

Daily tasks- reading, CLIC and phonics.

Reading practise:

- Read for 10 minutes each day.
- Ask your child questions about the text.
- Can you talk about the book? Who were the main characters, what is the setting, what was the problem, how did the story end, which was your favourite part and why?
- Read a non-fiction book and recall some interesting facts from the book.

CLIC:

- Count in 10's beyond 100: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, etc. (Challenge- count backwards in 10's)
- Count in 5's forwards and backwards.
- Learn the following calculation facts: $4+3=7$ and $40+30=70$
 $5+3=8$ and $50+30=80$
 $6+3=9$ and $60+30=90$
- Can you partition two digit numbers in 10's and 1's? ($29= 20$ and 9)
- Challenge: partition three digit numbers into 100's, 10's and 1's.

$132= 100 \quad 30 \quad 2$ You could also draw it out as part whole model

Phonics:

Revisit the following phase 5 digraphs: **ay, oy, ie, ou, wh, ir, ph, ew, ue, ey, ea, ow, au, aw, oe**

- **Day 1** - teach children that some words that have the **mb** adjacent consonants, (two consonants staying together) the **b** is silent. Have a go at writing down these words: lamb, limb, climb, plumber, comb.
Can you write sentences with a few of these words?
- **Day 2** - teach children that if a word starts with a **kn** adjacent consonant, the **k** is silent. Have a go at writing down these words: knock, knee, knife, knit, knight
Can you write sentences with a few of these words?
- **Day 3**- teach children that if a word has **gn** adjacent consonant, the **g** might be silent. Have a go at writing down these words: gnome, gnat, gnaw, gnarl, sign.
Can you write sentences with a few of these words?
- **Day 4** - can you read the following alien words recognising the digraphs and trigraphs?: blard, disp, murbs, tay, sloam, zued, meve, clend, braits, scrug, splue, jash, quib, coid, quass
- **Day 5** - investigate the alternative spellings for igh. Have a look at the attached table and complete the words.