

# English

- Talk for writing
- Word of the week
  - Handwriting
    - Reading
    - Phonics

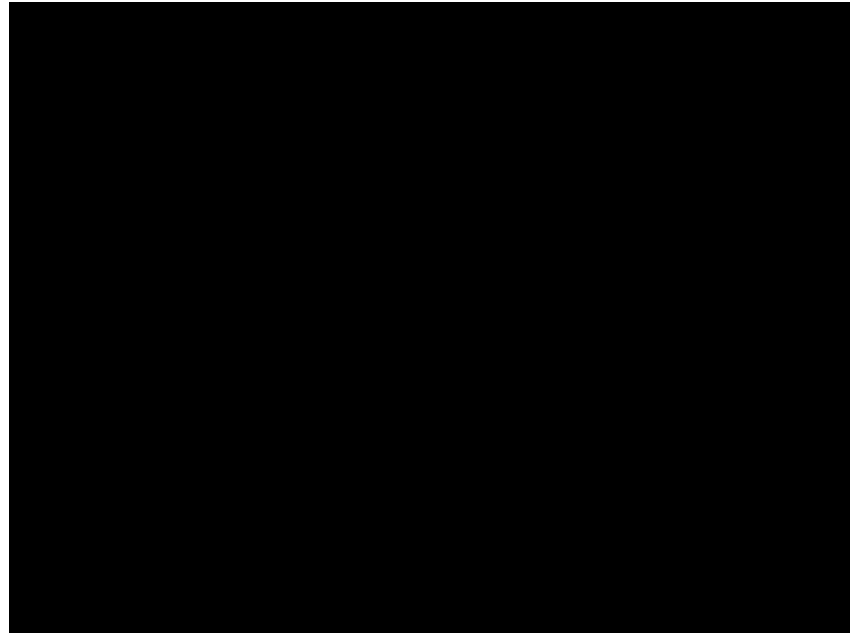
Today we are going to learn The  
Gingerbread Man.

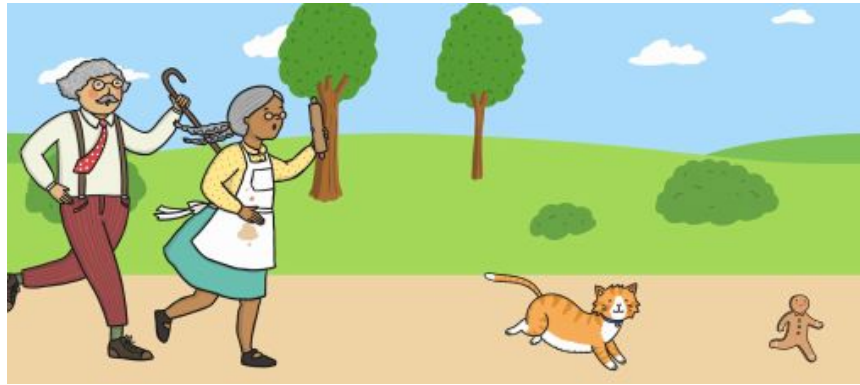
We will look at the middle of the  
story.

See if you can come up with your own  
actions to help you to remember the  
story.

You could use the same actions as  
Miss Newey.

We will be drawing a story map on  
Friday.





The *Gingerbread Man* ran past a cat.

"Stop, stop!" meowed the cat.

But he shouted "Run, run as fast as you can, you can't catch me I'm the *Gingerbread man*!"

The *Gingerbread Man* ran past a dog.

"Stop, stop!" barked the dog.

But he shouted "Run, run as fast as you can, you can't catch me I'm the *Ging man*!"

The *Gingerbread Man* ran past a cow.

"Stop, stop!" mooed the cow.

But he shouted "Run, run as fast as you can, you can't catch me I'm the *Gingerbread man*!"



# Word of the week

In school we have a word of the week. We would like to continue this at home. Here is how we will structure your week.

Monday - guess what you think the word means

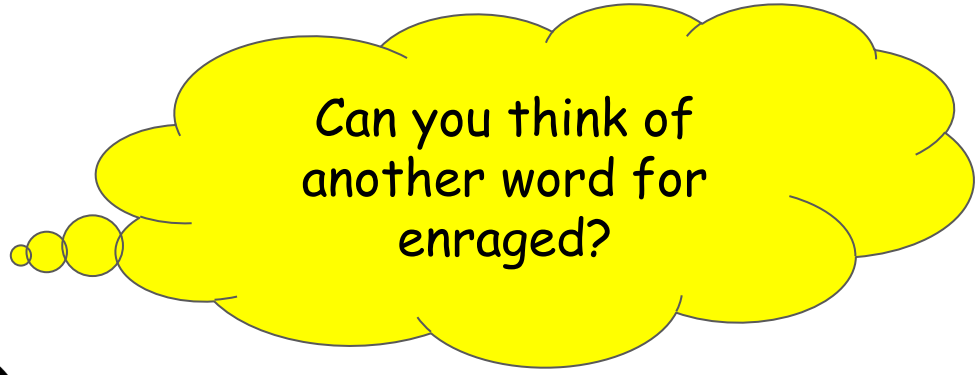
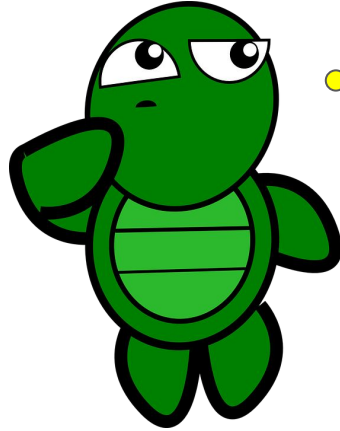
Tuesday - Learn the spelling of the word. Look at the sounds and syllables. Discuss the meaning of the word (we use a definition and pictures)

Wednesday - Discuss synonyms and antonyms.

Thursday - Apply the word in different contexts.

Friday - Write and discuss what you can remember about the word

# Enraged



Can you think of  
another word for  
enraged?

angry

irate

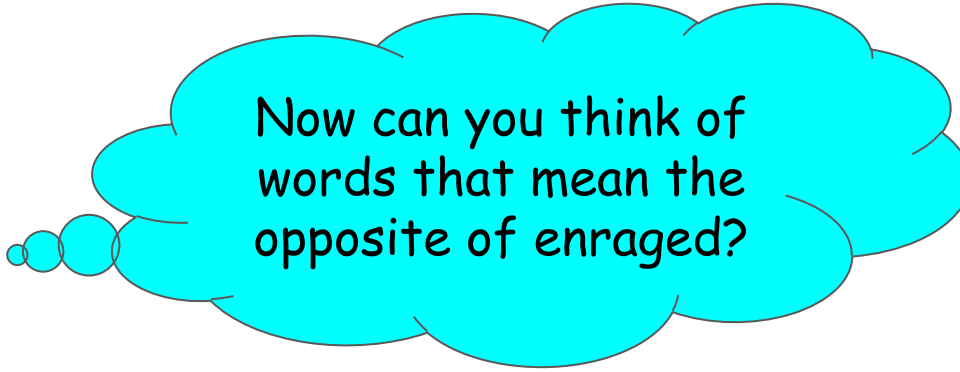
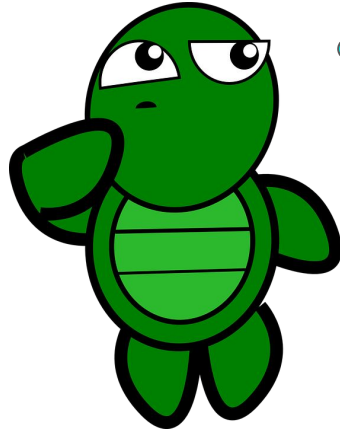
fuming

upset

mad

furious

# Enraged



calm

cheerful

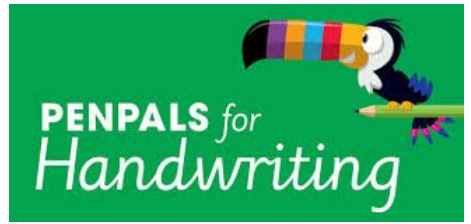
happy

joyous

pleased

glad

# Handwriting

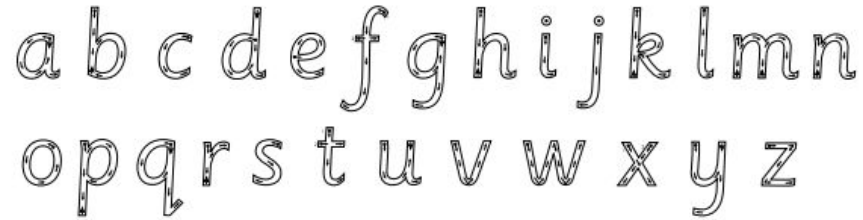


Many of you have asked about how to support with handwriting at home.

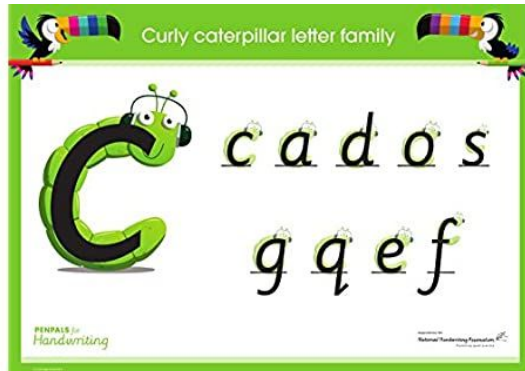
In school we use the program 'Penpals'

They have provided some resources which may be useful for you to look through.

As a reminder, correct letter formation for lower-case letters is as follows. The arrows show the direction of your child's pencil:



Capital letters are formed as follows:





# Reading

Each week we will look at a short story.

There will be a video of an adult reading the story to show you the fluency, expression and intonation.

Each day you will have a picture with an explain, retrieve and inference question.

Then you will learn to :

Decode (word reading) – **Monday**

Explain (Discussing vocabulary in context and discussing understanding of whole texts) –

**Tuesday**

Retrieve (Finding Information in the text) – **Wednesday**

Inference (Inference skills with a emphasis on using evidence) – **Thursday**

Choice (Focus on author's choice of words and layout, using these to make informed decisions) – **Friday**

# Picture starter

## Explain

What does the word 'mysterious' mean?

## Retrieve

How many planets can you see?

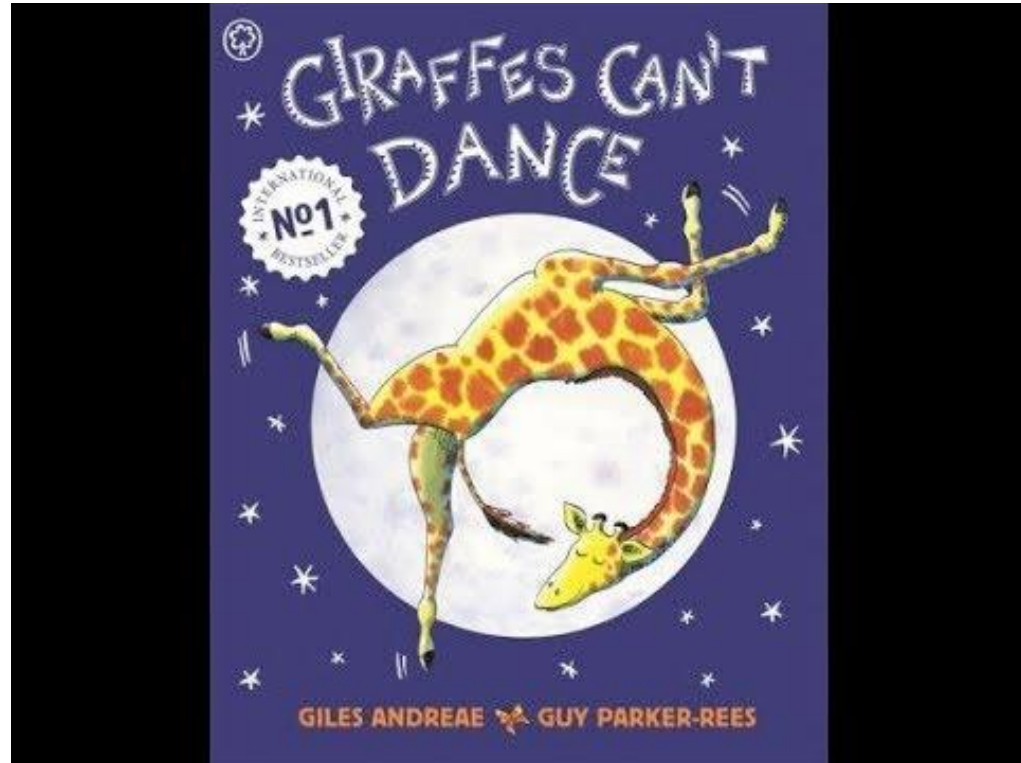
## Inference

How did the giraffe get to the moon?



# Giraffes Can't Dance

Listen to the video then answer the retrieve question, use the text to help.



# Giraffes Can't Dance

## Retrieve

What happened to his knees when he  
tried to run?

---

How often do they hold the Jungle  
Dance?

---

He was very good at standing still  
And munching shoots off trees,  
But when he tried to run around  
He buckled at the knees

Now every year in Africa  
They hold the Jungle Dance,  
Where every single animal  
Turns up to skip and prance.

# Phonics



















We have now learnt all of our phase 5 sounds and alternative sounds,  
well done!

In school, we would normally be practising for the phonics screening  
check.

Each day, we will be revisiting a phase 5 sound incase you missed  
some in the online learning.

You can also recap your sounds and play games with real and  
nonsense word.

# Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

Additional resources (these are all currently free)

<https://www.phonicsplay.co.uk/>

<https://www.teachyourmonstertorread.com/>



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Today, we are learning to read words that contain **i\_e** saying /igh/.

**i\_e**

**i** and **e** are cheeky partners. When **i** and **e** work together, they say /igh/.  
**i** and **e** are too cheeky to sit together so they have to have a letter sit between them.



Today, we are learning to read words that contain **i\_e** saying /igh/.



Let's read these words.

You can teach children to say the first grapheme, followed by the /igh/ before the letter in between i.e. /b/ /igh/ /k/. It may help some children to explain that the 'e' is telling the 'i' to say its name and that they shouldn't make the /e/ sound.



Click me for Kit's teaching tips!

Let's read these words.

bike

five

kite

bite

lime

# Additional activity



Phonics Play is currently free to access and can be accessed on many devices. The children can explore these games independently.

If using on a laptop or computer then Phonics Play works best through internet explorer.

User name: march20

Password: home

Explore 'i\_e' words on the buried treasure game.

Select 'Phase 5' and then select 'i\_e'.

# Phonics – recap

Printable game for real and nonsense words.

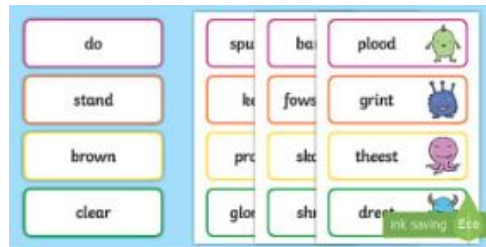
You can print off a range of real and nonsense words from twinkl.

Search for ['real and nonsense'](#)

You can choose sounds or phases.

If you click on more download, then download as text only. You can create a game for sorting your words.

**Text** text only



Phase 4 Real, Tricky and Nonsense Words Word Cards



Phase 5 'ew' Flashcards Real and Nonsense 'ew' Words

# Phonics – recap

If you do not have a printer you can use these links for online games



[Buried treasure](#)

[Dragons Den](#)

[Picnic on Pluto](#)

[Bingo game](#)

[Name the Alien](#)

