

Week beginning: 27/4/20

Class and Subject: MD Ms. Gleeson

SEN Teacher: Ms. Hogan



ST. PATRICK'S GIRLS NATIONAL SCHOOL
GARDINER'S HILL, CORK

Hi Molly,

Hope you are keeping well and in good spirits. Here's a list of some of the work that you can continue doing at home next week. It follows the same format of literacy homework so I hope it's easy to understand. No problem if you don't get to complete everything. Uncompleted work can be carried onto next week.

**Week
5**

27/4

Suggested Daily Literacy work:

- Picture and word vocab match: We usually learn 4-5 words per week. The words and pictures are in the folder.
- We read 1 Oxford Reading Tree Book per week. The book is at the end of the page.
- Handwriting Without Tears
- Listening and following directions activities in folder.
- Revise older words from previous books read
- Use the words to make your own sentences.



Phonics

Big, Bad Bug



Series created by Roderick Hunt and Alex Brychta



Written by Roderick Hunt and illustrated by Nick Schon,
based on the original characters created by
Roderick Hunt and Alex Brychta
Phonics Consultants Debbie Happlewhite

BEFORE READING

Talk together

- Look at the cover picture together and read the title and blurb on the back. Ask: *What do you think will happen?*
- Look through the book and talk about the pictures.

Say the sounds

These are the focus letters and sounds your child will practise in this book.

a t p i n d g o c u r h b
ff l

Sound the words

These words practise some of the focus letters and sounds for this book. Encourage your child to say the sounds from left to right to read the words.

as in on Dad had big bag bud
bug bad Biff lid log



Enjoy reading and talking about the book together!

See the inside back cover for more ideas.

Chip had a bug.



Biff had a bug.

A bug on a bud.



2

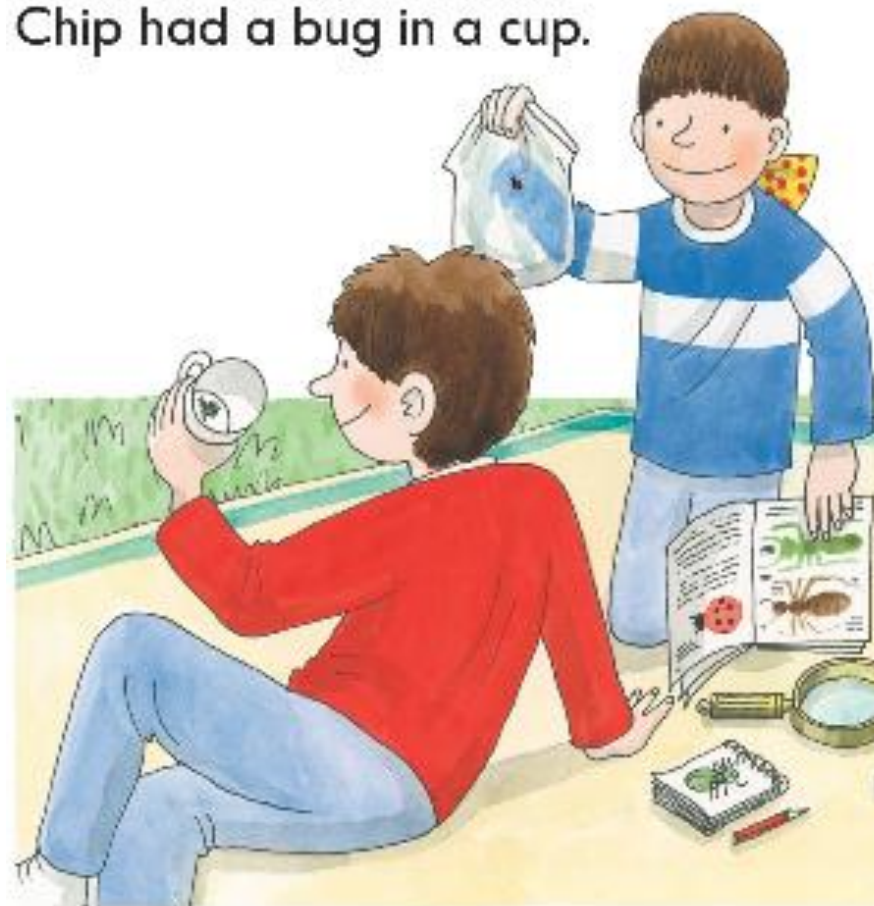
Kipper had a bug.

A bug on a log.



3

Biff had a bug in a bag.
Chip had a bug in a cup.



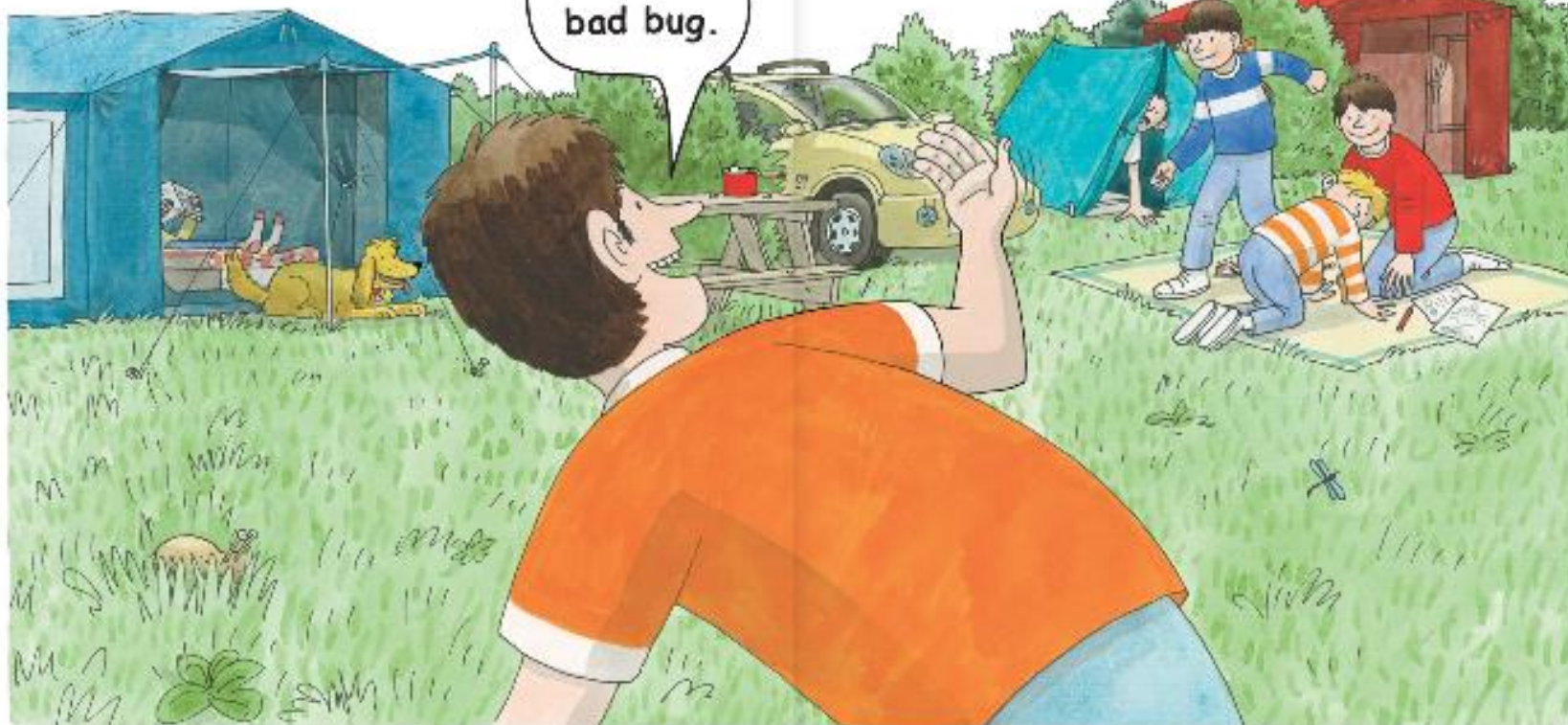
Kipper had a bug in a pot.

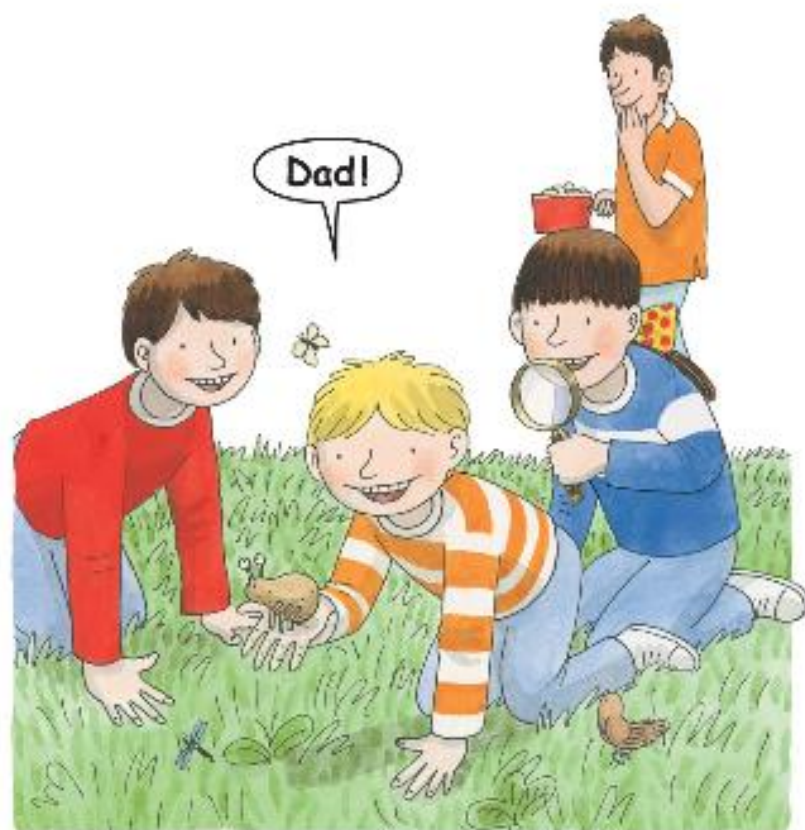


Dad had a bug ...

A big,
bad bug.

... as big as a rat.





AFTER READING

- Notice that the words *Big*, *Bad* and *Bug* begin with the same sound.
- Have fun thinking of more examples, e.g. *Slippery*, *Slither*, *Snake*.



Big Feet



Series created by Roderick Hunt and Alex Brychta



Written by Roderick Hunt
Illustrated by Alex Brychta

BEFORE READING

Talk together

- Look at the cover and read the title together.
- Ask your child who might have made these footprints.
- Look through the book and talk about the pictures.

About the words in this book

- Your child should be able to sound out and blend some words, which may include:

a at is it and big
Dad

- Some words may be more challenging. Encourage or model blending, then read the words below to your child if necessary.

no come look
this monster
dinosaur giant



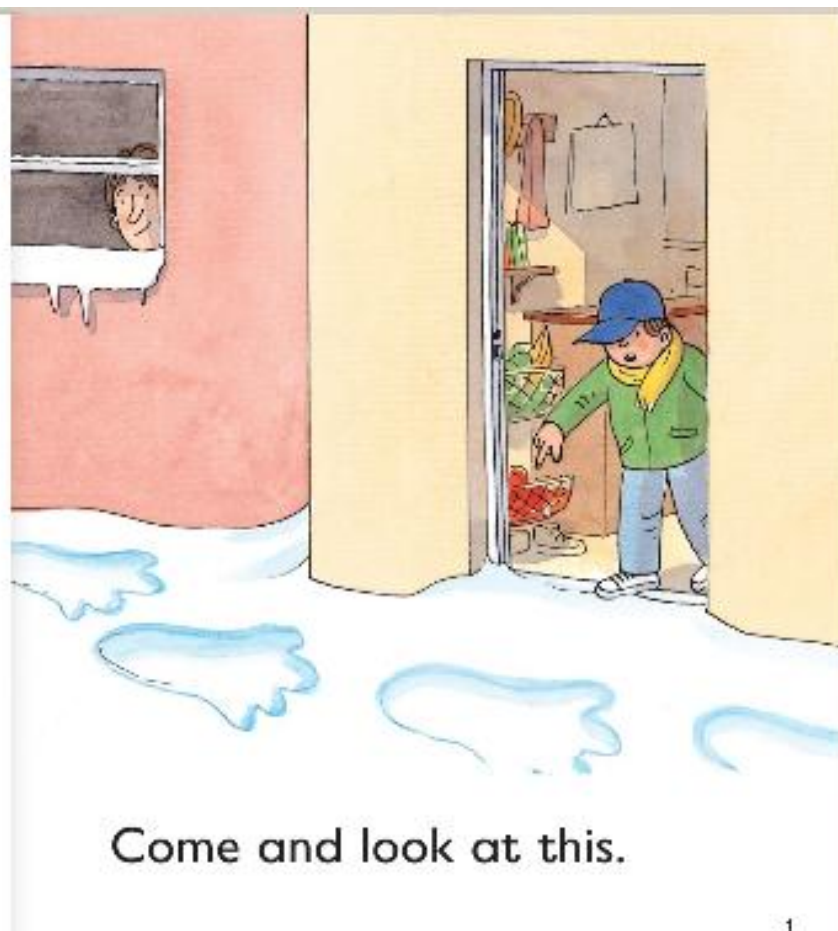
DURING READING

Enjoy the story together.
If your child needs support to read the words:

- Ask your child to point from left to right under each word whilst reading.
- Model how to sound out and blend new words if necessary.
- If a word is still too tricky, simply say the whole word for your child.
- Use the pictures to talk about the story and learn the meaning of new words.



See the inside back cover
for more ideas.



Come and look at this.



Come and look at this.

Is it a big monster?



Come and look at this.

Is it a big dinosaur?



Come and look at this.



Is it a big giant?



No. It is Dad.

AFTER READING

- Ask: Do you think any of the children knew that Dad had made the footprints?
- Talk about what Dad was doing on each of the pages.
- Look through the story again and ask your child to find the longest and the shortest words.

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