|  |  |
| --- | --- |
| Child |  |
| Where are they up to? |  |
| Sounds to Practise

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ay** | **ue** | **ew** | **a\_e** |  |
| **ou** | **ue** | **oe** | **e\_e** |  |
| **ie** | **aw** | **au** | **i\_e** |  |
| **ea** | **wh** | **ey** | **o\_e** |  |
| **oy** | **ph** |  | **u\_e** |  |
| **ir** | **ew** |  |  |  |

 |
| Tricky Words to Practise

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **oh** | **their** | **people** | **Mr** | **Mrs** |
| **looked** | **called** | **asked** |  |  |

 |
| Reading WordsUse the sounds from the chart above to create words for you child to sound out and blend together.E.g. pl**ay**, t**oy**, gl**ue**, scr**ew** | Exampleplay whichabout whotried phonicsseat blewtoy knewbird toeglue automaticSue monkeyRaw Evemade cubebone time |
| Writing WordsPractise writing these High Frequency Words with you child:Said, so, have, like, some, come, were, there, little, one, what, when, do |