheet 5

Week 1

The Big Match

