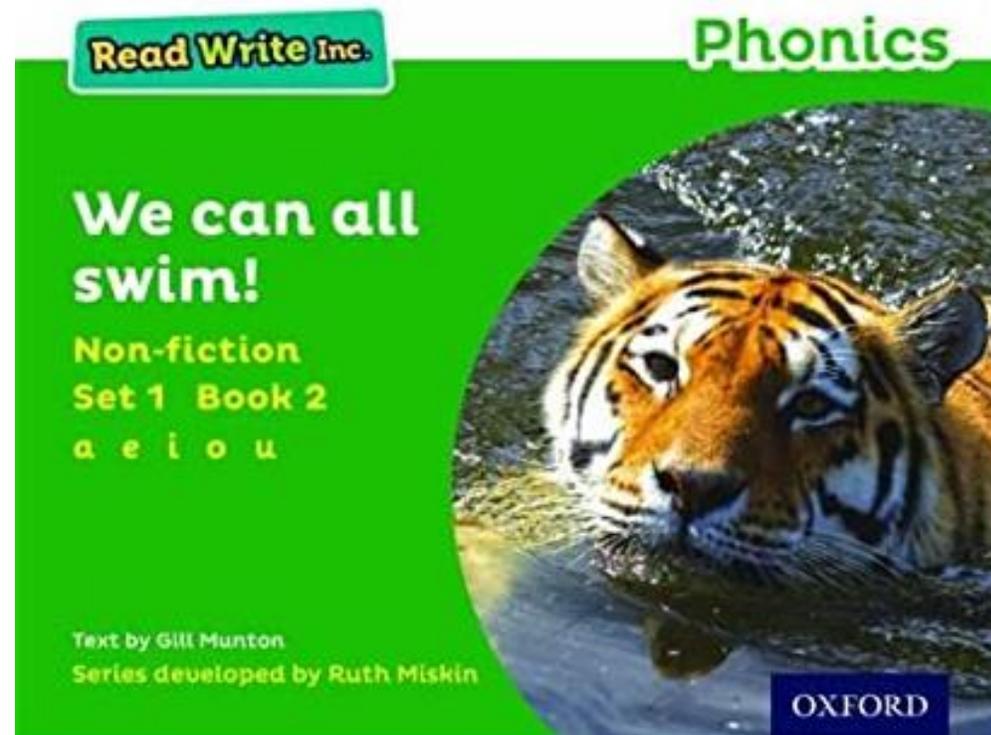


GREEN



Book for Monday 1st – Friday 5th June



Daily Speed Sounds – Set 2

- Every day, watch the Set 2 speed sounds lesson available on Youtube
- https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIlg9GdxtQ
- Set 2 lessons show at 10.00 am, from Monday to Friday. Each one is around ten minutes long and available for 24 hours.

Daily Speedy Green words



Scroll down on the Oxford Own RWI page, until you find Set 1 Speedy Green Words Powerpoint: Green Storybooks

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Daily Reading Activities

	Reading Activity
Monday	<ul style="list-style-type: none">• Speed Sounds from the story book• Story Green words• Red words
Tuesday	<ul style="list-style-type: none">• Introduction by parent• First read by child
Wednesday	<ul style="list-style-type: none">• Vocabulary check• Jump in
Thursday	<ul style="list-style-type: none">• Jump in• Second read by child
Friday	<ul style="list-style-type: none">• Third read by child• Think about the story/Questions

- Find the book on the Oxford Owl eBook page. If not on the website, it will be scanned in on the next few slides.



Speed Sounds

Consonants Ask children to say the sounds.

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll		nn		ss	ve	zz			nk
							s			

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k		gg					tt	wh			tch
	ck											

Each box contains one sound but sometimes more than one grapheme.
Focus graphemes for this story are **circled**.



Vowels Ask children to say the sounds in and out of order.

a	e	i	o	u
at	hen	in	on	up

ay	ee	igh	ow	oo
day	see	high	blow	zoo



Story Green Words



Ask children to read the words first in Fred Talk and then say the word.



Ben Jess swim tank frog pond duck



Vocabulary Check



Discuss the meaning (as used in the non-fiction text) after the children have read the word.

big cat

definition

a large, wild member of the cat family,
e.g. a tiger

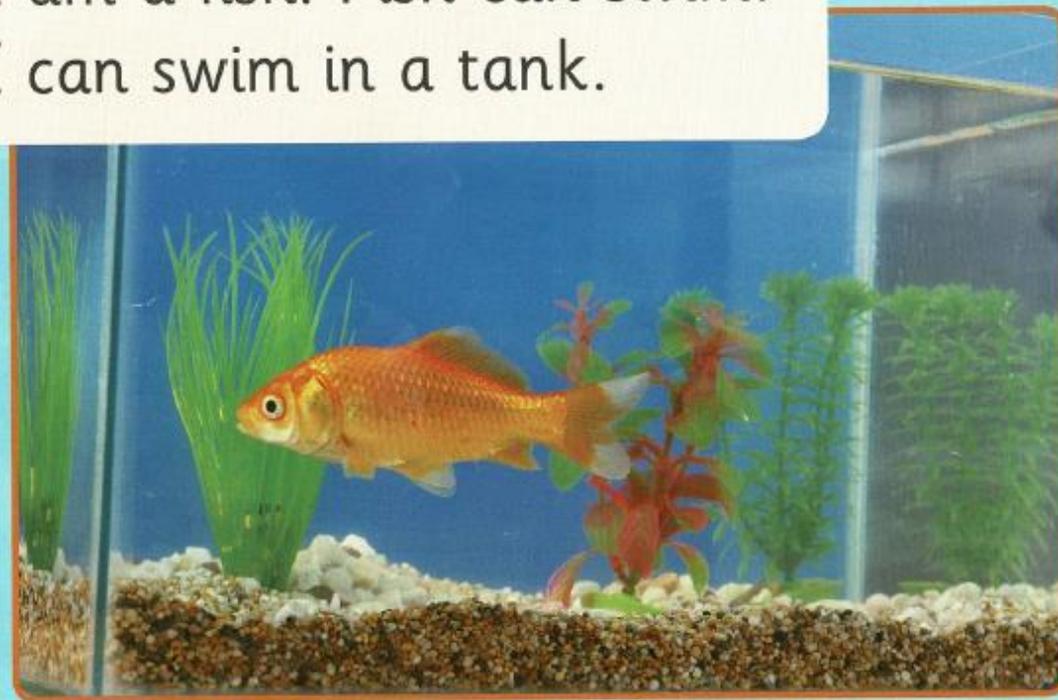
Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.



I	some	we
all	you	your
be	I	do
are	of	my

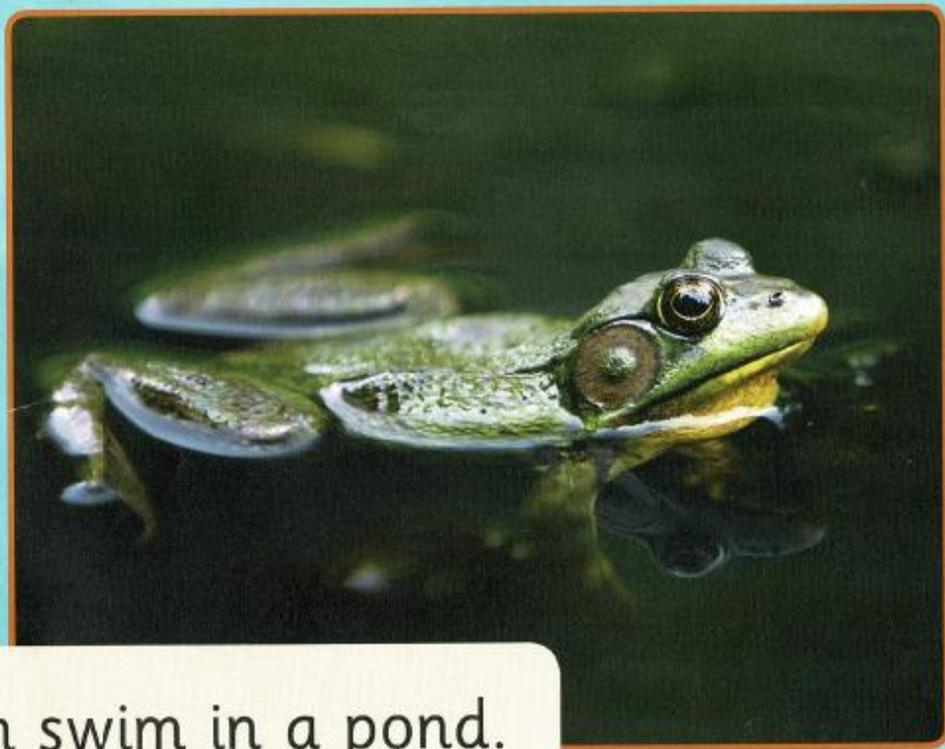
I am a fish. Fish can swim.
I can swim in a tank.



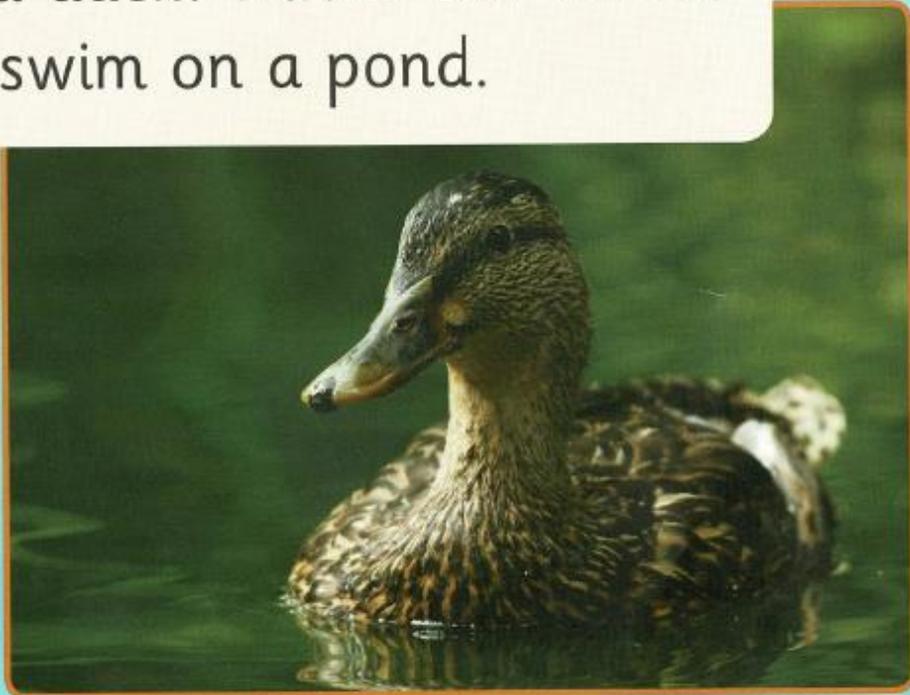
I am a frog.
Frogs can swim.



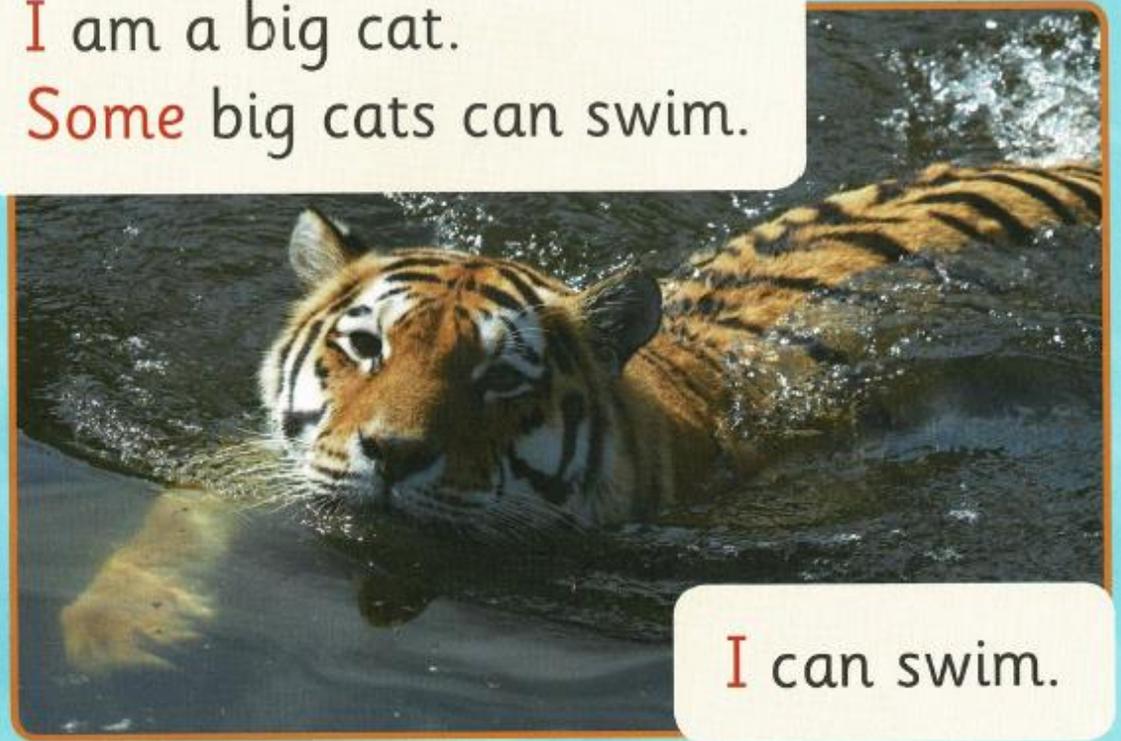
I can swim in a pond.



I am a duck. Ducks can swim.
I can swim on a pond.



I am a big cat.
Some big cats can swim.



I can swim.

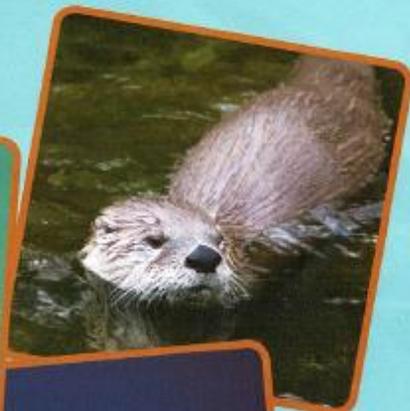
I am Ben.
I can swim.



I am Jess.
I can swim.



We can **all** swim!



Can **you** swim?



Questions to talk about

Ask children to TYP for each question using 'Fastest finger' (FF) or 'Have a think' (HaT).

- p.9 (FF) Where do some fish swim?
- p.11 (FF) Where do frogs swim?
- p.13 (FF) What sort of cats swim?
- p.16 (FF) Which other animals can swim?

Hold a Sentence - Wednesday



I can swim in a tank.

Check

capital letter **I**  full stop •

Hide the sentence so your child doesn't copy it! Remind them of the items in the check list.

Hold a Sentence - Friday



Some big cats can swim.

Check

capital letter **S**  full stop | **•**

Hide the sentence so your child doesn't copy it! Remind them of the items in the check list.