

THE OXFORD READING TREE

Below are some ideas to reinforce the work we have been covering in class. It should be borne in mind that the children are at different levels. Some may be at activity 1 level and others could be capable of activity 7 and even beyond. The larger black and white pictures below could be cut out used to illustrate single words or sentences. Eg single word "Mum" Sentence "I can see Mum"

Duplicate the word flashcards. Cut out the pictures and word flashcards

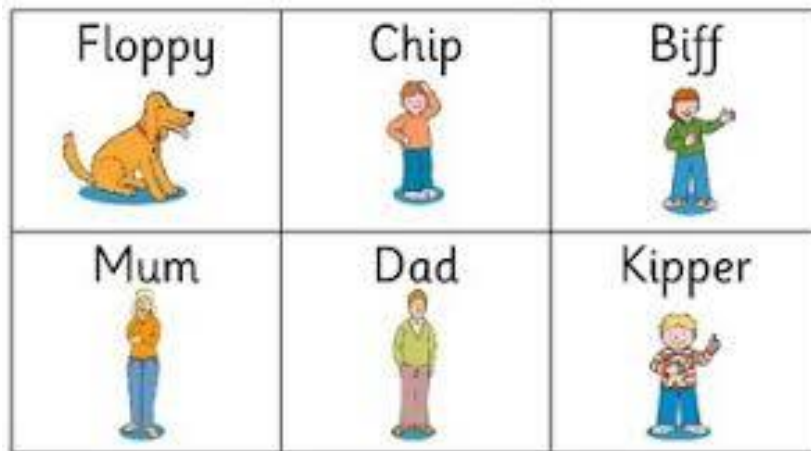
1. Using the picture cards ask your child to identify each character eg Who is this? (some children are not yet secure with the names of the characters)
2. Match flashcard to the pictures with words. (Your child is matching the words and identifying the character)
3. Having made 2 sets of the words, ask your child to match them. This is getting them used to noticing the differences in the whole words.
4. Using the pictures (No words) get your child to match the picture of character with its name on the flashcard
5. Put three of the character names on the table and ask your child to point to each one in turn. E.g. Where is Kipper? – child points to the word Kipper. Introduce the other three characters.
6. Eventually lay out all 6-character words and get your child to read them.
7. Introduce the words **I can see**. With these words you can then ask your child to put the following in a sentence and eventually copy write it. Eg **I can see Floppy**.
8. You can then introduce - **the, and, a, is** They can then form sentences with the cards e.g. **I can see Biff and Chip. Floppy is a dog. Etc.**

Please give lots of praise for all their efforts.

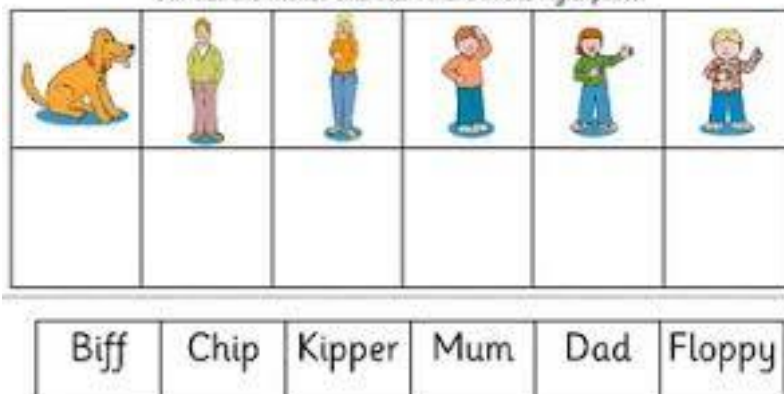
MAKE 2 SETS OF THESE WORDS

Biff	Chip	Kipper
Floppy	Mum	Dad
I	can	see
dog	is	the
and	a	

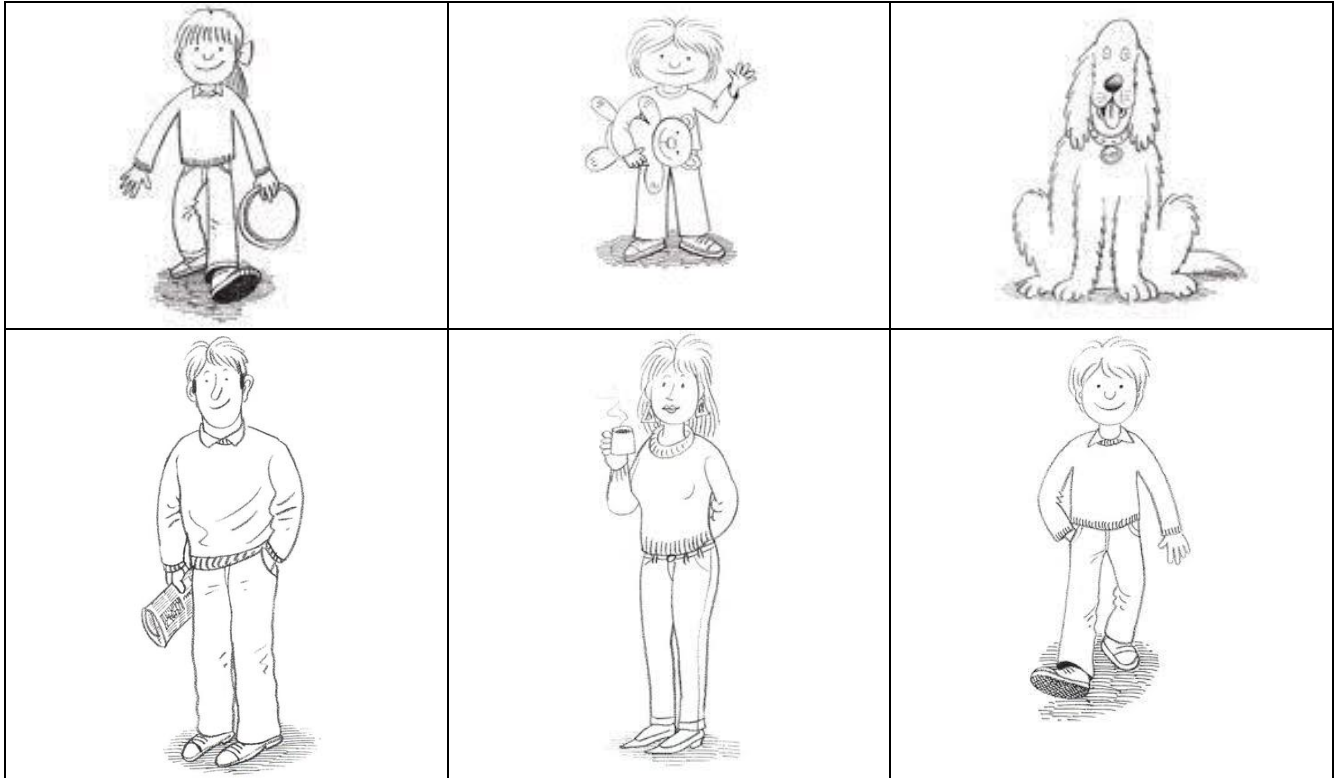
SEE BELOW



Cut out the names and stick them in the right place.



SEE BELOW



PHONIC WORK

The children have been introduced to all the initial single sounds. Some know them all and are beginning to blend them to make CVC words e.g. c-a-t, and others are still in the early stages of recognising a few. Do not worry as this is quite normal, particularly considering some children are still only 4 years old.

- When reading the key words above, do not get them to sound them out apart from using the initial letter as a clue e.g. If they forget the word Floppy, give a clue by seeing if they know which sound it begins with. If they say, “f” then ask whose name begins with “f” If they don’t know the sound, tell them the word and make a note to go over the stages above.
- When the children are doing their letter formation practice, ask them the sound each letter makes.
- Select about 4 letters and find a number of objects or pictures beginning with those sounds. Ensure they can vocalise all the objects and ask them to listen to the initial sound. Having done this, you can then play I Spy using only those objects or pictures in front of you.

SEE BELOW

A worksheet







Ensure your child can identify the characters verbally.

Point out the words under the chart. Get your child to vocalise them.

Encourage him/her to read "I can see" and then to write the correct name copying from under the chart.

They can then copy write under the sentence. Remind them about capital letters, spacing of words and full stops.

As another exercise they could cut out the large pictures of the characters above. Stick them on a piece of plain paper and then write the sentence next to the picture.

	I can see
	I can see
	I can see
	I can see
	I can see
	I can see

Kipper Mum Chip Floppy Dad Biff