



Target Phonemes

**s a t p i n m d**

Target Power



**Flight**



# Power Up Record - Flight!

1



2



3



4



5



6



7



8



9



10



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





# Power Pack Support

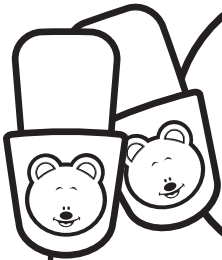
Target Phonemes - **s a t p i n m d**



## In School Support

**This week's in school support includes:**

- Unit 1 Word Building
- Unit 1 Full Circle
- Unit 1 Phoneme Bingo



## Home Learning Support

**This week's home learning support includes:**

- Learning Unit 1 Camera Words
- Unit 1 Word Building
- Unit 1 Fast Read

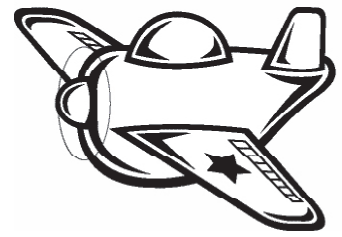


## Flight

This week, on the Superhero journey, children are on a mission to learn to fly! Use the weekly *Power Up Record* and have children colour in an icon each time they complete an activity either at home or at school. When all ten are completed they can colour in the flying icon on their *Superhero Certificate* and they are one step closer to Superhero status!



# Word List for Unit 1



s a t p i n m d

## 3 Phoneme Words

sat  
pat  
tap  
sap  
sit  
pip  
man  
mam  
din  
pit

tip  
pin  
mat  
map  
did  
sip  
nip  
pan  
nap  
sad

Tim  
tin  
tan  
dad  
dim  
dip  
Sam

## Extension Words

### VC/VCC Words

in  
at  
am

it  
as  
and

ant

## 4 Phoneme Words

taps  
tans  
pins  
pant  
tips

tins  
past  
damp  
spin  
span

spat  
spit  
snip  
snap

## 5 Phoneme Words

stamp





# Word Building

## What does this game do?

- ✓ Reinforces phoneme-grapheme correspondences
- ✓ Reinforces the blending of phonemes to read words

## Getting ready:

- Cut out the *Letter Cards* from this pack
- Spread them out so that you and the children can see them. Leave a space between the cards and the children
- Have *Word List 1* ready so that only you can see it

## What to do:

1. Read one of the words from the *Word List 1*.
2. Ask a child to say the phoneme it begins with (you might need to repeat the word saying it slowly). Don't let the child struggle; it's okay if you need to tell him / her the phoneme! Remember you want the beginning phoneme NOT the letter name.
3. Once the child has identified the beginning phoneme ask them to point to the matching *Letter Card*. Encourage the child to slide the card away from the other cards and directly in front of them.
4. Say the word again and ask the child to identify the middle phoneme in the word, again help as much as necessary. Slide the matching letter card next to the first letter.
5. Repeat for the last phoneme.
6. When the whole word has been built, point to each letter in the correct order and ask the child to give the phoneme for each letter. Then slide your finger under all the cards and read the whole word together.
7. Put the *Letter Card* back into their original position and repeat for other words from *Word List 1*.





# Letter Cards

**s**

**a**

**t**

**p**

**i**

**n**

**m**

**d**

Cut out so you have separate *Letter Cards*





# Full Circle

## What does this game do?

- ✓ Reinforces segmenting words into phonemes
- ✓ Reinforces auditory processing skills

## Getting ready:

- Have the *Full Circle Word List 1*, included in this pack, ready. These are lists of words where only one phoneme changes at a time

For example:

**fat** pat cat can pan fan **fat**

- Give each child a mini-whiteboard and a marker pen

## What to do:

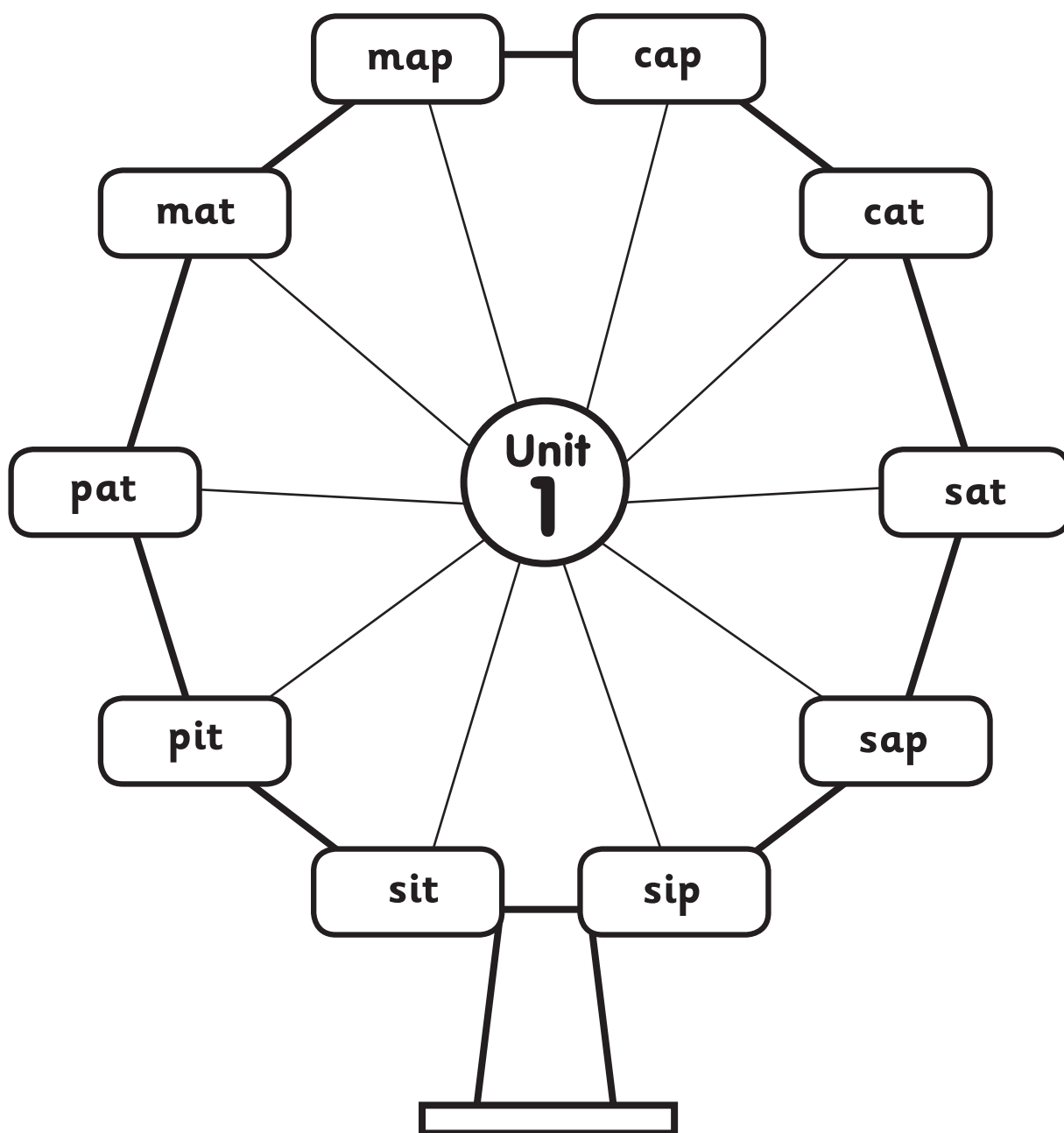
1. Ask the children to write the word *sit* on their whiteboards. Encourage the children to sound out each phoneme as they write it.
2. Tell the children they now need to change one phoneme to make the word *pit*. Sound out the word *pit* and encourage them to identify which phoneme has changed before they write the word. The children should then write the word underneath the word *sit*.
3. Repeat this procedure for the rest of the words on the *Full Circle Word List 1*. Ensure that the children identify the changing phoneme each time before they write the word.
4. When the children get back to the original word they shout 'Full Circle!'

N.B. You can play this game a number of times choosing different starting words each time.





# Full Circle Word List 1







# Word Bingo

## What does this game do?

- ✓ Reinforces knowledge of phoneme-grapheme correspondences
- ✓ Reinforces blending phonemes to read words so that they become automatic

## Set up:

- Copy the *Bingo Boards* included in this pack. One board per child
- Write 6 words from the *Unit 1 Word Cards* on each board (make sure that each board is different)
- Cut out the *Unit 1 Word Cards* and put in a pile face down in the middle of the table
- Have some counters ready to cover words
- Have the *Unit 1 Word List* handy

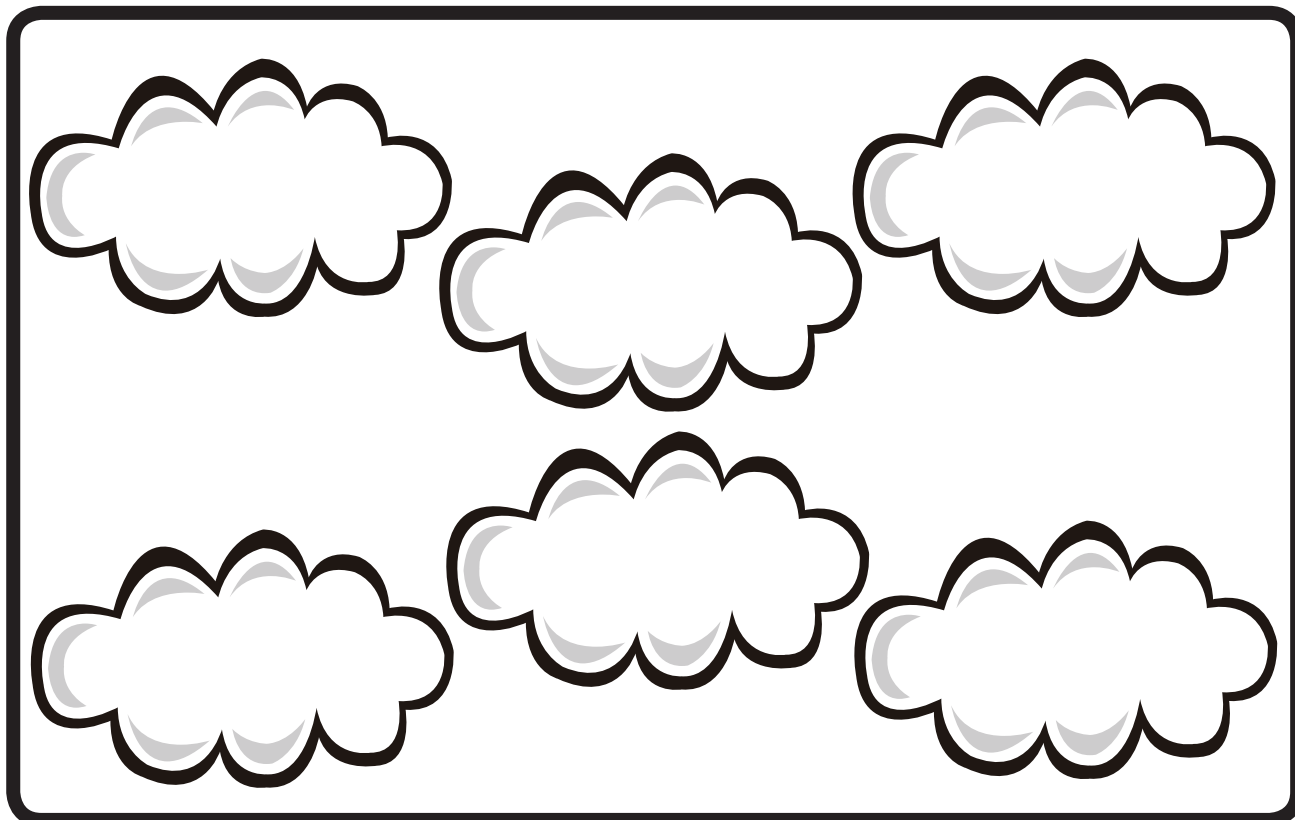
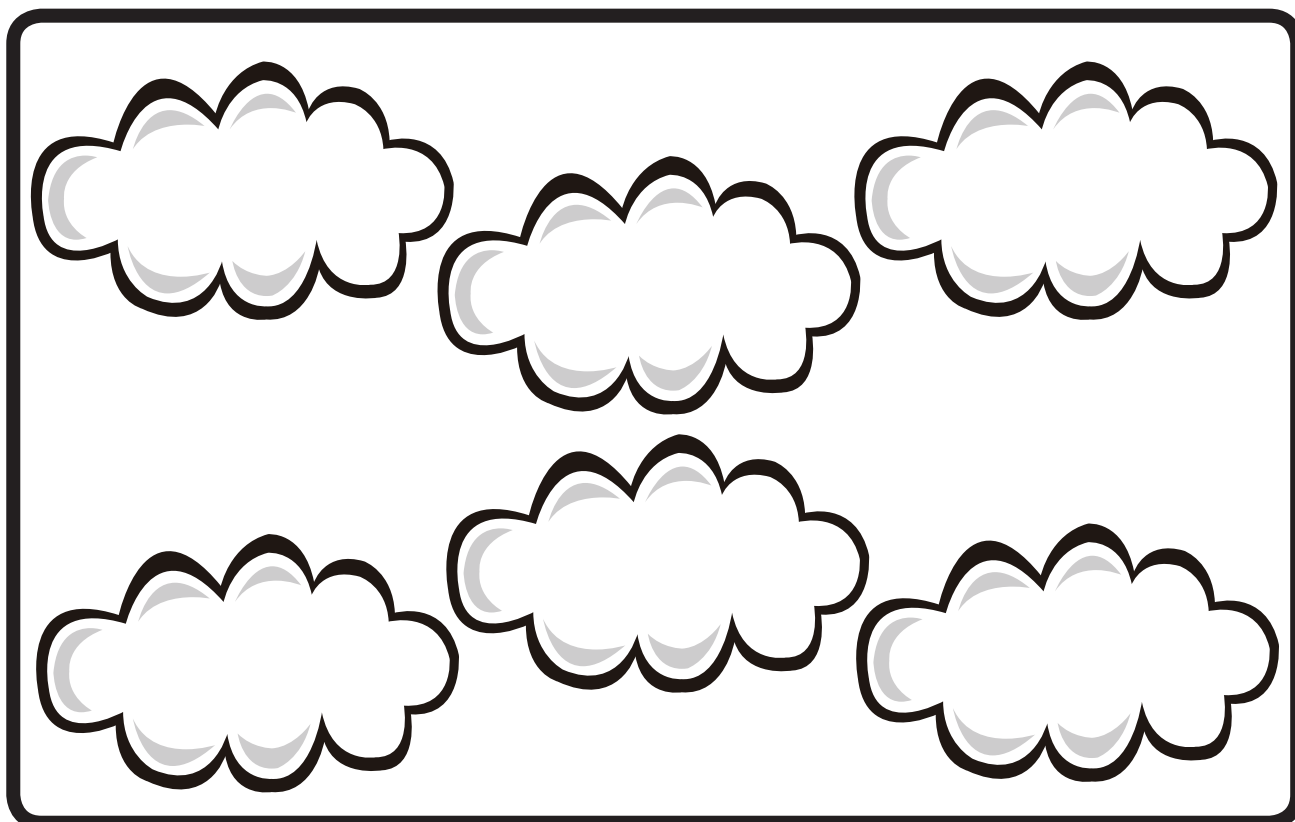
## What to do:

1. Give each child a *Bingo Board*.
2. Ask one of the children to turn over the first *Word Card* and read the word. If they have difficulty reading the word encourage them to sound out each phoneme and then blend together to read the whole word.
3. If the children have that word on their board they cover it with a counter.
4. Continue to play until one child has covered all the words on their board, they then shout "Bingo!" Ensure that children take turns choosing and reading the word cards.

N.B. This game can be made easier by using phonemes only. Rather than words write target phonemes on the *Bingo Boards* and use the *Letter Cards* included in this pack instead of *Word Cards*.



# Bingo Boards





## Unit 1 Word Cards

<b>tap</b>	<b>pip</b>	<b>din</b>
<b>nap</b>	<b>map</b>	<b>tip</b>
<b>Sam</b>	<b>sad</b>	<b>mam</b>
<b>sap</b>	<b>pit</b>	<b>dip</b>
<b>pan</b>	<b>mat</b>	<b>tan</b>
<b>did</b>	<b>man</b>	<b>dim</b>
<b>pin</b>	<b>sip</b>	<b>am</b>





Target Phonemes  
**s a t p i n m d**

**This week your child's home learning is:**

- Learning the camera words
- Word Building
- Fast Read

**Remember:**

- Each activity or game should be completed more than once
- Each session should last no more than 15 minutes
- The more your child practises these activities the more confident they will become
- The idea behind these activities is to build both your child's skill and confidence. Don't be afraid to help your child as much as necessary even if it means telling them the answer. Helping will ensure that your child feels successful and will want to play the activities again and again
- Each time your child completes an activity they can colour in an icon on the week's *Power Up Record*. If they complete 10 activities in a week their superhero will earn a new power!

**The concept of what your child is learning:**

These are the first 8 phonemes which follow the logic of one phoneme - one letter. Later on your child will be learning that sometimes a phoneme can be represented by more than one letter, e.g. ck as in *duck*.



# Learning Camera Words

## What are 'camera' words?

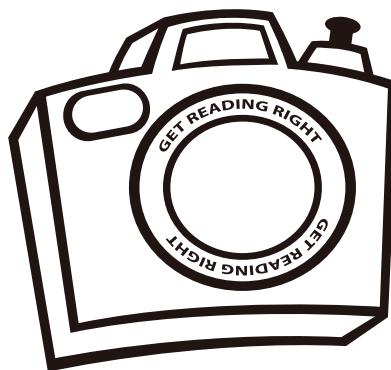
Your child is learning to read and spell using a synthetic phonics approach. This approach teaches children to read and spell using their knowledge of phonemes. Not all words that children will need at this stage in their learning can be decoded easily. This means that some irregular, high frequency words (sometimes called 'tricky' words) need to be learned a little differently at first. We call these camera words.

These camera words have been selected because they occur frequently in children's reading and writing but are not easily decoded at this stage in your child's reading.

The best way to learn these words is by lots of exposure along with some explicit teaching. The teachers at your child's school will be explicitly teaching children to:

1. Look at the word
2. Identify if there are any known phoneme-letter representations
3. Look at the tricky (irregular) bit
4. Take a photo in their mind to remember the word

You can help your child at home by being supportive of the school and knowing some fun ways to help your child.



# Learning Camera Words



## In the car

- Have a pack of *Photo Cards* ready for a drive
- Ask your child to read them to you in funny voices
- Ask your child to use them in sentences and you can guess which word he / she is holding



## At home

- Write camera words onto any chalkboards or surfaces at home that can be seen
- Place magnetic letters (lower case only) on the fridge and spell out the camera words
- Put a camera word on a cupboard door or the top of the bathroom mirror where it will be seen everyday



## Games

- If you have a deck of *Photo Cards* you can play many childhood favourites like "Go Fish" and "Memory"  
You can find some game rules at [www.getreadingright.com](http://www.getreadingright.com)
- Lay out the *Photo Cards* and play "I Spy"



## In the bath

- Any plastic bath toy can be used to teach camera words. Write the words on little rubber dummies, line them up along the bath and read them
- Write camera words on little plastic balls and ask your child to go bobbing for them in the bubbles!
- Lather up an arm or leg with soap and write camera words onto the skin



## Sticky, yukky and yummy!

- Use mini white-board to practise spelling words. These can be made to look 'yukky' by writing BIG, tiny, furry, or spiky letters. These boards make children more confident because mistakes are not seen as permanent
- Put flour in a baking tray and practice writing the words. This also works well with soapy bubbles in a baking dish
- Make cookies that have the camera words etched in using a toothpick. You can also pipe words using chocolate icing onto cupcakes and cookies
- Fill a yoghurt pot with water. Give your child different sized paint brushes and go outside and write 'water words' on the walls, driveway, playground or anywhere where the water will dry off easily
- Use face paint to paint words onto arms, legs and face



# Unit 1 Camera Words

**no**

**the**

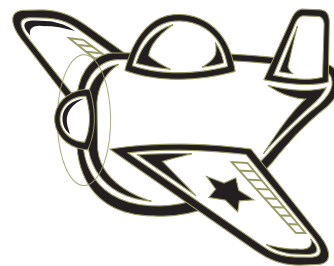
**go**

**to**

**I**

**he**





# Word List for Unit 1

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## Extension Words

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spit  
snip  
snap

## 5 Phoneme Words

stamp

Start by using the three phoneme words and then if your child is confident with these words you can move on to using any of the harder words in the extension section.







# Word Building

## Getting ready:

- Cut out the *Letter Cards* from this pack
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## What to do:

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3. Once the child has identified the beginning phoneme ask them to point to the matching *Letter Card*. Encourage the child to slide the card away from the other cards and directly in front of them.
4. Say the word again and ask the child to identify the middle phoneme in the word, again help as much as necessary. Slide the matching letter card next to the first letter.
5. Repeat for the last phoneme.
6. When the whole word has been built, point to each letter in the correct order and ask the child to give the phoneme for each letter. Then slide your finger under all the cards and read the whole word together.
7. Put the *Letter Card* back into their original position and repeat for other words from *Word List 1*.



# Letter Cards

s

a

t

p

i

n

m

d

Cut out so you have separate *Letter Cards*



# Fast Read

## Getting Ready:

- Cut out the *Unit 1 Word Cards* from this pack
- Put the *Word Cards* in a pile so the cards are face down

## What to do:

1. Turn over the first card from the pile. Ask your child to read the word. If he / she can read the word straight away then carry on turning cards over, reading the words as quickly as possible.
2. If your child struggles to read the word ask him / her to sound out each letter in turn (remember you want the sound NOT the letter names). Then blend the sounds together to read the whole word. If your child is still struggling to read the word then tell him / her what the word is and practise reading it two or three times.
3. Repeat for the next word in the pile.
4. To increase interest it is a good idea to time how quickly your child can read the words and then try to beat it the next time you complete this activity!
5. If your child becomes very confident then you can make this harder by asking him / her to write the words as you read them.





## Unit 1 Word Cards

<b>tap</b>	<b>pip</b>	<b>din</b>
<b>nap</b>	<b>map</b>	<b>tip</b>
<b>Sam</b>	<b>sad</b>	<b>mam</b>
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