

Level 4 Week 1 Workbook - Adult Guide



Level 4

The pupil workbook is designed to provide your children with opportunities to consolidate and practise the core phonics skills they have learnt during their daily phonics teaching. Once children are familiar with the structure of the workbook, they should be able to work through most of the activities independently, while you spend time working with those children who would benefit from further adult support.

Read/Spell the tricky words.

For Lessons 1 to 4, children will alternate practising this week's tricky words for reading and spelling. Encourage children to read each tricky word and identify the tricky part. This will have been discussed during the daily phonics teaching. Colour the part of the word that they find tricky. On spelling days, children should then practise writing each of the tricky words for spelling three times. Encourage children to say the letter names as they spell out each word.

Read and match.

Blending to read words - Encourage children to sound out and blend to read each of the decodable words. They may find it helpful to draw sound buttons under each word to help them. Look at the pictures and draw a line to match each word with the correct picture.

Read the sentences.

Blending to read sentences - Encourage children to use their blending skills to sound out the decodable words in each sentence. They may find it helpful to draw sound buttons under each decodable word to help them. Tricky words should be read by sight. For Lessons 1 to 4, after reading the sentences, children should look at the illustration and tick the sentence that matches the picture. Lesson 5 features a longer text and space to draw a picture, providing children with opportunities to consolidate the week's new learning and practise more sustained reading.

Spell the words.

Segmenting to spell words - This activity can be completed as a dictation or as an independent practice activity - the words can be found in the table below. Encourage children to say the word aloud slowly, count each phoneme and write down the letter/grapheme for each phoneme as they say it. Children should then be encouraged to check what they have written by reading it back (sounding it out).

Write the sentences/Complete the silly sentences.

Writing dictated sentences - This is an adult-led dictation activity. It can be completed as a whole class or in smaller focus groups. Read aloud the sentences for the day - found in the table below. Repeat the sentences multiple times. Encourage children to count how many words there are in the sentences and write down each word in order. Remind them how to segment to spell decodable words and to check their spelling of any tricky words. Encourage children to work as independently as possible and to refer to their sound mats or your classroom sounds display for support. Lesson 5 includes three sentences with blank spaces for the children to add some of the words practised this week and create silly sentences.

Writing Words and Sentences Dictation

Level 4 Week 1 Lesson 1

Spell the words.

lamp, hand, bank, help

Write the sentences.

The lamp is pink and fits in the tent.

The wind sank the ship with the bent sail.

Level 4 Week 1 Lesson 2

Spell the words.

fist, send, hump, milk

Write the sentences.

The bulb fell off the shelf.

Gulp the milk then see the film.

Level 4 Week 1 Lesson 3

Spell the words.

nest, gift, wept, dust

Write the sentence.

We lift the pink box next.

She got rid of the dust on the box in the loft.

Level 4 Week 1 Lesson 4

Spell the words.

sand, left, pond, sink

Write the sentences.

The damp nest fell on the sand.

At the next turn he went left.

How confident do you feel?

Self-evaluation - Encourage children to reflect on how confident they feel about using the focus adjacent consonants for reading and spelling. Ask them to tick, circle or colour the face which best matches how they feel. Make a note of any children who indicate that they are less confident as they may need further consolidation.