





# Read Write Inc.

## Phonics

Subject: Early Reading

Phase: Lower

Welcome to the Early Reading Super Curriculum. Below you will find a whole host of exciting things to do to develop your understanding and boost your knowledge of reading. We hope you enjoy doing this work. You might want to create a workbook, journal or presentation of the things you do. You will earn reward points if you can show your teacher.

<b>READ</b> 	<b>WATCH</b> 
<p>You can visit your local library to borrow a book to share together as a family. If you can't get to your library you can download the BorrowBox app.</p> <p>Here is a great place to look for inspiration on what to read.</p> <p><a href="#">Reading for pleasure</a></p> <p>As you listen to the story ask questions about what you have read. Who are the characters? What are they doing? What have you found out?</p> <p><a href="#">DIY book club</a> Choose a book to read together as a family. After each reading session, discuss the story, characters, and predictions</p>	<p><a href="#">How to say the sounds- set 1 to 3</a></p> <p><a href="#">How to Fred talk</a></p> <p><a href="#">How to read short words</a>- test yourself using the quiz</p> <p><a href="#">How to read long words</a>- test yourself using the quiz</p>
<b>LISTEN</b> 	<b>DO</b> 

<p>Ask an adult to Fred talk</p> <p><u>Fred I spy</u></p> <ol style="list-style-type: none"> <li>1. Say: Fred says 'I spy something r-e-d' Ask children to repeat. Pause to allow children to 'jump-in' with the whole word and point to something red.</li> <li>2. Say: r-e-d, red. Ask children to repeat.</li> </ol> <p>Repeat with: b-l-oo, g-r-ee-n, b-l-a-k, b-r-ow-n</p> <p><u>Fred's fridge</u></p> <p>Milk m-i-l-k, juice -j-oo-s; cream c-r-ee-m; eggs e-g-s; corn c-or-n; grape g-r-ay-p; pear p-air; peas p-ee-z; leek l-ee-k</p> <p><u>Fred I want you to find something</u></p> <ol style="list-style-type: none"> <li>1. Say: Fred says 'I want you to find something r-e-d' Ask children to repeat. Pause to allow children to 'jump-in' with the whole word and then find to something red.</li> </ol>	<p>Ask an adult to help you do these activities.</p> <p><u>Fred says...</u></p> <ol style="list-style-type: none"> <li>1. Say: Fred says put your hands on your h-e-d. Ask children to repeat. Pause to allow children to jump in with the whole word and do the action.</li> <li>2. Say: h-e-d, hed. Ask children to repeat.</li> </ol> <p>Repeat with: b-a-k, t-u-m, l-e-g, h-a-n-d, f-u-t, n-ee, r-u-n, s-k-i-p, h-o-p, s-t-o-p</p> <p><u>Fred's wardrobe</u></p> <p>Scarf s-c-ar-f; hat h-a-t; coat c-ow-t; socks s-o-c-s; shorts sh-or-t-s; dress d-r-e-ss; skirt s-k-ir-t</p> <p>Use Fred Talk for single syllabic words at the end of sentences throughout the day. E.g. It is time for l-u-n-ch...lunch, come and sit on the f-l-oor...floor.</p> <p><u>Sound Hunts</u></p> <p>Turn sound recognition into a thrilling scavenger hunt. Write sounds on cards and ask your grown up to hide them around the house. Challenge yourself to find the sounds and identify them. You could even come up with words that have that sound in.</p> <p>Have a go at this one on your own.</p> <p><u>Story Creation</u></p> <p>Write and illustrate your own stories. Can you use your sounds to spell the words in your story?</p>
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