



## The boat adventure – ANSWERS AND GUIDANCE

### 1. Match them up!

Read and point to each word. Encourage your child/children to identify the picture and draw a line. Get them to repeat after you say the word.



rain	lake	read	sky	boat	rope



Read Pam's spelling rules together with your child/children. Highlight the relationship between the spelling and the sound. Point to the letter(s) which make the sound (e.g. **ay**), say the sound, and encourage your child/children to repeat. Point to the example word (e.g. **play**), say the word, and encourage your child/children to repeat. Emphasize how the sound is related to the spelling of word by blending the sounds together while pointing at the letter(s) making the sounds (e.g. **p-l-ay**).

### 2. Find the spelling!

Make the long 'a' sound. Encourage your child/children to repeat. Now say the words, slowly. Help your child/children identify the letter(s) in the word that make the long 'a' sound. Encourage them to look back at Pam's spelling rules above.



'a' sound:	<u>s</u> ail	day	spa <u>c</u> e	l <u>a</u> ke	ra <u>i</u> n	pl <u>a</u> y
'e' sound:	se <u>a</u> t	spee <u>d</u>	rea <u>d</u>	me <u>a</u> t	stre <u>e</u> t	flea <u>e</u>
'i' sound:	si <u>d</u> e	li <u>g</u> ht	li <u>f</u> e	sky	fri <u>g</u> ht	cry
'o' sound:	bo <u>a</u> t	arrow	sl <u>o</u> w	ro <u>p</u> e	ro <u>a</u> d	no <u>s</u> e
'u' sound:	flew	phew	mule	cu <u>b</u> e	few	cu <u>t</u> e



### 3. Sound it out!

Encourage your child to look at the spelling of each word and identify the vowel sound which that spelling makes. Now encourage your child/children to sound each word out sound by sound, pointing to each letter or letter combination in the word (e.g. **b-i-k-e**, **f-ee-d**), first slowly, but then more quickly, until they are 'blending' the sounds together to say the word. Ask your child/children to write the words in the correct box. Give help where needed and lots of praise.



b- <u>i</u> -k- <u>e</u>	d- <u>u</u> -n- <u>e</u>	h- <u>ea</u> -t	h- <u>o</u> -m- <u>e</u>	s-t- <u>ay</u>
f- <u>ee</u> -d	c- <u>oa</u> -t	c- <u>a</u> -k- <u>e</u>	d-r- <u>y</u>	n- <u>ew</u>
long 'a' sound	long 'e' sound	long 'i' sound	long 'o' sound	long 'u' sound
stay cake	heat feed	bike dry	home coat	dune new

### 4. Draw a picture!

Read the sentences with your child/children word by word. Focus on the words with the target spellings. Encourage them to first identify the sounds from the spelling, then sound each word out, 'blending' the sounds together to say the word. Help them with any 'tricky' words such as 'the' by simply pointing and saying the word. Refer your child/children back to images in previous exercises or in the story if they can't remember the meaning of the words. Then encourage your child to draw a picture to illustrate the sentences. Give praise and encouragement at all stages.



R <u>ai</u> n and l <u>igh</u> tning in the s <u>ky</u> !	They <u>nee</u> d help in the <u>boa</u> t on the <u>l</u> ake!
The <u>rescu</u> e <u>crew</u> helps with a <u>rope</u> !	<u>Rea</u> d the words on the <u>sp</u> y <u>pa</u> d!