

Some **new** words to read and spell;

<b>qu</b>	<b>ch</b>	<b>sh</b>	<b>th</b>	<b>ng</b>
quiz quiff quick	chin much chap	shot rush shell	this thin with	long sing hang
<b>ai</b>	<b>ee</b>	<b>igh</b>	<b>oa</b>	<b>oo</b>
raid wail maid	been feed keep	sight right tight	toad moat foal	mood fool boom
<b>oi</b>	<b>ow</b>	<b>ow (oa)</b>	<b>ar</b>	<b>or</b>
coin soil quoit	cow down town	bow snow blow	park farm card	sort fork born

## 'combination' words

cheep	sharp	booth	coach	looking
sheet	shark	tooth	north	farmyard
sheep	short	thing	torch	lightning
teeth	harsh	thorn	chain	orchard

These are the sounds we have introduced so far. Practise them as much as possible, reading them **and spelling them** and reading and **writing words** that contain the sounds (a few common words have been given as ideas but the list of options are extensive) - and remember the children will read the words in print but should be **writing them in cursive** ☺ Make up short 5/6 word sentences that use both *tricky words* and the words containing the sounds we have learnt. Encourage them to write *tricky words* correctly and use the sounds we have learnt to spell others. Make sure they are using finger spaces between words and using a capital letter and full stop for each sentence. E.g. *The toad was in the road. My coat is torn. We are in the park. I have a sharp tooth.*