

# Session 1

Words to spell. How many times can you write the words correctly in one minute?

Can you add sound buttons to the real and alien words and read them?



spade

ulf



globs



awdee

flair

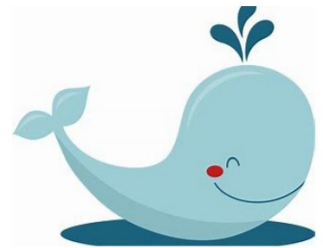
asked

called

looked

|   |   |   |   |   |   |  |   |   |
|---|---|---|---|---|---|--|---|---|
| <br>snail in the rain<br><b>ai</b> | <br>what can you see?<br><b>ee</b> | <br><b>igh</b>                 | <br><b>oa</b>                    | <br>pigeon at the zoo<br><b>oo</b> | <br>brown cow<br><b>ow</b>     | <br><b>oi</b>                   | <br><b>ur</b>                      | <br><b>or</b>                  |
| <br>may I play?<br><b>ay</b>      | <br>cup of tea<br><b>ea</b>       | <br><b>ie</b>                 | <br>blow the snare<br><b>ow</b> | <br><b>ue</b>                     | <br>shout it out<br><b>ou</b> | <br>toy for a boy<br><b>oy</b> | <br>a better letter<br><b>er</b>  | <br>yawn at dawn<br><b>aw</b> |
| <br>make a cake<br><b>a-e</b>    | <br>monkey<br><b>ey</b>          | <br>nice smile<br><b>i-e</b> | <br>phone home<br><b>o-e</b>   | <br>huge brute<br><b>u-e</b>     | <br><b>wh</b>               | <br><b>ph</b>                 | <br>whirl and twist<br><b>ir</b> |                              |

|  |  |   |  |   |  |   |   |   |
|--|--|---|--|---|--|---|---|---|
| <br>oo    | <br>air | <br>tion             | <br>fire, fire!<br>ire                | <br>ch   | <br>sh | <br>qu | <br>th | <br>ng |
| <br>ar  |       | <br>tious<br>cious | <br>ear                              | <u>ed / ing</u><br>jump <u>ed</u><br>jump <u>ing</u><br><br><u>es</u><br><u>ch</u> , <u>sh</u> , <u>ss</u> , <u>x</u> , <u>zz</u> |  | <u>er / est</u><br>slow <u>er</u><br>slow <u>est</u>                                      |   |   |
| <br>ure |  |                    | <u>bench<u>es</u></u><br><u>brush<u>es</u></u><br><u>glass<u>es</u></u><br><u>box<u>es</u></u><br><u>buzz<u>es</u></u> |   |  |   |   |   |



Let's read split digraph words.

a-e

New learning...

# Verbs

With Veronica Verb



Hi my name is Veronica Verb,  
I love to move and am always  
busy doing different actions.

Do you know what a verb is?

Let's look at some pictures  
on the next few pages to try  
to work it out.



# What Is a Verb?

jump



clap



sing



cry



laugh



Verbs are  
action words.  
They describe  
what someone  
is doing.

Can you think of any more?

Word sort - Can you sort the words below?

Verb

Not a verb

zoom table splash climb chair house  
float bark yawn play shout squirt jump

## Find the Verbs

Tom *painted* his picture.

Annie *brushed* her hair.

What has been added to the verb?



That's right 'ed' has been added to the verb. We call 'ed' a suffix.

The suffix 'ed' shows us a verb has been done in the past.

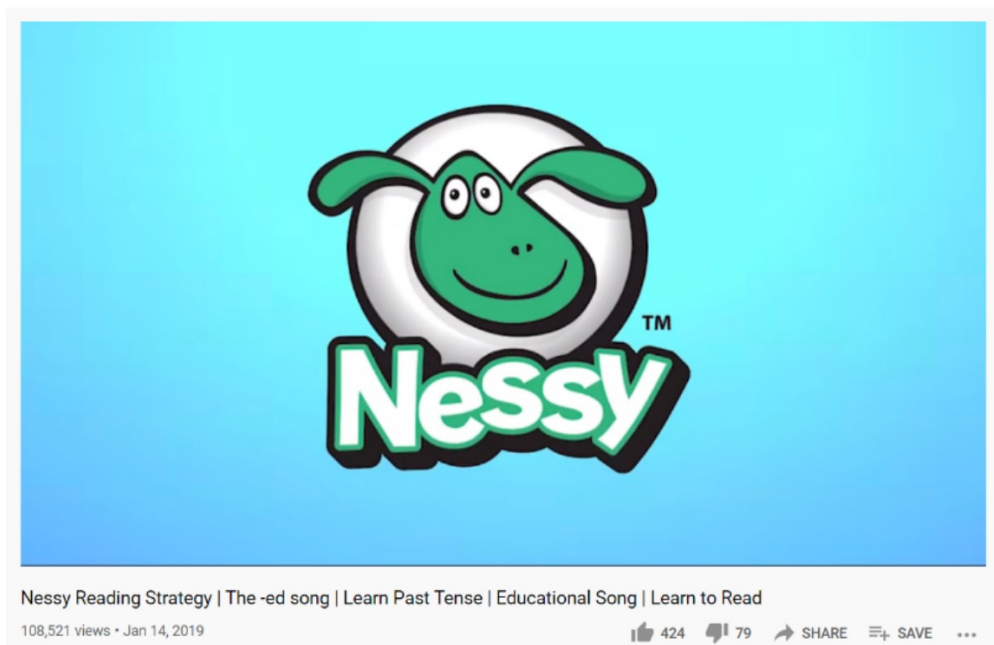
I can walk.

I walked to the shops.

I can jump.

I jumped up and down.

Watch this video to learn more.



## Add -ed BINGO!

Print off the words and cut them up or ask a grown up to write them on little bits of paper.

Put them in a bowl or bag to draw out.

Choose a number of words to write (3 or 4) add 'ed' as you write them. Then play bingo. If your word comes out you win a point.

play

ask

look

paint

call

walk

jump

sprint

# Session 2

Words to spell. How many times can you write the words correctly in one minute?

Can you add sound buttons to the real and alien words and read them?



which



blaib

prowl










clure

asked

called

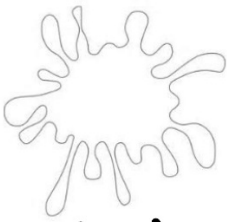
looked

|  |  |  |   |   |   |   |  |  |
|--|--|--|---|---|---|---|--|--|
| <br>snail in the rain<br>ai | <br>what can you see?<br>ee | <br>igh                 | <br>pig at the zoo<br>oa | <br>pig at the zoo<br>oo | <br>brown cow<br>ow      | <br>oi                   | <br>ur                      | <br>or                  |
| <br>may I play?<br>ay      | <br>cup of tea<br>ea       | <br>ie                 | <br>blow the snare<br>ow | <br>shout it out<br>ue  | <br>toy for a boy<br>ou | <br>toy for a boy<br>oy | <br>a better letter<br>er  | <br>yawn at dawn<br>aw |
| <br>make a cake<br>a-e    | <br>monkey<br>ey          | <br>nice smile<br>i-e | <br>phone home<br>o-e  | <br>huge brute<br>u-e  | <br>wh                 | <br>ph                 | <br>whirl and twirl<br>ir |                       |

|  |  |  |   |  |   |   |   |   |
|--|--|--|---|--|---|---|---|---|
| <br>oo    | <br>air | <br>tion            | <br>fire, fire!<br>ire | <br>ch  | <br>sh | <br>qu | <br>th | <br>ng |
| <br>ar  |        | <br>tious<br>cious | <br>ear               | <u>ed / ing</u><br>jump <u>ed</u><br>jump <u>ing</u><br><br><u>es</u><br><u>ch</u> , <u>sh</u> , <u>ss</u> , <u>x</u> , <u>zz</u><br>ben <u>ch</u> es<br>br <u>sh</u> es<br>gl <u>ss</u> es<br>bo <u>x</u> es<br>bu <u>zz</u> es |   | <u>er / est</u><br>slow <u>er</u><br>slow <u>est</u>                                      |   |   |
| <br>ure |  |                   |   |  |   |   |   |   |



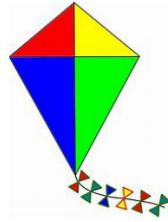
hive



white



slide



kite



bike

5

five

i - e

Let's read split digraph words.

# What did we learn yesterday?

jump



clap



sing



cry



laugh



Verbs are  
action words.  
They describe  
what someone  
is doing.

Sort the words.

Verbs

Not verbs

shout

listen

bed

visit

red

whisper

shed

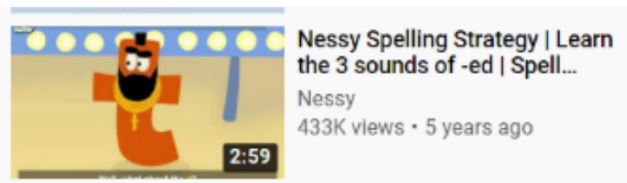
Yesterday we discovered 'ed' shows a verb has been done in the past. It can be tricky when we are writing though because...

Sounds like.... t id d

walkt - walked

wantid - wanted

jumpd - jumped



Watch this video  
to learn more. 

Rewrite these words with the suffi 'ed' to show the verbs have been done in the past. You could put them into a sentence.



wash



climb

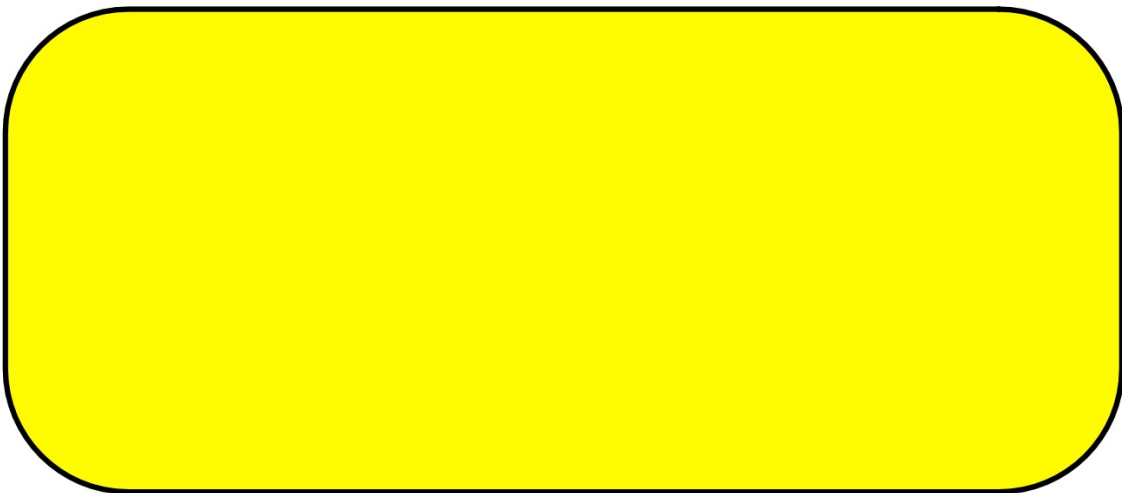


brush



jump

Hold a sentence...school



## Hold a sentence...

Can your adult say the sentence for you to write down? Don't forget to use finger spaces, capital letters and full stops and phoneme fingers.

I shouted loudly.

# Session 3

Words to spell. How many times can you write the words correctly in one minute?

Can you add sound buttons to the real and alien words and read them?



marched

clurg



crowds

daum



asked

called

looked

|   |   |   |   |   |   |  |   |   |
|---|---|---|---|---|---|--|---|---|
| <br>snail in the rain<br><b>ai</b> | <br>what can you see?<br><b>ee</b> | <br><b>igh</b>                 | <br><b>oa</b>                    | <br>pigeon at the zoo<br><b>oo</b> | <br>brown cow<br><b>ow</b>     | <br><b>oi</b>                   | <br><b>ur</b>                      | <br><b>or</b>                  |
| <br>may I play?<br><b>ay</b>      | <br>cup of tea<br><b>ea</b>       | <br><b>ie</b>                 | <br>blow the organ<br><b>ow</b> | <br><b>ue</b>                     | <br>shout it out<br><b>ou</b> | <br>toy for a boy<br><b>oy</b> | <br>a better letter<br><b>er</b>  | <br>yawn at dawn<br><b>aw</b> |
|   | <br><b>e_e</b>                   |   | <br><b>oe</b>                  | <br>chew the stew<br><b>ew</b>   |   |  |   |   |
| <br>make a cake<br><b>a-e</b>    | <br>monkey<br><b>ey</b>          | <br>nice smile<br><b>i-e</b> | <br>phone home<br><b>o-e</b>   | <br>huge brute<br><b>u-e</b>     | <br><b>wh</b>                | <br><b>ph</b>                 | <br>whirl and twirl<br><b>ir</b> |   |

|  |  |  |   |  |  |   |   |   |
|--|--|--|---|--|--|---|---|---|
|  <p>oo</p>    |  <p>air</p> |  <p>tion</p>              |  <p>fire, fire!</p> <p>ire</p> |  <p>ch</p>  |  <p>sh</p> |  <p>qu</p> |  <p>th</p> |  <p>ng</p> |
|  <p>ar</p>  |           |  <p>tious<br/>cious</p> |  <p>ear</p>                  | <p><u>ed / ing</u><br/>jump<u>ed</u><br/>jump<u>ing</u></p> <p><u>es</u><br/>ch<u>,</u> sh<u>,</u> ss<u>,</u> x<u>,</u> zz<u></u></p> <p>bench<u>es</u><br/>brush<u>es</u><br/>glass<u>es</u><br/>box<u>es</u><br/>buzz<u>es</u></p> | <p><u>er / est</u><br/>slow<u>er</u><br/>slow<u>est</u></p>                                  |   |   |   |
|  <p>ure</p> |  |                         |   |  |  |   |   |   |

We have been learning how to add 'ed' to show a verb has been done in the past. Change these verbs to the past tense.



march



peel



open



crouch

# Magical mind reading game

Firstly read these words.

Ask your adult to write down an agreed number of words but they must keep them a secret from you! Now try to read their mind. Write down the words from this list that they may have written. Did you get any right?

shouted      jumped  
walked      pushed  
called      peeled



Use think pink to show the words which have been spelt wrong and green is great to show the words which have been spelt incorrectly.

hand

rusht

playd

helped

soft

peeled

# Session 4

Words to spell. How many times can you write the words correctly in one minute?

Can you add sound buttons to the real and alien words and read them?



shake

grube



sunflower

phoad






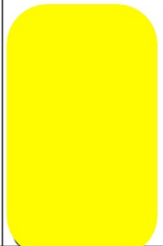


asked

called

looked

|   |   |   |   |   |   |   |   |  |
|---|---|---|---|---|---|---|---|--|
| <br>snail in the rain<br><b>ai</b> | <br>what can you see?<br><b>ee</b> | <br><b>igh</b>                 | <br><b>oa</b>                      | <br>pigeon at the zoo<br><b>oo</b> | <br>brown cow<br><b>ow</b>     | <br><b>oi</b>                  | <br><b>ur</b>                      | <br><b>or</b>                 |
| <br>may I play?<br><b>ay</b>      | <br>cup of tea<br><b>ea</b>        | <br><b>ie</b>                 | <br>kisses the singer<br><b>ow</b> | <br><b>ue</b>                      | <br>shout it out<br><b>ou</b> | <br>toy for a boy<br><b>oy</b> | <br>a better letter<br><b>er</b>  | <br>yawn at dawn<br><b>aw</b> |
| <br>make a cake<br><b>a-e</b>    | <br>monkey<br><b>ey</b>          | <br>nice smile<br><b>i-e</b> | <br>phone home<br><b>o-e</b>     | <br>huge brute<br><b>u-e</b>     | <br><b>wh</b>                | <br><b>ph</b>                 | <br>whirl and twirl<br><b>ir</b> |                             |

|  |  |   |   |   |  |   |   |   |
|--|--|---|---|---|--|---|---|---|
| <br>oo    | <br>air | <br>tion             | <br>fire, fire!<br>ire | <br>ch   | <br>sh | <br>qu | <br>th | <br>ng |
| <br>ar  |        | <br>tious<br>cious | <br>ear               | <u>ed / ing</u><br>jump <u>ed</u><br>jump <u>ing</u><br><br><u>es</u><br><u>ch</u> , <u>sh</u> , <u>ss</u> , <u>x</u> , <u>zz</u> |  | <u>er / est</u><br>slow <u>er</u><br>slow <u>est</u>                                      |   |   |
| <br>ure |  |                    | bench <u>es</u><br>brush <u>es</u><br>glass <u>es</u><br>box <u>es</u><br>buzz <u>es</u>                |   |  |   |   |   |

Can you spot the new suffix?



I am jumping really high.

Our new suffix is used in the present.

I can jump.

I jumped.

I am jumping.

Can you add the suffix 'ing' to these verbs?

march



peel



open



crouch



## Add **-ing** BINGO!

Print off the words and cut them up or ask a grown up to write them on little bits of paper.

Put them in a bowl or bag to draw out.

Choose a number of words to write (3 or 4) add 'ing' as you write them.

Then play bingo. If your word comes out you win a point.

look

paint

call

walk

jump

sprint

ask

play

How many words can you read in a minute?

shouting

marched

drawing

cheered

sewing

wanted

playing

showed

eating

talked

pulling

walked

going

jumped



## Play lose a life.

Give yourself four lives (tallies)

Have a go at spelling the words.

If you spell the word correctly you can keep your life but if you spell it wrong you lose your life!

Remember to add your sound buttons.



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## Add 'ing'



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# Session 5

Words to spell. How many times can you write the words correctly in one minute?

Can you add sound buttons to the real and alien words and read them?



brewed

faw



boils

clorg




asked

called

looked

|   |   |   |   |   |   |  |   |  |
|---|---|---|---|---|---|--|---|--|
| <br>snail in the rain<br><b>ai</b> | <br>what can you see?<br><b>ee</b> | <br><b>igh</b>                 | <br><b>oa</b>                  | <br>poo at the zoo<br><b>oo</b>  | <br>brown cow<br><b>ow</b>     | <br><b>oi</b>                   | <br><b>ur</b>                      | <br><b>or</b>                 |
| <br>may I play?<br><b>ay</b>      | <br>cup of tea<br><b>ea</b>       | <br><b>ie</b>                 | <br>kiss the frog<br><b>ow</b> | <br><b>ue</b>                    | <br>shout it out<br><b>ou</b> | <br>toy for a boy<br><b>oy</b> | <br>a better letter<br><b>er</b>  | <br>yawn at dawn<br><b>aw</b> |
|   | <br><b>e_e</b>                   |   | <br><b>oe</b>                | <br>chew the stew<br><b>ew</b> |   |  |   |  |
| <br>make a cake<br><b>a-e</b>    | <br>monkey<br><b>ey</b>          | <br>nice smile<br><b>i-e</b> | <br>phone home<br><b>o-e</b> | <br>huge brute<br><b>u-e</b>   | <br><b>wh</b>                | <br><b>ph</b>                 | <br>whirl and twirl<br><b>ir</b> |  |

|  |  |   |   |  |   |   |   |   |
|--|--|---|---|--|---|---|---|---|
| <br>oo    | <br>air | <br>tion             | <br>fire, fire!<br>ire | <br>ch  | <br>sh | <br>qu | <br>th | <br>ng |
| <br>ar  |        | <br>tious<br>cious | <br>ear               | <u>ed / ing</u><br>jump <u>ed</u><br>jump <u>ing</u><br><br><u>es</u><br><u>ch</u> , <u>sh</u> , <u>ss</u> , <u>x</u> , <u>zz</u><br>ben <u>ch</u> es<br>br <u>sh</u> es<br>gl <u>ss</u> es<br>bo <u>x</u> es<br>bu <u>zz</u> es |   | <u>er / est</u><br>slow <u>er</u><br>slow <u>est</u>                                      |   |   |
| <br>ure |  |                    |   |  |   |   |   |   |



rope

o\_e



cone



phone



home



rose

Let's read split digraph words.

How many words can you read in a minute?

shouting

marched

drawing

cheered

playing

hunted

eating

showed

pulling

talked

going

crawled

singing

jumped



# Treasure Hunt

Cut up the words and hide them. Can you find the words?

shouting

sewing

eating

going

drawing

playing

pulling

singing

# Treasure Hunt

Cut up the words and hide them. Can you find the words?

marched

cheered

wanted

showed

talked

walked

jumped

played

## Treasure Hunt

How many 'ed' and 'ing' words can you find?

Find the words and write them on the sheet below.

ed

ing

Extras

Let's try reading sentences.

The band marched down the road.

I am jumping very high on my bed.

They called to say that I am starting singing club on Monday.

The boy is marching along the street.

The girl is listening to the dog.

The dog is sprinting up the hill.

The cat is curling up on the mat

Spot the verb!

We call the verb, before 'ed' has been added, the root word.



Hold a sentence... school



## Hold a sentence...

Can your adult say the sentence for you to write down? Don't forget to use finger spaces, capital letters and full stops and phoneme fingers.

I am painting the front gate brown.