**Week beginning 12th July**

**Reading**

Please hear your child read every day. The Oxford Owl website has books, and Northumberland Libraries offer their Borrowbox scheme where you can download books for free. Northumberland schools library service has a good facebook page with links to lots of book resources too.

**Phonics**

Please spend 15 minutes each day on phonics/ spelling

Squeebles is a great App for the ipad or kindle fire where you can download the year 1 and 2 common exception words. These are high frequency words that the children need to learn to read and spell. There are also lots of other words here for spelling practice. I have also put the year 1 and 2 Common exception (CE) words on the home learning tab.

**Year 2 phonics -**

**Please continue to help your child learn the year 2 CE words if they are not yet secure – I have put the CE word list into the literacy file.**

**This week I am using some Twinkl planning for spelling/phonics work.**

**There are folders with powerpoint presentations and activities that can be completed ( Do not try to do all the activities in each folder!)**

**Day 1** **Homophones and near homophones**

Show the lesson presentation on the powerpoint. Work through the lesson presentation, asking your child to write the missing homophones on a scrap piece of paper, or in their home learning book. Then do the Look, Say Cover, write check sheet, or practise writing the homophones.

**Day 2** **Homophones and near homophones**

Revise the work from yesterday by asking your child to write the correct missing word for each sentence that you say

I can \_\_\_\_\_ through my eyes.

I like going on a boat on the \_\_\_\_\_\_

I can \_\_\_\_\_\_\_ with my ears

Come \_\_\_\_\_\_\_ and look at this.

I have \_\_\_\_ friends.

Can I come \_\_\_ the shops.

If Joe is going, can I go \_\_\_\_\_?

their. there, they’re – children often find these homophones really tricky to remember and use in their writing. Go over the use of each one, then ask them to use each one in their own sentences.

Complete the homophones matching pairs activity if you have a printer.

**Day 3 ‘o’ spelt ’a’ after w and qu**

Work through the powerpoint presentation – the rule is that if you hear an ‘o’ sound after w or qu, it is usually spelt with an ‘a’

Practise writing the words at the end of the powerpoint

**Day 4** **‘o’ spelt ’a’ after w and qu**

Remind your child that yesterday we learned a new way of spelling the ‘o’ sound after a w or a qu

Can they remember how to write these words – ask them to use fred fingers to sound out each word first: want, watch, quantity, squash, squabble, quarrel

Have a go at the word search activity

**Day 5** Practise spelling any of the words from this week, including any year 2 CE words your child does not yet know for this week. Have a go at any of the activities from the folders that you haven’t done.