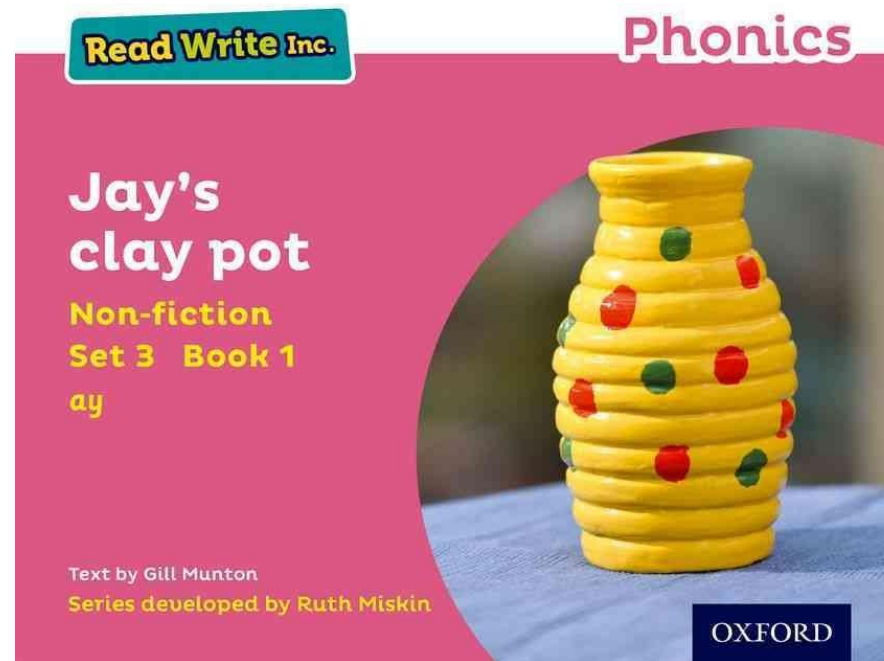


# PINK



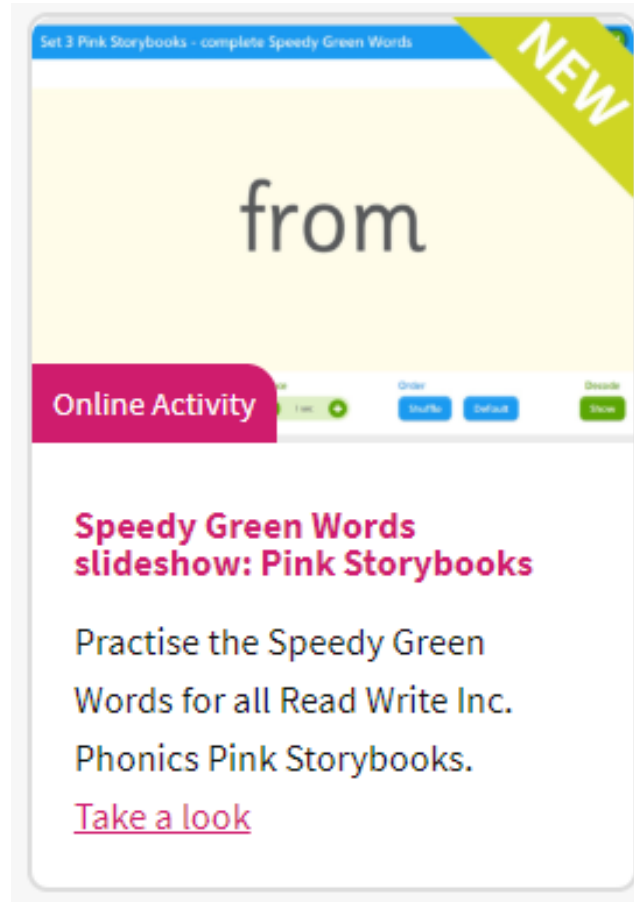
Book for Monday 1<sup>st</sup> – Friday 5<sup>th</sup> June



# Daily Speed Sounds – Set 2

- Every day, watch the Set 2 speed sounds lesson available on Youtube
- [https://www.youtube.com/channel/UCo7fbLgY2oA\\_cFCIg9GdxtQ](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ)
- 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 2 Speedy Green Words Powerpoint: Pink 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"><li>• Speed Sounds from the story book</li><li>• Story Green words</li><li>• Red words</li></ul>
Tuesday	<ul style="list-style-type: none"><li>• Introduction by parent</li><li>• First read by child</li></ul>
Wednesday	<ul style="list-style-type: none"><li>• Vocabulary check</li><li>• Jump in</li></ul>
Thursday	<ul style="list-style-type: none"><li>• Jump in</li><li>• Second read by child</li></ul>
Friday	<ul style="list-style-type: none"><li>• Third read by child</li><li>• Think about the story/Questions</li></ul>

- 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	mm	nn	rr	ss	ve	zz			nk
	le		kn		se		se			
					ce		s			

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg			pp		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	ay	ee	igh	ow
at	ea	in	on	up	day	y	high	blow
						see		

oo	oo	ar	or	air	ir	ou	oy
zoo	look	car	for	fair	whirl	shout	boy

## Story Green Words



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

Jay lump clay tray cuts flat ring  
brush

Ask children to say the syllables and then read the whole word.

bottom

Ask children to read the root first and then the whole word with the suffix.

lay → lays press → presses add → adds

spot → spots roll → rolls



## Vocabulary Check

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

clay

definition

sticky mud that you can make things with



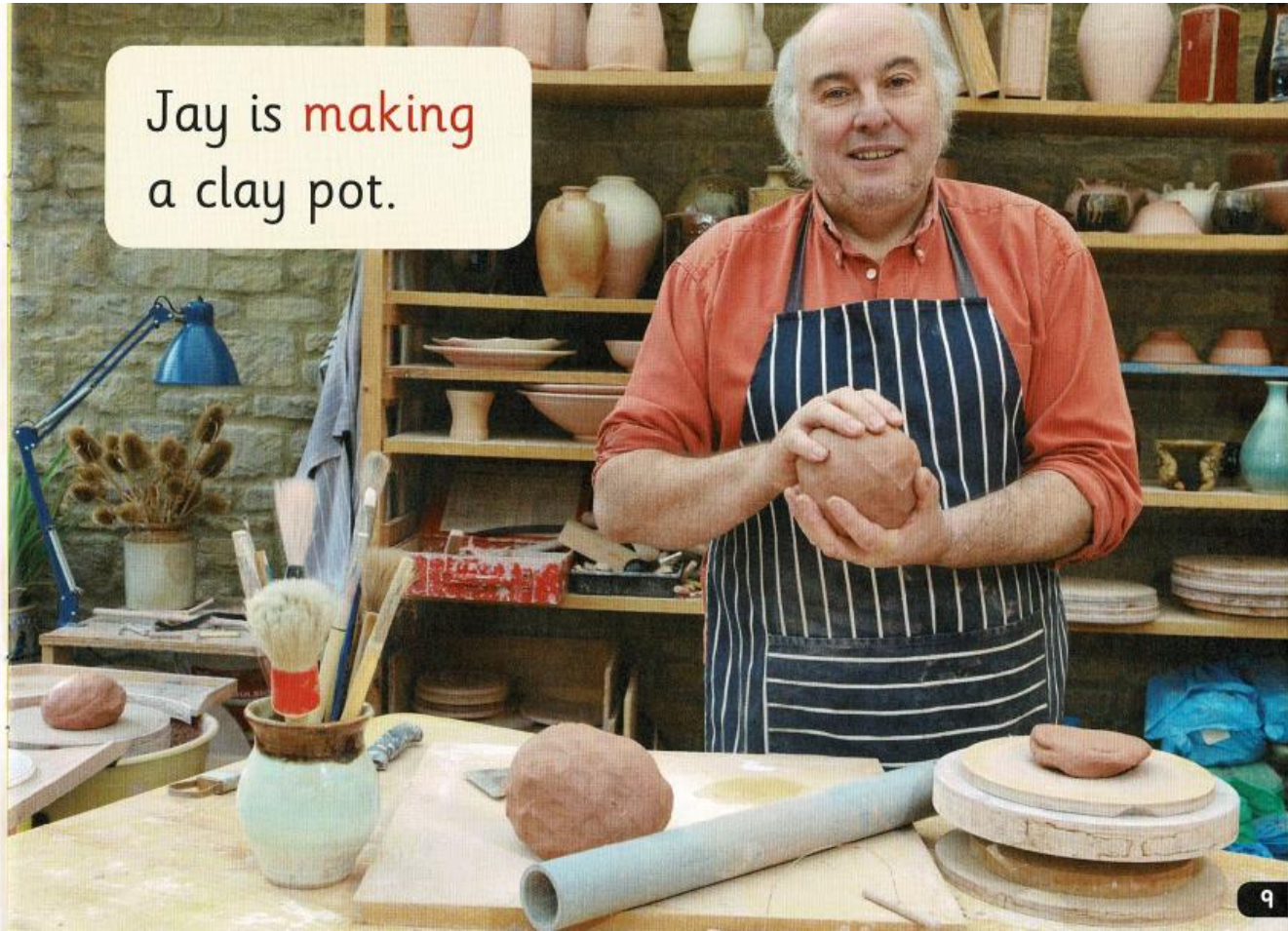
# Red Words

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



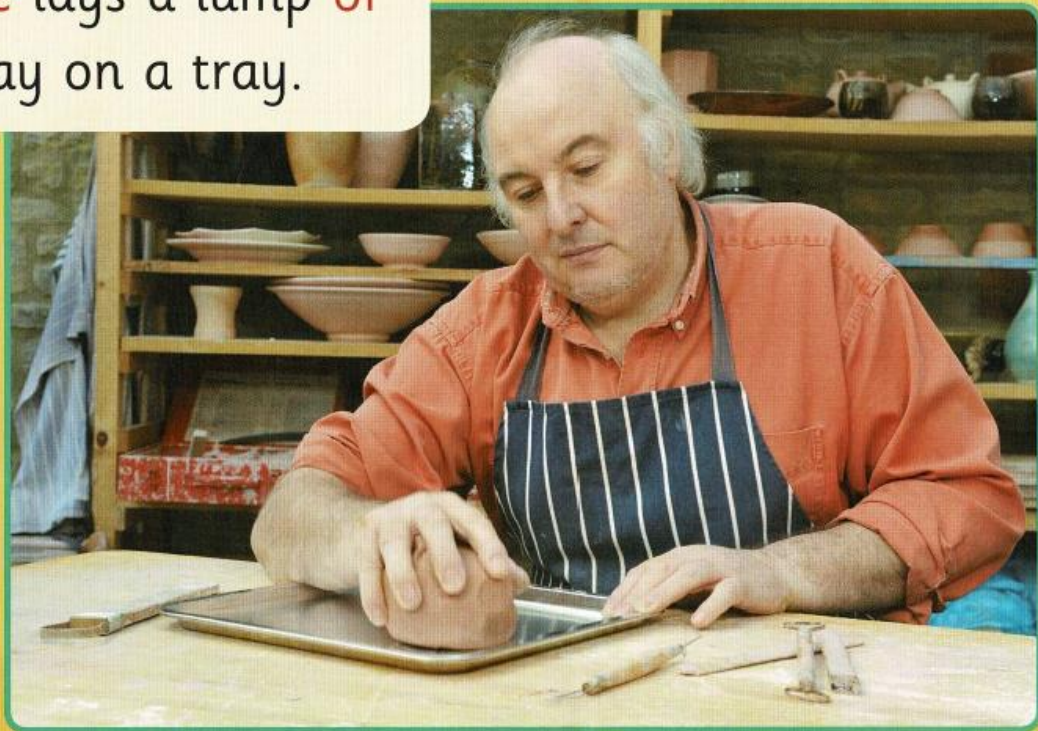
he	of	so	taller*
makes*	making*	the	you
said	her	want	your
some	to	go	no

\* Red Word in this book only



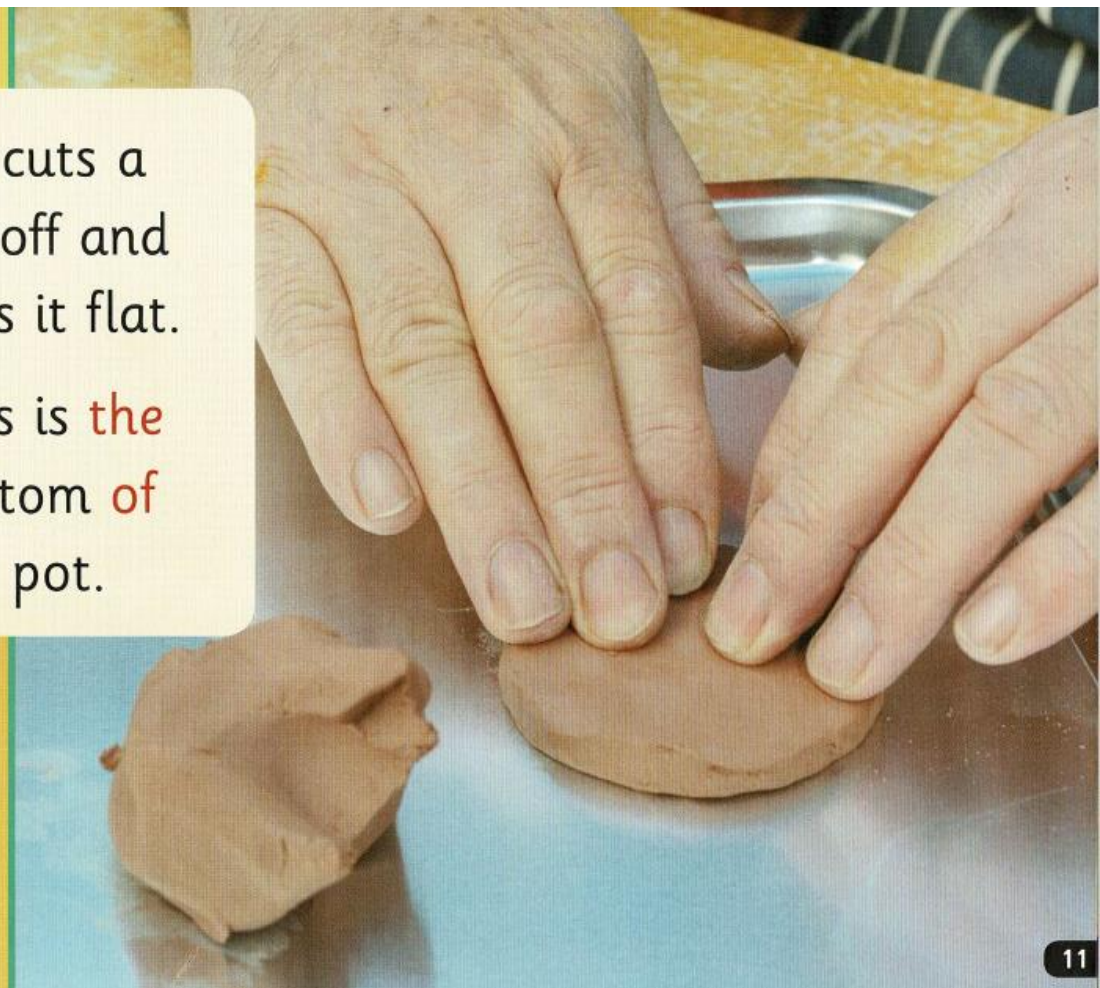


He lays a lump of clay on a tray.



He cuts a bit off and rolls it flat.

This is the bottom of the pot.

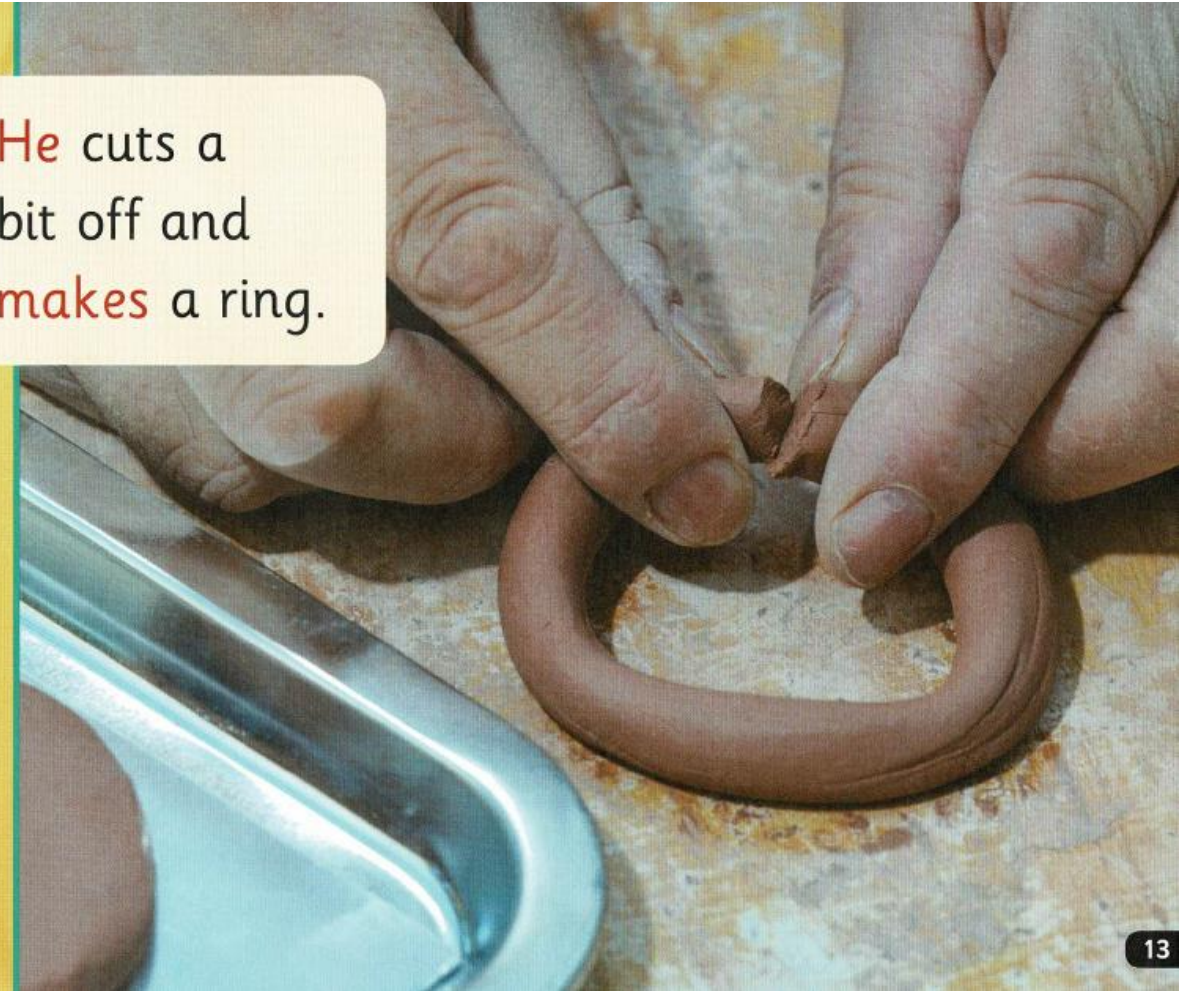




Next, Jay rolls up  
the rest of the clay.

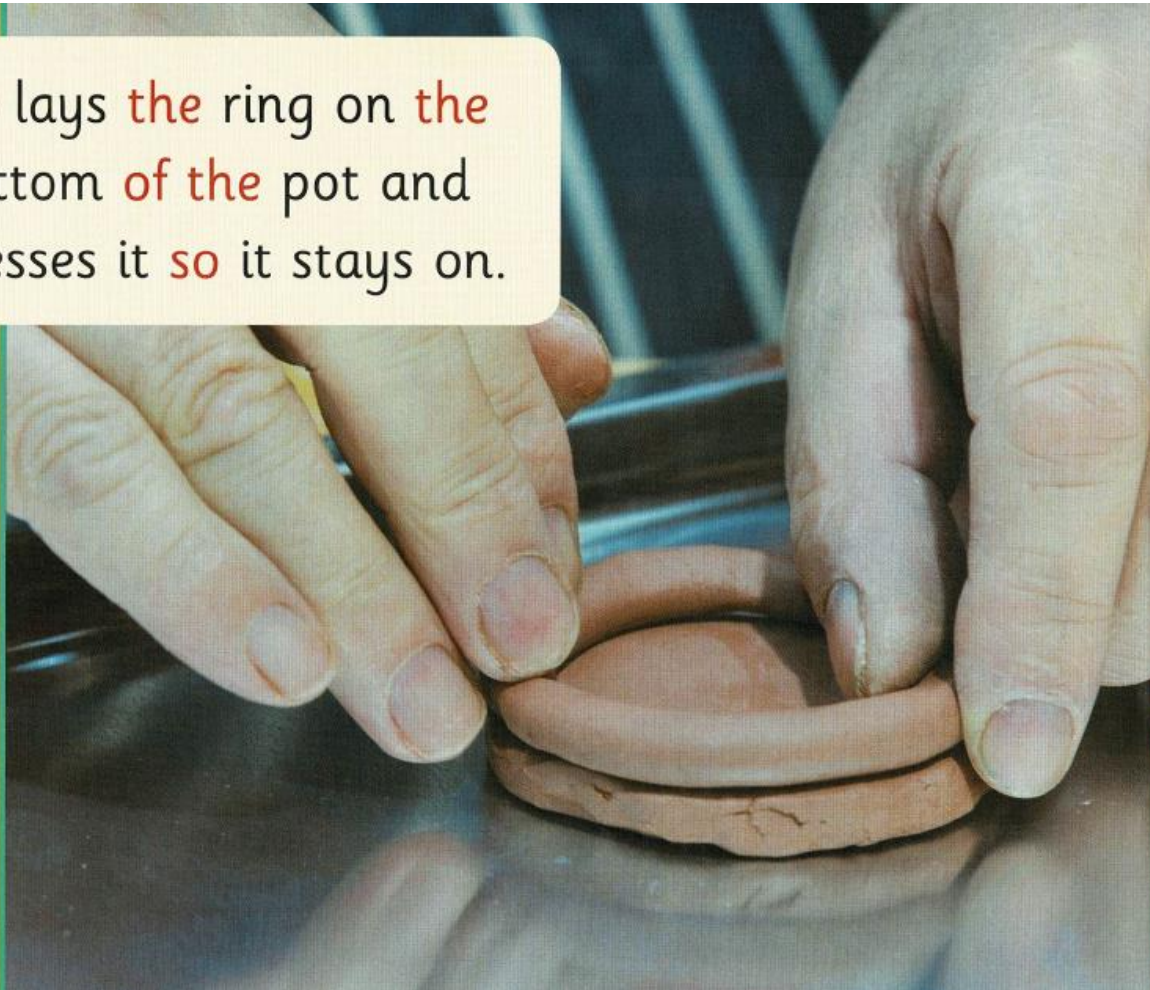


He cuts a  
bit off and  
makes a ring.

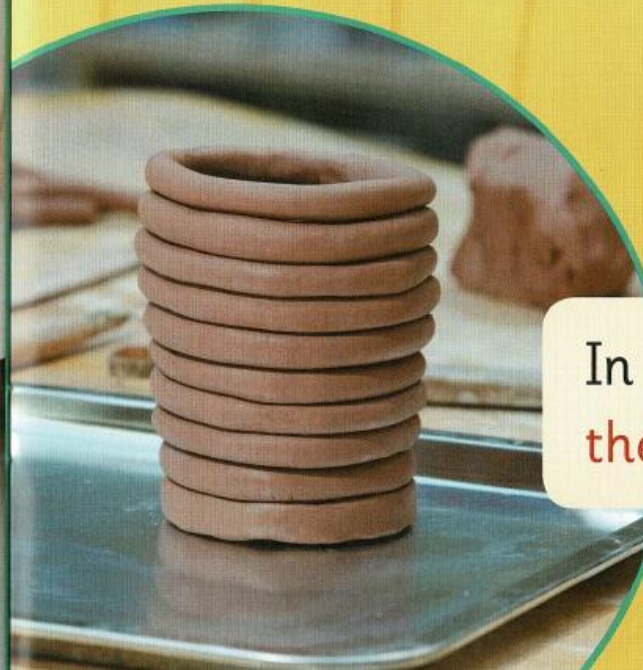




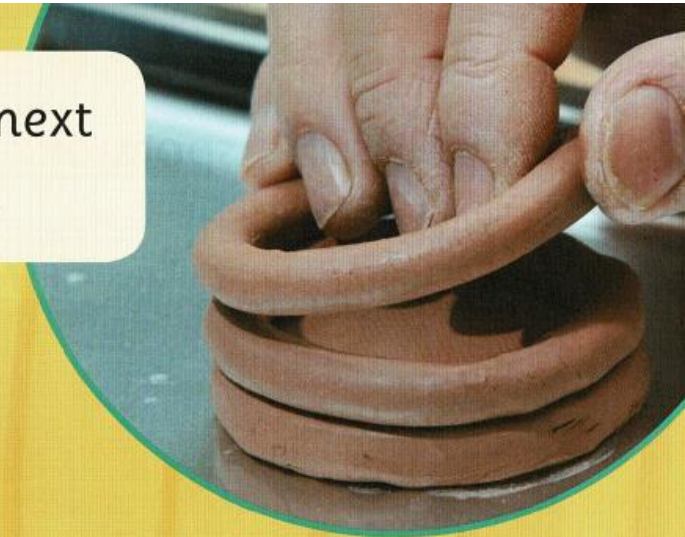
He lays the ring on the bottom of the pot and presses it so it stays on.



Then he adds the next ring, and the next.

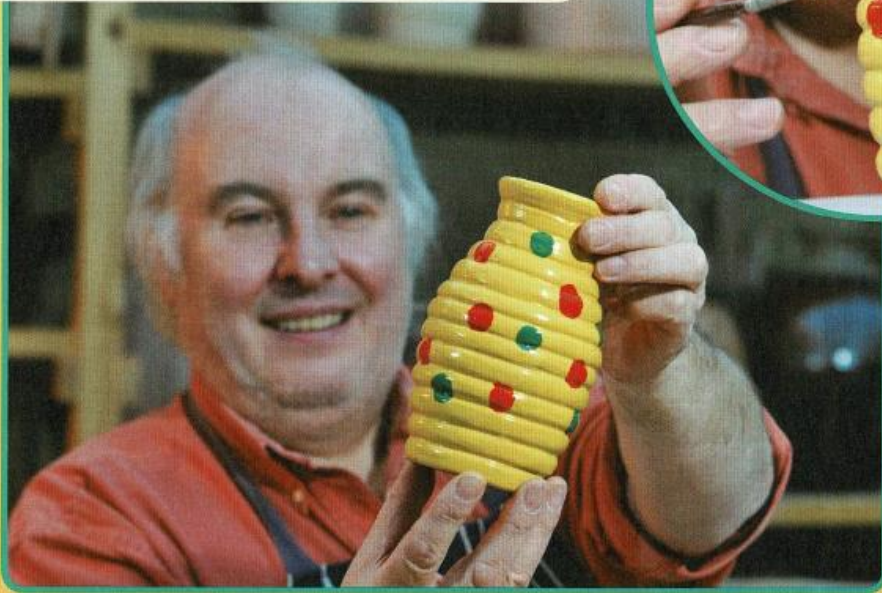


In this way, the pot gets taller.





Jay puts big spots on it with a brush!



## Questions to talk about

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

- p.11** (FF) What part of the pot does Jay make first?
- pp.12–13** (FF) How does Jay make a ring?
- p.14** (FF) How does Jay make sure the ring stays on the bottom of the pot?
- p.16** (HaT) How else might Jay decorate his pots?




# Hold a Sentence - Wednesday



*This is a clay pot.*

Check

capital letter **T**  full stop . **ay**

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

# Hold a Sentence - Friday



*He adds the next ring of clay.*

Check

capital letter **H**  full stop . **dd ng ay**

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