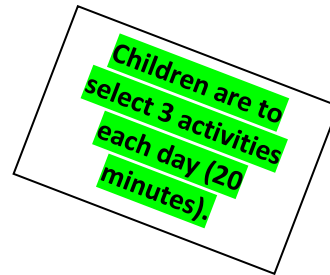
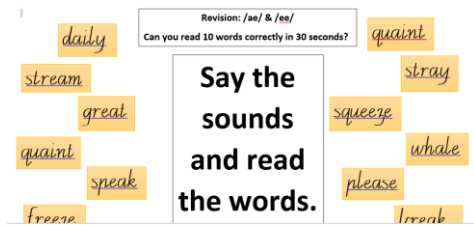


Independent Sounds-Write Activities

Remote Learning Week 9



Activities using the 'speed read' sheet

1. Reading

- a. **Individual activity** - Using the Sounds-Write 'speed read' sheet children read the 20 words by '**saying the sounds**' and then '**reading the word**' (even if they 'know' the word without sounding they must sound). Ensure that the children do not over sound eg: saying 'wuh' instead of 'woo', 'yuh' instead of 'yee'.
- b. **Partner activity** - Children read the words on the 'speed read' sheet while the partner listens to check that they are reading the words correctly.

2. Writing

- a. **Spelling** - The children work with first six words on the sheet. (The following day they select the next 6 words and so on). For each of these words, the children work independently to '**say the sounds and read the word**', looking closely at how the word is spelt. Children then cover the word and "**say the sounds and write the word**" in their work book. The child then checks to see if they were right. If not, they should write the word again using the same 'look, say, cover, write, check' process.
- b. **Grouping words** – Identify words on the speed read sheet with the same spelling of /ae/ or /ee/. Write all the words with that same spelling, making sure to say the sounds and write the words. For example: daily, quaint, train, strain.

Activities using the sound tiles

Cut out the cards neatly and store them in snap lock bag.

1. **Word building** - select 5 or 6 words on the speed read sheet. Using the sound tiles build words by pulling the sounds into place, saying the sound as the word is made. When the word is complete, 'say the sounds and read the words'.

Reading a story

1. Select a story (either Rainy Day, Sunny Day or The Key). Read the story through twice. On the second reading colour the words with the same spelling of /ae/ or /ee/ the same colour.