

# Literacy

Fortnight Plan of Work

# Dear Parents,

- Well done on supporting your child's learning at home during these difficult and uncertain times. You should be so proud of yourselves and your children. We are so grateful for your understanding and co operation throughout this whole pandemic.
- Your children are wonderful and they are the funniest little beings. Children are so resilient so please do not worry about them going forward into the next school year. The most important thing we can teach our children is how to be happy. Their happiness, safety and mental well being comes before any other learning. The rest will follow.
- We have thoroughly enjoyed having them this year even if it was only for a shorter time than we expected and wanted. We missed teaching and seeing the children beyond words. It has made us more appreciative of our jobs and it has highlighted the special bond we make with the children. We genuinely cannot wait to see them again and to share our stories. We will never forget the children we had during Covid 19. When we look back in years to come and we will always remember them fondly.
- We hope you have a wonderful, peaceful, safe, relaxing and adventurous summer. Take each day as it comes. Keep up some of the work if you can but above all, be happy and enjoy this time together. They don't stay small for long.
- Take care and as always, stay safe. We hope we will see you all soon.
- ***The Junior Infants Teachers xxx***

# 10 minute literacy Oral language games

- Eye spy with my little eye, something beginning with....a.....b....c
- I know a word that sounds like bat (hat), rain (brain/train), mouse(house).....I know a colour that sounds like glue(blue) bed(red), drink(pink) etc....I know a name that sounds like bony(Tony), ham(Sam), duby (Ruby) etc. ....I know an object that sounds like bear(chair), mable(table), tencil (pencil) etc

• P1 ; I went to the shop and I bought;

A banana

P 2; I went to the shop and I bought;

A banana and a car.

P1 ;I went to the shop and I bought;

A banana, a car and a skipping rope

And so on until the player cannot remember the items in the correct order..... ( can also be played in other locations/scenarios such as ; I went to the beach and I brought..... I went on a picnic and I packed.....I went on holidays and I packed.....etc.





Talk about the picture



# TALK ABOUT THE PICTURE

- What season do you think it is ? Why do you think this?
- Tell me what is happening in the picture?
- Have you been to the sea side? Tell me about your trip to the sea side.
- Is there anything you see that's wrong in the picture? Why do you think this? Why is it not right? How do you know?
- This is a great opportunity to play eye spy.

# It's summer at last. Let's make a summer mind map

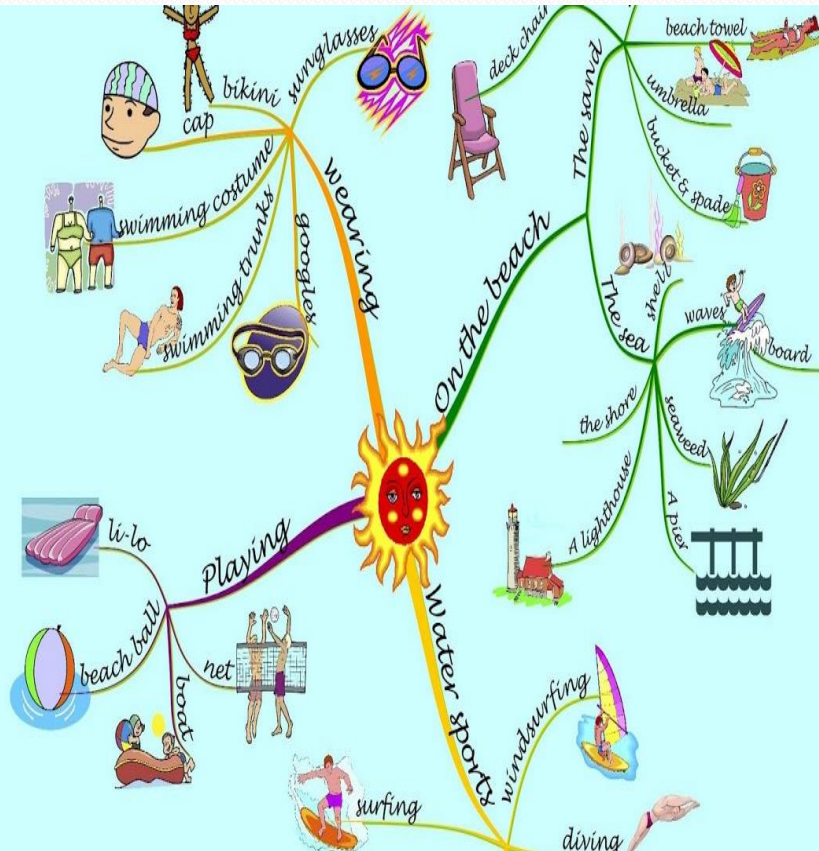
- You will need;
- A pencil
- Colours
- A4 blank paper
- Guardians; chat with your child about summer first. What words do you associate with summer; sun, hot, suncream, hat, swim suit, trunks, t shirt, shorts, flip flops, beach, May, June, July, sunglasses, ice cream, water, swimming, football, cycling, holidays, play ground, flowers etc.



The list is endless.

Write **summer** in the middle of the page and draw a cloud around it, or guide your child to write it.

Encourage your child to draw a line and draw/ write all of the ideas you came up with for summer to create a colourful summer mind map. Here are two examples.



# Revise your word families. Watch and read the following you tube videos

- Watch one clip each day.
- Make a list and draw pictures for each word family each day.



# Word Family revision and reading practise





















- <https://www.youtube.com/watch?v=HjJ4BTm8fdE>
- [https://www.youtube.com/watch?v=\\_JSiAwSrac4](https://www.youtube.com/watch?v=_JSiAwSrac4)
- <https://www.youtube.com/watch?v=fh-zRxSG6N8>
- <https://www.youtube.com/watch?v=ZqtW8NefbxA>
- <https://www.youtube.com/watch?v=OJFG26oV6b8>
- <https://www.youtube.com/watch?v=XofVFIIDLdk>

# Word families and reading practise continued.

- <https://www.youtube.com/watch?v=KVU8dFsBhtU>
- [https://www.youtube.com/watch?v=Z\\_Qxt9gYFlo](https://www.youtube.com/watch?v=Z_Qxt9gYFlo)
- <https://www.youtube.com/watch?v=BWUJqpZ5Sic>

# Sample word families you can make

## Word Families

<b>-ab</b> crab lab grab drab tab cab 	<b>-ad</b> dad had pad mad glad sad 	<b>-ag</b> bag swag rag tag flag drag 	<b>-am</b> ham Sam jam exam ram tram 	<b>-an</b> can than pan ran fan plan 
<b>-ap</b> cap wrap tap clap map snap 	<b>-at</b> bat rat cat flat mat that 	<b>-ed</b> bed teddy red fed shed led 	<b>-en</b> ten when hen men then pen 	<b>-et</b> get pet jet wet let net 
<b>-ig</b> big twig pig wiggle dig jig 	<b>-in</b> bin twin fin pin win chin 	<b>-ip</b> hip clip lip ship sip trip 	<b>-it</b> sit fit split pit bit kit 	<b>-ob</b> job rob sob blob knob cob 
<b>-og</b> dog log frog fog jog hog 	<b>-op</b> shop mop stop pop top hop 	<b>-ot</b> hot spot got lot not knot 	<b>-ub</b> tub club grub scrub shrub rub 	<b>-ug</b> bug slug rug mug jug plug 
<b>-un</b> fun bun run sun spun nun 		<b>-ut</b> but hut cut nut shut strut 		

Teacher Resources

# Please revise the sounds and practise blending sounds using the workbook you received.

**Blending**

 **Blend. Read. Colour the correct pictures.**

 <b>box</b> .. .	 <b>dog</b> .. .	 <b>vest</b> .. .
 <b>vet</b> .. .	 <b>yak</b> .. .	 <b>duck</b> .. .
 <b>web</b> .. .	 <b>mix</b> .. .	 <b>fox</b> .. .
 <b>van</b> .. .	 <b>zip</b> .. .	 <b>six</b> .. .

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 **Blend the sounds to read the words. Choose the corresponding picture.**  
Reading - Understanding (LO 5)




Copy these into your child's copy. Perhaps they could copy a sentence too. Give it a go!

Name: \_\_\_\_\_

# Read and Draw

Read the sentence and then draw a picture to match it.



	The boy was mad.
	She went for a run.
	It is a pink pig.
	We are on the bus.
	The sun is very hot.

twinkl.com

Write out the story for your child. Read it together.  
Can you find the word.../ ...can you find it anywhere  
else. Put a circle around the word each time you  
find it. Do this for *can, in and and, play*



### The Hog in the Hut

I made a little hut.  
Jen and I can play in the hut.  
Oh no! We can not play in the hut!  
I see a pink hog in the hut.  
Go away hog!  
Jen and I want to play in the hut.

**Practise reading the sentences and then draw a matching picture**

Read it:

I have a cat.  
My cat is orange.  
My cat is fat.

My cat's name is Sam.  
Sam likes to play.  
He plays with a red ball.

Sam can not get the rat.  
The rat is brown.  
The rat is fast.

Draw it:



1. Who is the story about?

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2. Why can't Sam get the rat?

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3. List two rhyming words from the story.

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# Story time; Zog by Julia Donaldson

- [https://www.youtube.com/watch?v=9\\_LmS3q4E6k](https://www.youtube.com/watch?v=9_LmS3q4E6k)



# Well Done

