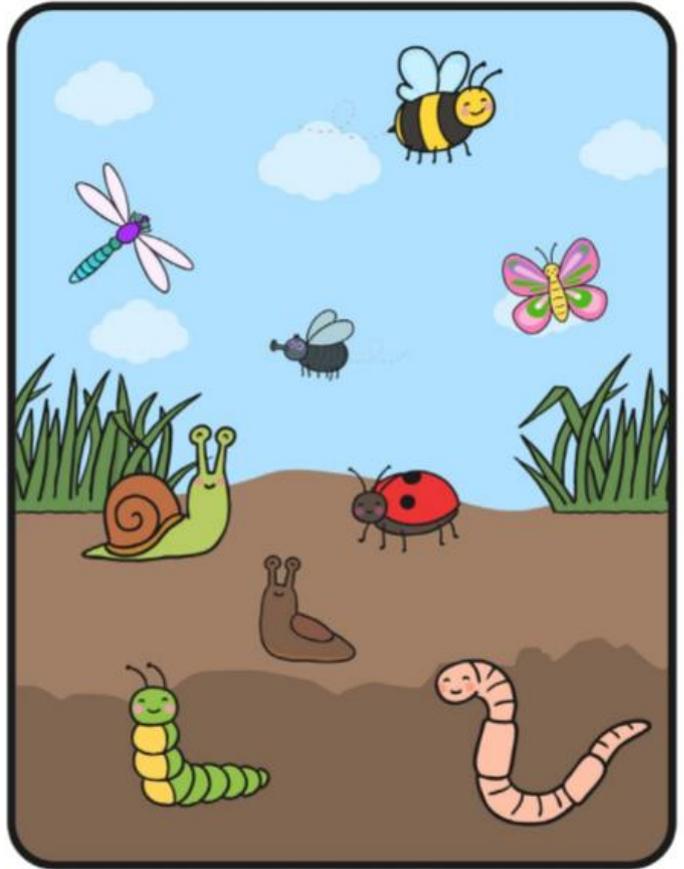
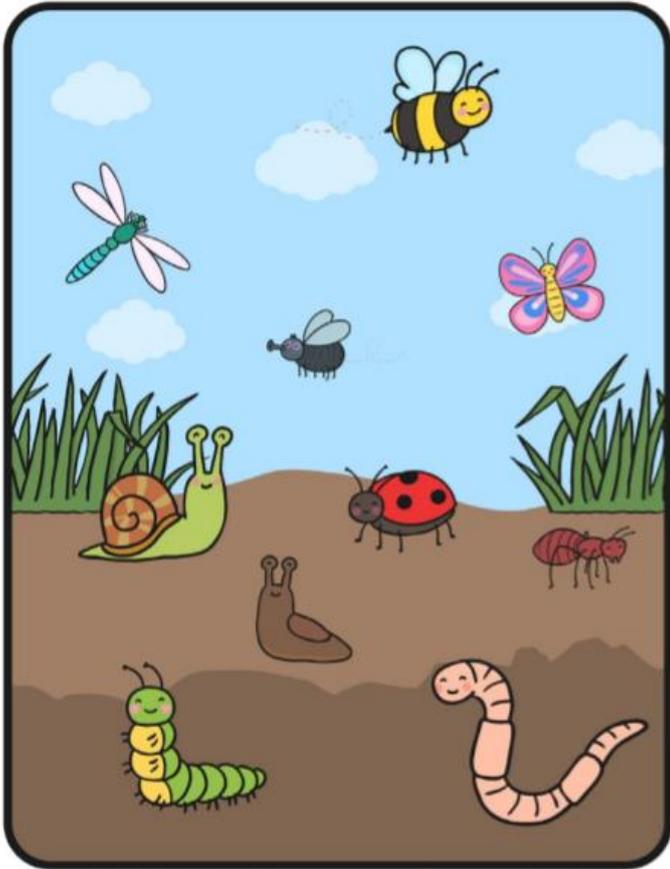


There are 6 differences between the two pictures. Can you spot them? You might find it easier to go to view and enlarge the image

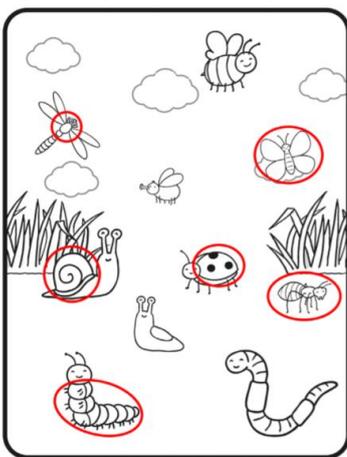
Spot the Difference

There are 6 differences in the pictures below, can you find them?



Spot the Difference

Answer sheet



Reading

Please continue to read with your child, I advise daily. It doesn't have to be for a long period of time, 5 minutes a day, 5 times a week, will greatly benefit your child. Reading is crucial for children to be successful in all areas of learning. Keep it fun, discussing characters, their feelings and looking at the illustrations. Please continue to write a comment in your child's reading diary at least 3 times a week.

I appreciate that you have probably read your school book time and time again at home, so I have a few suggestions below to keep your child engaged:

1. [Green word and red word practise](#) I have attached copies of this below and you can add to this to suit your child. Practising this daily will be beneficial to your child. I advise short blasts of practise, lasting around 5 minutes but every day.
2. Please visit [Oxford Owl](#) where [books](#) can be found to suit your child's reading level for free. You can create a free account. Read Write Inc. phonics resources can also be accessed from this website. Alongside this, I have attached a copy of the phonics sounds below.
3. You can access great resources for free during this home school period from www.twinkl.co.uk/offer by signing up and making your own account.

Enter the code: CVDTWINKLHELPS...The code can change so please visit [Twinkl Resources Facebook page](#) for updates and a video of how to sign up for free. Twinkl provides you with a range of resources including not only reading and phonics activities but all other subjects. This will ensure you can keep reading engaging with a range of new and old stories available for download to suit your child's interests.

4. Remember you can continue to read a variety of story books you already have available at home, including magazines and games that encourage reading.
5. Alongside reading daily, you could pick tasks from the choices below like drawing two identical pictures and then adding 6 differences to the one, telling the story in your own pictures/words, stop in the middle of a story and predict what happens next or think about a different ending. .

Task 1 – Comprehension

(It is expected that your child reads this independently however if they are unable to do so, you can support them so they can complete the task)

This task is all about your child's ability to read and understand something.

Can you follow these instructions?

1. Draw a big circle at the bottom of the paper
2. Draw a smaller circle on top of the big circle
3. Draw an orange triangle in the middle of the small circle
4. Draw two black dots next to each other above the triangle
5. Draw two black dots one on top of the other in the middle of the big circle

What have you drawn?

Ask a member of your family to try. Did their picture look the same as yours?

Task 2 – Inference

(Please read the questions to your child if they are unable to do it independently, listen to their answer and discuss if further)

There are no wrong answers in this task, encourage your child to say what they think, right or wrong. If they are unsure, ask them to have a go) This task is all about your child coming to a conclusion about what is happening based on evidence (what they can see in the picture) and coming to their own conclusions.



1. What do you think is happening in the picture?
2. How do you know that it is night time??
3. Who do you think they are waiting for?
4. How do you think they are feeling

Owl Babies is a story about three young owls who are missing their mother and wondering when she will come home.

Can you think of a time when you were away from the person who usually takes care of you and you felt worried or unhappy?"

Think quietly for a moment and then share your thoughts with your family.

Use this hyperlink to go on to the Literacy Shed <https://www.literacyshed.com/the-picture-book-shed.html>

Listen to the story.

[Owl Babies by Martin Wadell](https://www.youtube.com/watch?v=SOEbU2IBnP4)

<https://www.youtube.com/watch?v=SOEbU2IBnP4> use this hypelink so that you can read the text as it is being read aloud.

When you get to the page where the three owls are sitting in different spots in the tree, can you work out which owl is which?

When you get to the part where the owls close their eyes and wish for their mother stop and close *your* eyes and imagine what might happen next.

Task 3 – comprehension

When you have read this book think about these questions

1. -How does the mother owl take care of her babies? (Evidence in the text: the nest description at the beginning, discussion about mother bringing back mice)
2. -What dangers might owls face in the woods? (Evidence in the text: "Or a fox got her!")
3. -Why were the owls awake at night? (Connect to prior knowledge of nocturnal animals or to an informational read-aloud)
4. -Why did Sarah think all three owls should sit on her branch? (Inference: She felt they would be safer together or she was frightened and wanted her siblings close to her...)
5. -What are some differences between the mother owl and her babies? (Mother has brown feathers, babies have white down; mother hunts for food, babies stay at home; mother can fly, babies cannot fly yet)
6. -If you were one of the baby owls in this story, what would you have done when you found your mother was not home? (Use information from the book and personal experience to create an alternate plot.)
- 7. Do you think it was a good idea for the baby owls to leave their hole and wait on the branches? Or should they have stayed inside? (Analyse and evaluate the story.)

Writing



Top tips

- A sentence is one idea. Each sentence must have a capital letter, finger spaces and a full stop.
- Say out loud or in your head the sentence you are going to write about before you write it.
- Reread what you have written to check it makes sense.
- Remember to correct any letters that you write the wrong way around!
- All letters sit on the line.
- If the task is about a story, encourage your child to use lots of role play and act out each story, this will make it engaging and enable them to complete the task

Writing Checklist

In class we have a writing checklist to support the children in writing a good sentence.

Before I write a sentence I...

Think it (What sentence do I want to write?) say it (remember a sentence is one idea)

Fred it (sound out each word) and write it

As I write, re read it and check it makes sense

Check for a capital letter at the start of the sentence

Check for a full stop at the end of the sentence

Finger spaces

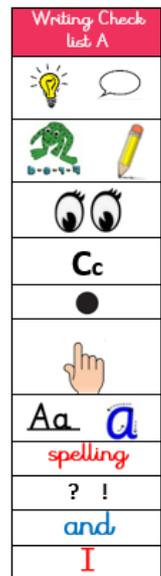
Letters are on the line and formed correctly

Check spelling (red words such as 'was' are spelt correctly)

Has the correct punctuation been used? ? !

Sentence structure – Have I used a conjunction 'and' to join ideas together?

Have I used the personal pronoun 'I' and spelt it correctly?



two

Handwriting practise

If your child would like some handwriting practise, you can practise the tasks below. (I must say, this is one of our favourite times of the day, the children really enjoy seeing the progress they make!) You can support your child in the following:

- I can write my full name using and forming capital letters correctly
- I can form digits 0-9 correctly.
- I can form lower case letters in the correct direction, starting and finishing in the correct place. (When your child is confident with pre-cursive only then would we move onto joining letters)
- I can form capital letters (correct size and formation)

sing

sing

Aa Bb Cc Dd

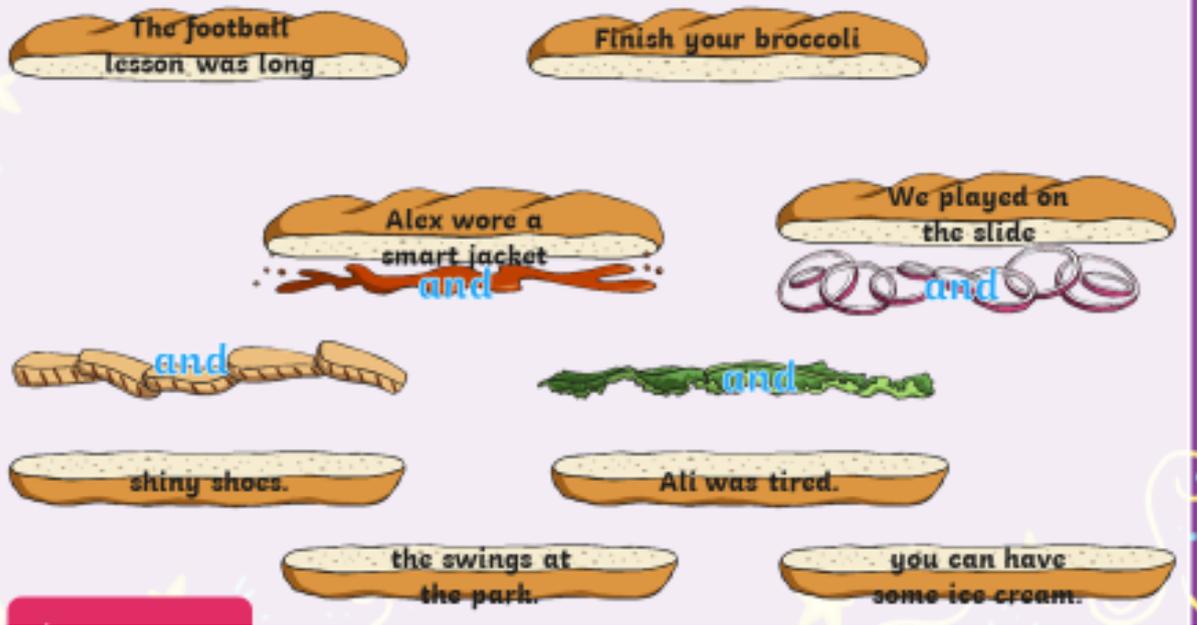
Pre-cursive

joining

E.g. Capital letters and lower case formation

Using and

The word **and** is a bit like the filling of a sandwich that keeps two parts of a sentence together. Can you read the sentences on the bread and then choose which two sentences go together with **and** as the filling?

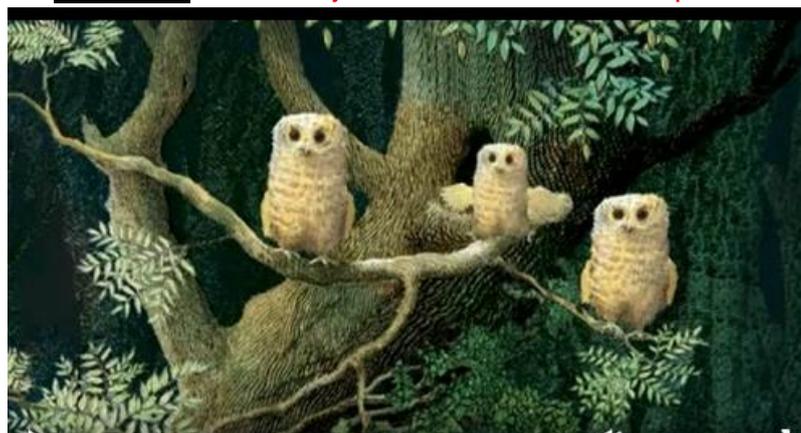


Task 1 - Write a prediction about what might happen next in a story.

Using the story Owl Babies by Martin Wadell . Think about how you made a predictions to what might happen next in the story.

Now think about a different way this story could have ended. Use sentences with capital letters and full stops correctly. Also try to use the conjunctions 'and' in some of your sentences.

Task 2 - To use adjectives to describe this picture



Below is a selection of adjectives. An adjective is a describing word. Can you select the appropriate adjectives to describe how the owl babies had to be brave when their mother wasn't home. Select appropriate adjectives to describe the owls and put the adjectives into sentences.

dark	shining moon	white	largest
afraid	thick branch	fluffy	medium-sized
white	beautiful	smallest	soft

Task 3 – To think of 4 or more questions

The children must be beginning to punctuate sentences with a question mark. Can you think of 4 or more random questions that you want to find the answer to and write them down? Remember to use a question mark. 'A question needs an answer' is what I tell the children to help them begin to understand the difference between a statement and a question is. Your questions should be linked to facts about owls and their babies.

Example question: How many babies does an owl usually have?

After you have written down your questions, perhaps you could find some time to sit with an adult and do some research find out the answer?

Task 4 –

a

Practise writing these spellings.

see _____

look _____

too _____

c

Write these two sentences again, but as one sentence, joining them with 'and'.

Mum got a car. I got to go in it.



e

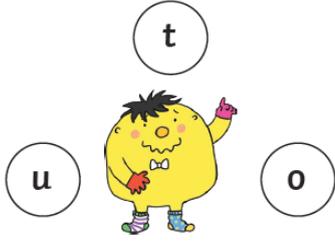
Tick the correct sentence.

Get the pen now!

Get the pen now?

b

Which tricky word has Mr Whoops been juggling with?



d

Circle the words you think should have a capital letter.

chair dan josh

f

Tick **one** word that can have '-ing' added to the end to make a new word.

for

cook

high

b) out c) Mum has got a car and I got in it. D) Dan Josh e) Get the pen now!
f) cooking

Task 5 – To use singular and plural.

Can you sort the words on the coins into plural and singular?
Click on each coin to see the answer.

How many more words can you think of to go in the plural treasure chest?

Task 6

Now use the skills you have been practicing -
using and
adjectives
questions
tricky words
Singular and plural

Opinion Writing - The owl babies were awake at night. Would you rather be awake at night or during the day? Draw and write to tell why.

Example

When the **nights** get **dark** early **and** it is **freezing** cold I do not like it very much. Sometimes there are **strange noises** and you cannot see into the pitch-black air! An owl comes swooping down but you only feel the **gentle** breeze. How do you know it is safe outside under the half moon?

Task 8 – To write a set of instructions.

Using the story Owl babies by Martin Wadell write some instructions on how to hunt for food .

This is an example of how you might start.

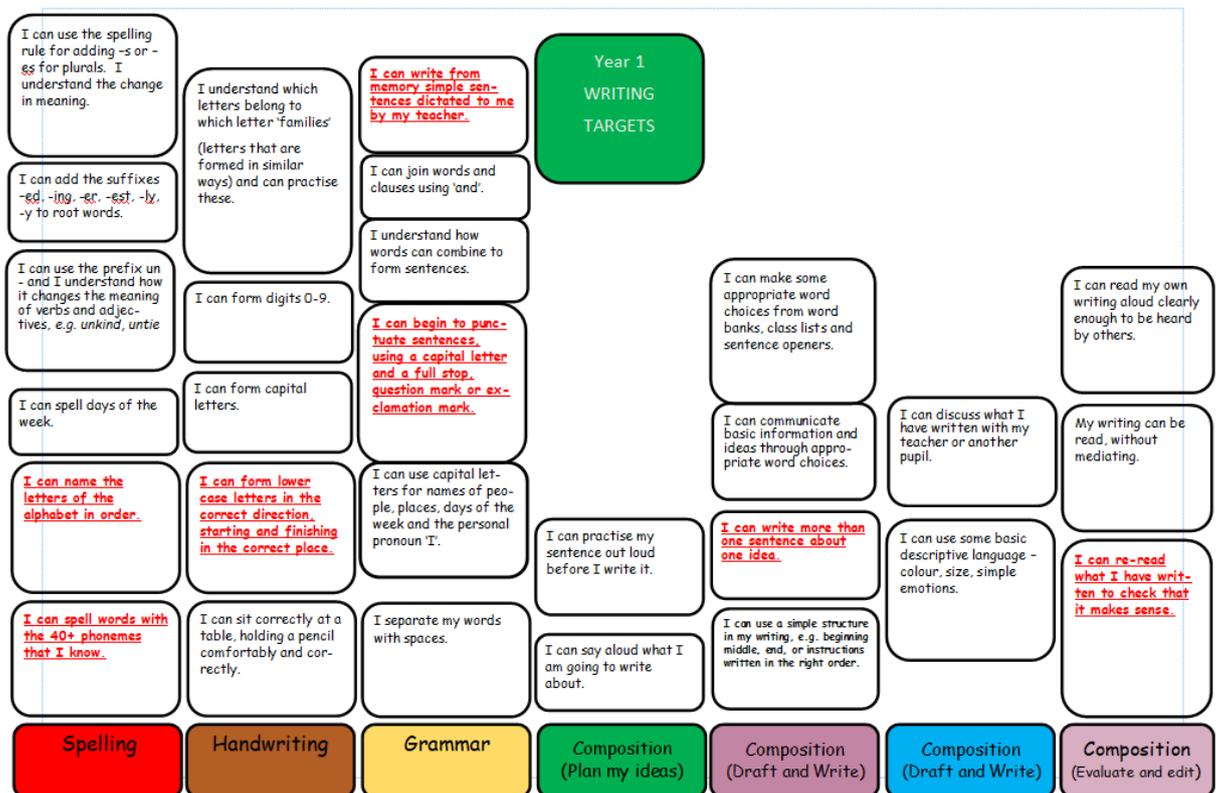
First, wait until the owl babies are settled and asleep.

Next, leave the nest quietly.

First	Then	Next	After that	Finally
-------	------	------	------------	---------

- You could edit your writing by correcting the spelling of a red word/s (words you can't sound out) such as was/of/there/what/where/one/once

(Please ensure your child is not being asked to correct too many words as this can be disheartening - only one or two in each task, if you choose this challenge. You may know your child can read the red word 'was' but they spell it wrong, so you ask them to correct this word because you know they can spell it. You can let your child use a pen, rather than a pencil, to make the editing process exciting!)



Phonics

The tasks below can be practised time and time again in different ways, with a focus on different sounds and to suit your child's needs. Use your ongoing phonics assessments with your child to find out what sounds they're finding tricky and continue to practise those sounds.

Task 1

You can make an ongoing list of words with not only split digraphs in but any other sounds you many want to practise. You could find words to add to your lists whilst reading your book each day.

a_e - **cake** i_e - **bike** o_e - **bone** u_e - **flute** e_e - **eve**

use this link to listen to listen to the above phonics

<https://www.youtube.com/watch?v=L7faYbLL1s>

then join in with this song

use this link to listen to the long vowel ue u-e and ew

<https://www.youtube.com/watch?v=CDBHgJG1oiQ>

Task 2

You can make your own alien and real word game. You could make a real alien (Bob), a fake alien (Obb) and a selection of word cards. You can put the real words into the real alien's mouth and put the fake words into the fake alien's mouth.

e.g. cake – real word

keaK – fake word



A version of 'Buried Treasure'.
Blend to read the words on the
snacks. Are they real or fake?
Great for: Practising blending



Task 3

I have attached the phonics document below that includes all the sounds your child needs to know. We practise these daily in school on our stuck line as you saw in our class assembly. You could make your own stuck line/flash cards using the sounds. You could then make your own word cards to add to each sound. For example the phonics card 'are share and care' you could add the word cards. 'share' 'compare'



Task 4

You could make your own snap game using words using any sound you think your child needs practise with.

Task 5

You could use chalk and write words on the ground outside, focusing on a particular sound each day.

Task 6

You can visit the following website to access past phonics screening papers.
<https://www.gov.uk/government/publications/phonics-screening-check-2019-materials>

Task 8

Please continue to use the phonics resources I have previously sent home such as 'green words list' and practise daily (You can make your own list and add some new words for your child to read) This list has all the sounds your child needs to learn alongside examples of words with the sound in. Again, could pick a sound a day to focus on.

Task 9

Use online free websites such as www.phonicsplay.co.uk or [Purple Mash](#) where your child can access phonics resources or games.

Task 10

You could practise the spellings below daily. You can ask an adult to do a spelling test on a Friday. Days of the week can be practised daily until your child can spell them.

Spelling list		
Week 1	Week 2	Week 3
today	his	she
of	you	my
said	your	go
are	they	here
were	we	there
was	me	where

e.g. suggested layout

Days of the week Sunday Monday Tuesday Wednesday Thursday Friday
Saturday

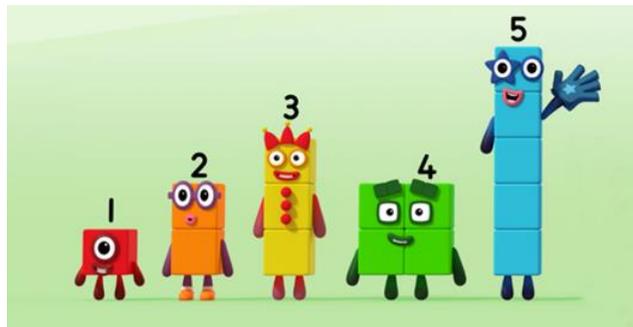
Remember phonics can be incorporated into everyday life. This could be when the children are using their phonics to help them read the cereal packet, a game or a book and in many other ways.



Top tips

- You should use drawings or real-life objects such as toys to help you work out the answer.
- Only use numbers below 20 when thinking of your own equations. When you child is secure with numbers 20 and below only then would you use bigger numbers. Using bigger numbers doesn't make it harder.
- Always make links with real life problems
- **Please continue to work on tasks using all four calculations – addition, subtraction, multiplication and division. Make it interesting by using different word problems and real life scenarios**

Continue to use Cbeebies Number blocks programme to help support the practical teaching of many mathematical concepts including problems that cover all four calculations. The show also shows doubling and halving, fractions and arrays, alongside many more.



Task 1

Ongoing task - Practise counting forwards and backwards from any given number to 100. You can use the 100 square to support your child in this task. .Now draw an empty 100 square for your child to have a go at filling in.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Task 2

Count in 5's and colour in each number as you get t it.

What do you notice about the pattern?

Continue to practise counting forwards and backwards in 2's, 5's and 10's.

2's – 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

5's – 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55

10's – 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

Challenge

Draw another 100 square and count in twos. Shade or colour in each number. What do you notice about this pattern?

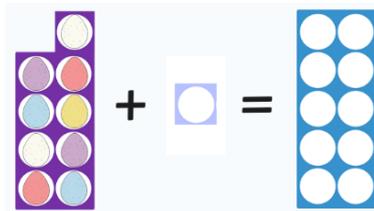
Cut out numbers 1 to a 100 and take out every 10th number. Put them in order from the smallest to the largest.

What do you notice about these numbers?

Task 3

Continue to practise your number bonds to 10 and 20 using drawings or practical object (addition) If your child is not confident in number bonds to 10, please continue to work on them before moving onto number bonds to 20.

Can you use your knowledge of number bonds to 10 to help you work out the number bonds to 20?



$$9 + 1 = 10$$

Task 4

All four calculations - How many ways can you make a 5, 6, 7, 8 or 9 and beyond. Are you quick with this? Do you know them without even having to work it out? Can you do it in your head? You can record your ideas on paper. Encourage your child to mentally work out the equations, you can then give your child some objects such as pasta shells or you cars to check their equations are correct.

For example, how many ways can you make 6?

e.g.

$$0 + 6 = 6 \quad 1 + 5 = 6 \quad 2 + 4 = 6 \quad 3 + 3 = 6 \quad 8 - 2 = 6 \quad 7 - 1 = 6$$

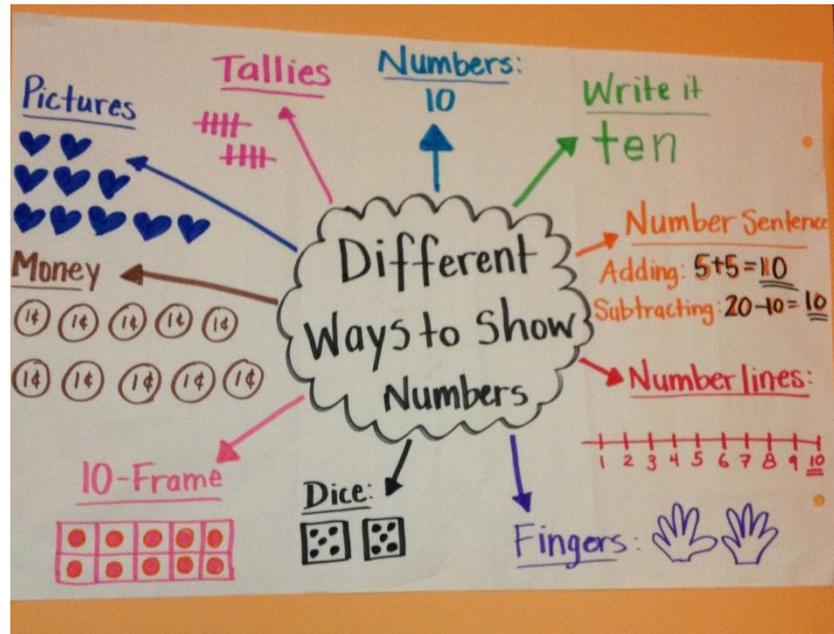
$$6 + 0 = 6 \quad 5 + 1 = 6 \quad 4 + 2 = 6 \quad 10 - 4 = 6$$

Challenge – Can you think of more ways to make a number than using addition and subtraction? Can you use multiplication or division?

$$2 \times 3 = 6 \quad 12 \div 2 = 6 \quad 3 \times 2 = 6$$

Task 5

There are many ways we can represent numbers. Can you represent different numbers?



Task 6

Ongoing tasks - Can you practise subtraction / taking away? Write equations down or ask your family to write some equations for you.

E.g. There were 24 chocolates in the bowl. My sister ate 13 How many are left? You can draw this story. Draw 24 sweets and cross out 13 to find out the answer.

Activity ideas - Remember your child will need something to help support them in working out the answer. This could be practically by using toys/pasta shells or anything they can count, a pen and paper for drawing their own working out. They can also always try some of the equations mentally by counting back.

- You could make your own version of the game below

Snakes and Ladders



You will need...

- The Snakes and Ladders Board Game board
- A dice
- A counter per player

How to play...

1. Players take it in turns to roll the dice. The player with the highest number goes first, the person with the second highest goes second and so on.
2. The player moves the counter the number of spaces shown on the dice **and completes the calculation on the square they land on.**
3. If a player lands on a snake's head, the player's counter slides down to the square at the snake's tail.
4. If a player lands on the bottom of a ladder, the player's counter climbs up to the square at the top of the ladder.
5. The first player to reach the finish is the winner.



13-5= 21	8-4= 22	20-8= 23	10-5= 24	Finish 25
18-12= 20	9-3= 19	10-7= 18	15-1= 17	20-10= 16
4-3= 11	14-7= 12	16-3= 13	7-5= 14	5-1= 15
11-6= 10	17-5= 9	15-11= 8	2-2= 7	12-10= 6
Start 1	17-9= 2	6-2= 3	20-4= 4	9-8= 5

If you do not have a printer available, you can ask an adult to draw/make your own versions of the style of questions above. You can find more ideas from [Twinkl.co.uk](https://www.twinkl.co.uk)

Task 7

Use this link to get on to White Rose Hub Maths Yr 1

<https://whiterosemaths.com/homelearning/year-1/>

Click onto Wk8 (w/c 15th June)

Work through the video clip and then through the other lessons

Summer Term - Week 8 (w/c 15th June)

Lesson 1 - Make arrays

Make arrays

Arrays have rows and columns

Rows

Lesson 2 make doubles

Lesson 3 Make equal groups (sharing)

Lesson 4 Make equal groups (grouping)

Then go back to **Summer Term - Week 7 (w/c 8th June)** and try the maths challenge. You could practice this weeks videos too: Counting in 2's, 5's, 10's and adding equal groups.

Task 8

Can you practise doubling single digit numbers?

Task 9

The children need to be able to read and write numbers from 0-20 in digits and words.

Can you practise writing them down daily? You can ask an adult to make a chart with missing sections like below. Can you fill in the missing sections? If you prefer you could just make a list.

e.g.

digit	word
1	one
2	?
3	?
4	?
?	five
?	six

RE
Miracles



The Storm at Sea



Jesus went
out to sea
in the boat
with his
friends.

It got very windy.
The waves were leaping into the boat.



The storm was getting worse.
Would they all drown in the sea?



Jesus
was
asleep!
The
disciples
were
terrified.



The sea was
roaring around
the boat.

What should
the disciples
do? Why?



They called
Jesus to help
them.

Jesus got up.

He asked the
disciples why
they were
afraid?



Jesus spoke to
the wind and
to the waves.
"Peace" he
said.
"Be still."



Jesus told the wind to stop blowing and the sea to be calm. All was calm again. The wind and sea obeyed Jesus. The disciples were amazed.



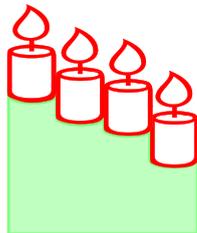
QUIZ

1. What happened when Jesus went out to sea with his friends?
2. Why were the friends afraid?
3. What did they do?
4. What did Jesus do?
5. What does this tell us about Jesus?

Let Us Pray

Dear Jesus,
We ask you to look
after fishermen and all
who work at sea.

We thank you for the
people who help to look
after us: mums, dads,
teachers ...



Attached is a link from Cosmic Kids Mindfulness programme.

<https://www.youtube.com/watch?v=so8QN9an3t8>



Spread of Infection

- Microbes can cause infection like colds and flu which make you sneeze and have a runny nose
- Microbes spread easily between people through snot and sneezes
- We can stop microbes spreading by using a tissue when we sneeze and washing our hands.



Game

- Illness Spreading Game



Activity

Horrid Hands

- Microbes get on our hands from the things that we touch or by coughing or sneezing
- When should we wash our hands?

NOW WASH YOUR HANDS!



Use this hyperlink to sing the washing hands song.

<https://www.youtube.com/watch?v=S9VjeIWLnEg>



Make a fun poster to remind us how to keep safe.



What do we mean by seasons and weather?

Talk about what the weather is like. Try to name different types of weather. Ask them whether the weather is the same all year through in our country?

Establish a time-line

Name the different months and write them on strips of paper. Place them in the correct order in a line. Find the present month on the timeline and your children to stand there. Establish which season they are in. Place down 2 colour cones on the months that show the start and end of that season. Repeat with the other three seasons using different colours of paired cones.

If you can't do this outside draw a big table with the columns like this: Put the months into the correct season.

Winter	Spring	Summer	Autumn

	<p>Make a set of sheets that show the weather in different seasons. Place this in a pile face-down on the playground. Select a sheet and then place it in the correct place on the time-line.</p> <p>Use this link to practice a song about the months of the year</p> <p>https://www.youtube.com/watch?v=5enDRrWyXaw</p> <p>then use tis link for the seasons</p> <p>https://www.youtube.com/watch?v=8Zjpl6fgYSY</p>
Music	Learn the songs throughout this pack.
D&T / ART	<p>Task 1</p> <p>Paint or draw a picture from the story ‘The Owl Babies’ by Martin Wadell Gather some materials and make a nest for your owl babies. Use this link to help you.</p> <p>https://www.youtube.com/watch?v=5XopCrm4oHI</p> <p>Research how the eggs of an owl look like and paint some hardboiled eggs to look like the. Remember to add the correct number of eggs to the nest.</p> 
Geography	<p>Task 1</p> <p>Find a map of Great Britain online. Choose a day and decide what the weather is like in Shropshire. Use a symbol for this eg cloudy, rain, sunny, windy, cold. Then choose other parts of the country and find out what the weather is like in that area.? Draw one of the symbols according to what you have found out.</p> <p>Challenge: Find out where some of your relations might live or where you might have been on holiday. Are they experiencing the same weather as you?</p>
PSHE	<p>Attached is a link from Cosmic Kids Mindfulness programme.</p> <p>https://www.youtube.com/watch?v=so8QN9an3t8</p>
PE	<p>Task 1</p> <p>To stay active you can join in with Joe Wicks’ home work outs, every morning at 9am. You can find this on YouTube.</p> <p>Task 2</p>

	Cosmic Kids Yoga is available on YouTube. Perfect for any moments you need 10 minutes of calm. https://www.youtube.com/user/CosmicKidsYoga			
How do I think I have done?	How much effort have I put in? (Tick one)	I have tried my hardest	I have put some effort into my work	This is not my best work
Teacher comment				

Green word practise

sh	th	ch	ng	nk	qu
ship	thin	chip	thing	think	queen
hush	thank	chain	wing	stink	quest
cash	sloth	much	sing	thank	quick

ar	or/oor	air	ir	ou	oy
start	door	fair	whirl	shout	boy
car	for	hair	twirl	out	toy
far	short	chair	girl	mount	annoy

ay	ee	igh	ow	oo	oo
May	keep	high	blow	poo	look
play	see	tight	snow	zoo	book
say	deep	sight	slow	woo	cook

<u>a</u> e	i <u>e</u>	<u>o</u> e	ea	u <u>e</u>	<u>e</u> e
cake	time	phone	tea	brute	Eve
fake	nice	home	sneak	flute	sleeve
bake	smile	alone	weak	hute	achieve

<u>ai</u>	<u>oa</u>	<u>ew</u>	oi	ire	ear
snail	goat	chew	spoil	fire	ear
rain	boat	new	coin	tired	hear
pain	throat	stew	loin	fired	fear

er	aw	ow	<u>ure</u>	are	<u>ur</u>
better	paw	cow	pure	care	nurse
letter	dawn	now	cure	share	purse
per	yawn	tower	<u>fu</u> re	pare	turn

tion	wh	ph
addition	whale	phone
attention	when	phonics
celebration	what	dolphin

Year One common exception words - Please practise reading and spelling the words below until your child has learnt them.

Year 1 Common Exception Words

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

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a b c d e f g h i j k l m n o p q r s t u v w x y z

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

<p>th with think thank</p>	<p>sh hush shop posh</p>	<p>ch chip chin church</p>	<p>qu Queen quick quit</p>	<p>ing thing string ring</p>	<p>ink think wink stink</p>
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My Phonics Speed Sounds (Set 2) Mat

My Phonics Speed Sounds (Set 3)

<p>ay "May I play" play, day.</p>	<p>ee three, been.</p>	<p>igh high, night.</p>	<p>ow "Blow the snow" blow, low.</p>	<p>oo "Poo at the zoo" too, zoo.</p>	<p>oo "Look at a book" took, look.</p>
<p>air "That's not fair" fair, stair.</p>	<p>ir "Whirl and twirl" girl, bird.</p>	<p>ar "Start the car" car, start.</p>	<p>or "Shut the door" sort, short.</p>	<p>ou "Shout it out" out, shout.</p>	<p>oy "Toy for a boy" toy, boy.</p>

<p>ur nurse, purse, curse</p>	<p>er better, letter, tower</p>	<p>oy toy, boy, annoy</p>
<p>oi spoil, coin, voice</p>	<p>ire fire, hire, inspire</p>	<p>ure sure, cure, pure</p>

<p>ai snail, rain, train</p>	<p>a_e make, late, hate</p>	<p>ea tea, neat, speak</p>	<p>y Mary, fairy, angry</p>	<p>u_e brute, flute, dude</p>	<p>ew chew, few, drew</p>	<p>ow brown, cow, power.</p>
<p>e he, she, we, me</p>	<p>i_e smile, nice, time</p>	<p>o_e phone, home, alone</p>	<p>oa goat, boat, float</p>	<p>aw yawn, lawn, yawn</p>	<p>are care, share, dare</p>	<p>ear hear, spear, fear</p>

100 High Frequency Words

a
about
all
an
and
are
as
asked
at
back
be
big
but
by
called
came
can

children
come
could
dad
day
do
don't
down
for
from
get
go
got
had
have
he
help

her
here
him
his
house
I
I'm
if
in
into
is
it
it's
just
like
little

look
looked
made
make
me
Mr
Mrs
mum
my
no
not
now
of
off
oh
old

on
one
out
people
put
saw
said
same
see
she
so
some
that
the
their
them
then

there
they
this
time
to
too
up
very
was
we
went
were
what
when
will
with
you