

Dear Parents,

This week we are learning words that contain -ed. For example: jumped, looked, gasped, yelled, hunted, started, shouted and wished.

The tricky words to focus on for reading and spelling are:

**April, July** (reading)

**please, lived** (spelling)

For children coming to school:

We will be teaching lessons 1 and 2 to Bubble A (children coming in on Mondays and Tuesdays).

We will be teaching lessons 4 and 5 to Bubble B (children coming in on Thursdays and Fridays).

You will then be able to teach the other lessons on the days that the children are not at school.

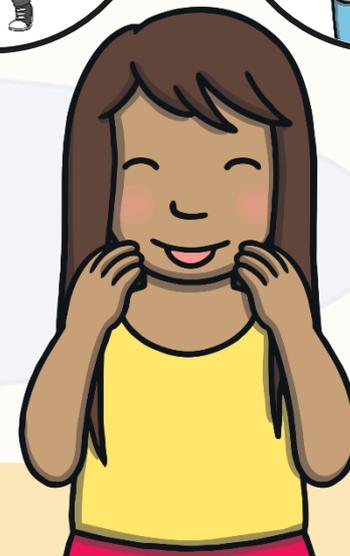
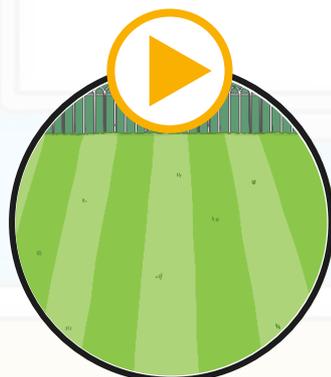
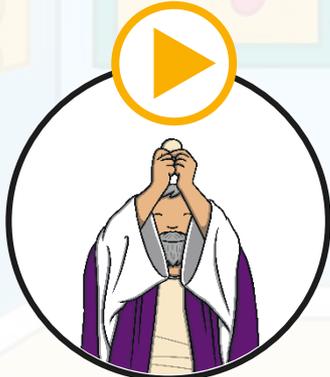
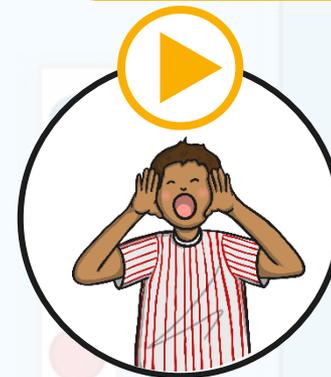
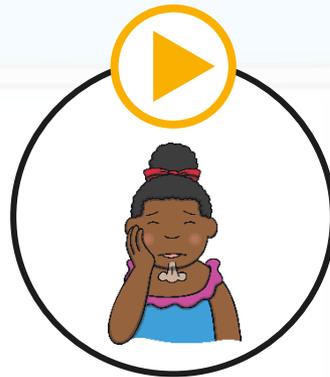
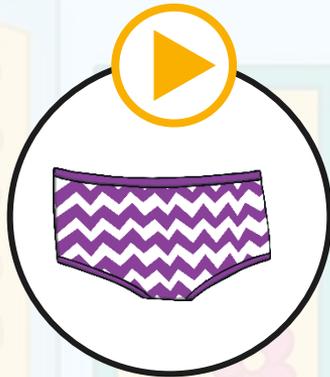


# Adding -ed Strange Sentence!

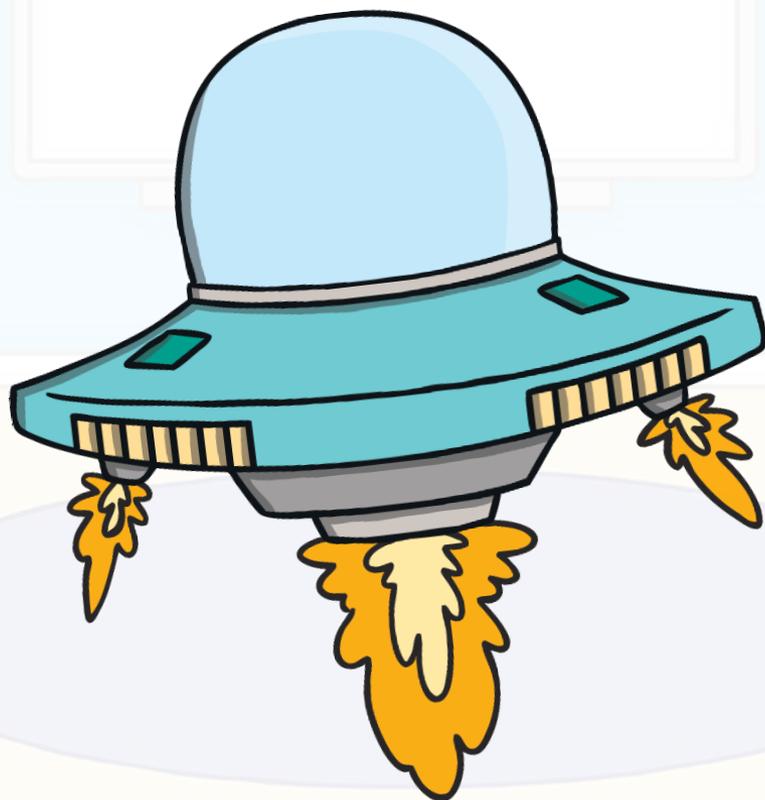


Let's revisit last week's focus words...





Read the common exception words as they appear on the screen.  
Watch out for the common exception words 'April' and 'July'!



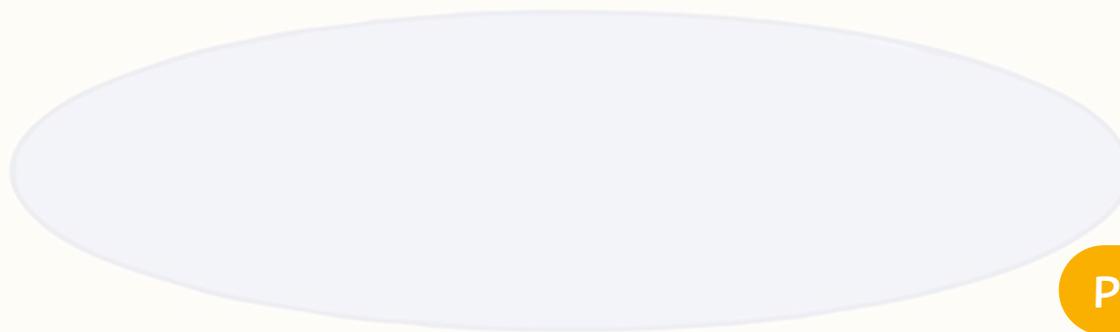
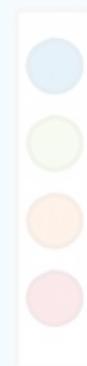
Here are this week's focus words for reading...



April

July

Teach



Play



Today, we are learning to read words that contain -ed.

You can teach adding -ed as a spelling rule rather than as a new sound for the children to learn. In Level 6, children will learn more about -ed as a suffix and when to use it.



Click me for Kit's teaching tips!

When you see an **-ed** at the end of a verb, it means that it happened in the past. Let's say these examples:

jump**ed**

gas**ped**

-ed goes at the end of a root verb. It changes the verb from present tense to past tense. 



Click me for Kit's teaching tips!

Sometimes, the -ed makes the /d/ or /t/ sound and sometimes it makes the /id/ sound. Let's say these examples together:

/d/

jump**ed**

/ed/

hunt**ed**

In some examples, the short -ed will make a /t/ sound in words such as 'jumped'. Sometimes, the long -ed sound will make an /id/ sound as in 'started'. The latter often depends on the regional accent.



Click me for Kit's teaching tips!



It was a drizzly **April** morning and the start of a new school week. Mum was walking Kit and Sam to school. “I cannot wait to start our new topic!” said Kit excitedly. “Me too!” replied Sam.



“Oh, what topic is this?” asked Mum.

“We had a class vote,” said Sam.

“And Aliens was the most popular,” added Kit.



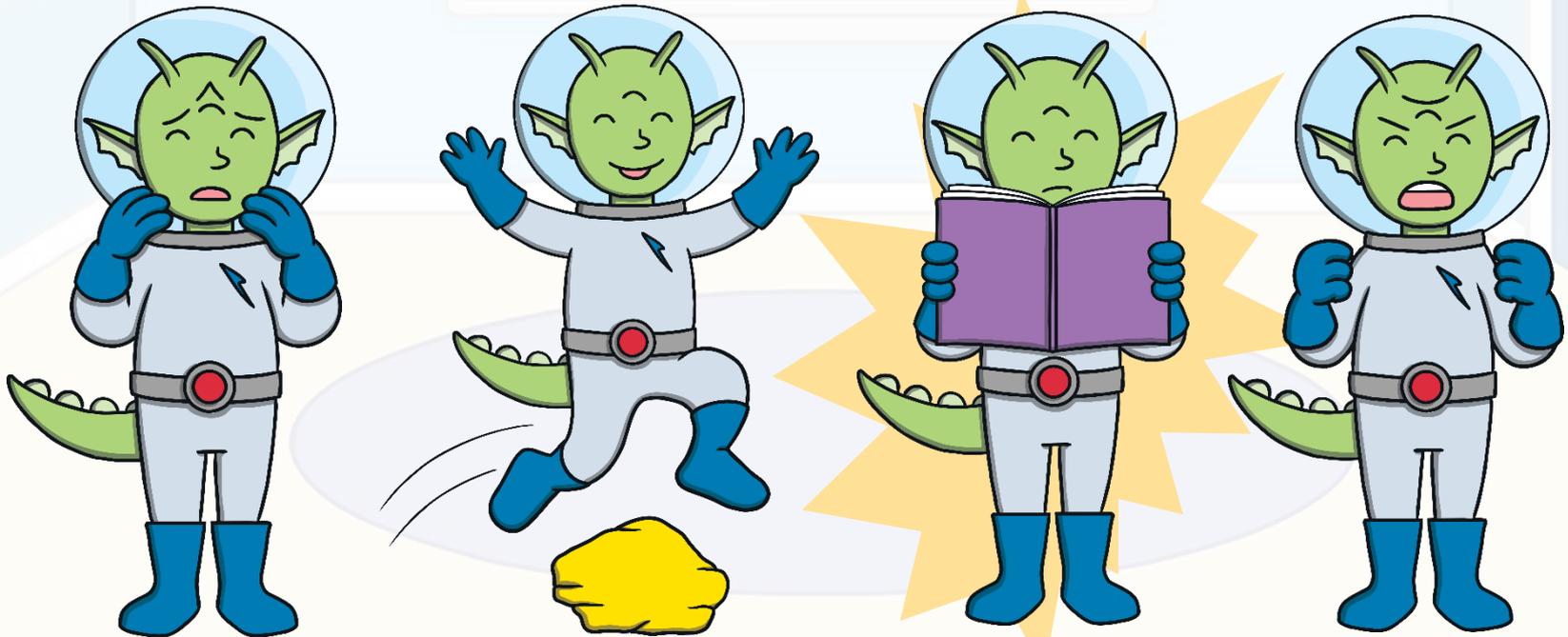
“Aliens?” queried Mum. “Don’t you both have a book about an alien?”  
“Jay the Alien,” replied Kit.  
Kit gave Sam a little wink, remembering the time Jay visited their  
school.

What has Jay the Alien just done? Can you read the words and match them to the correct picture?

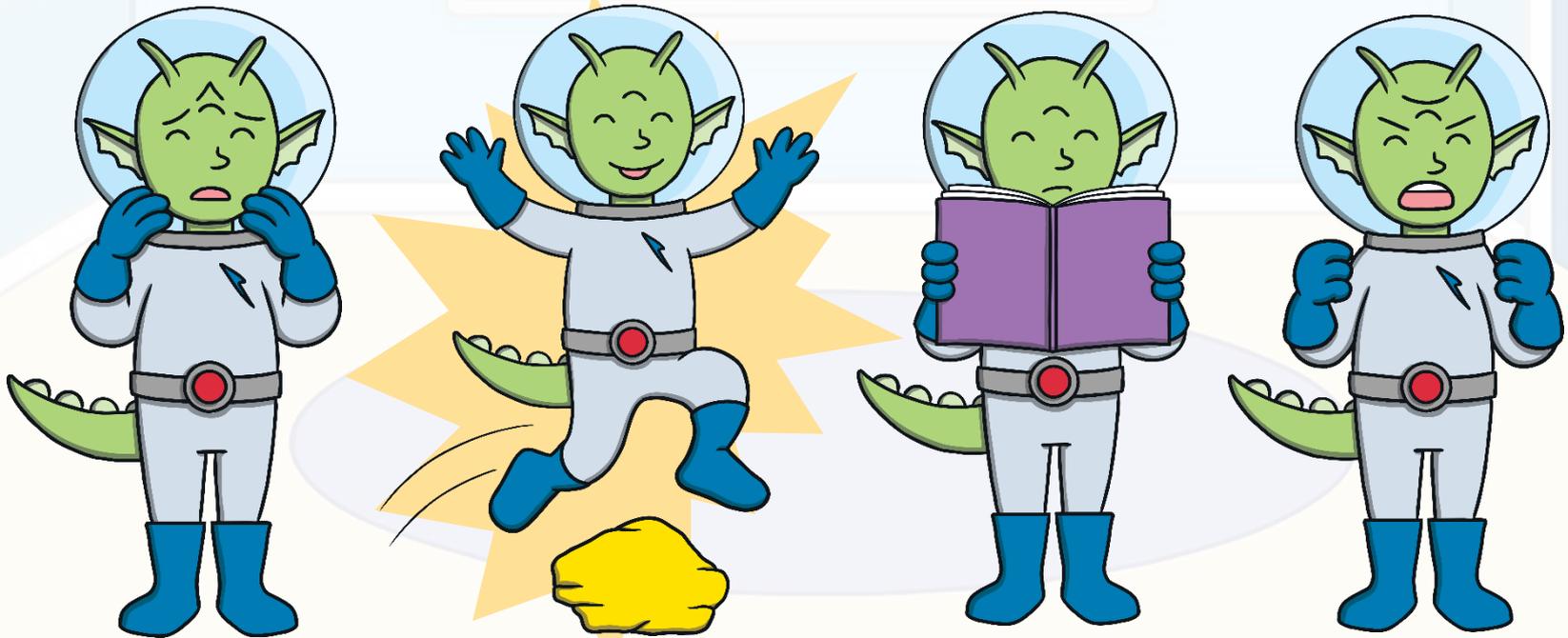
*Hint: They all end in -ed and are in the past tense!*



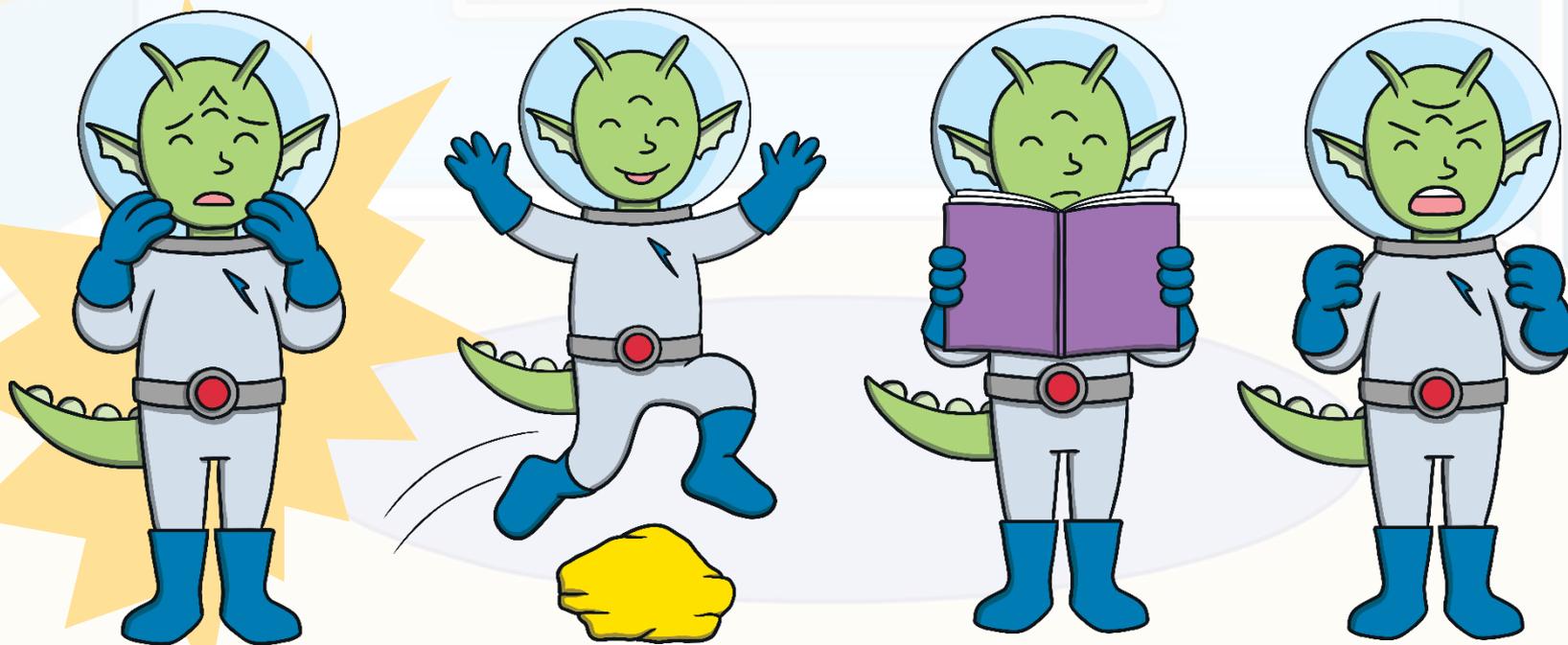
# looked



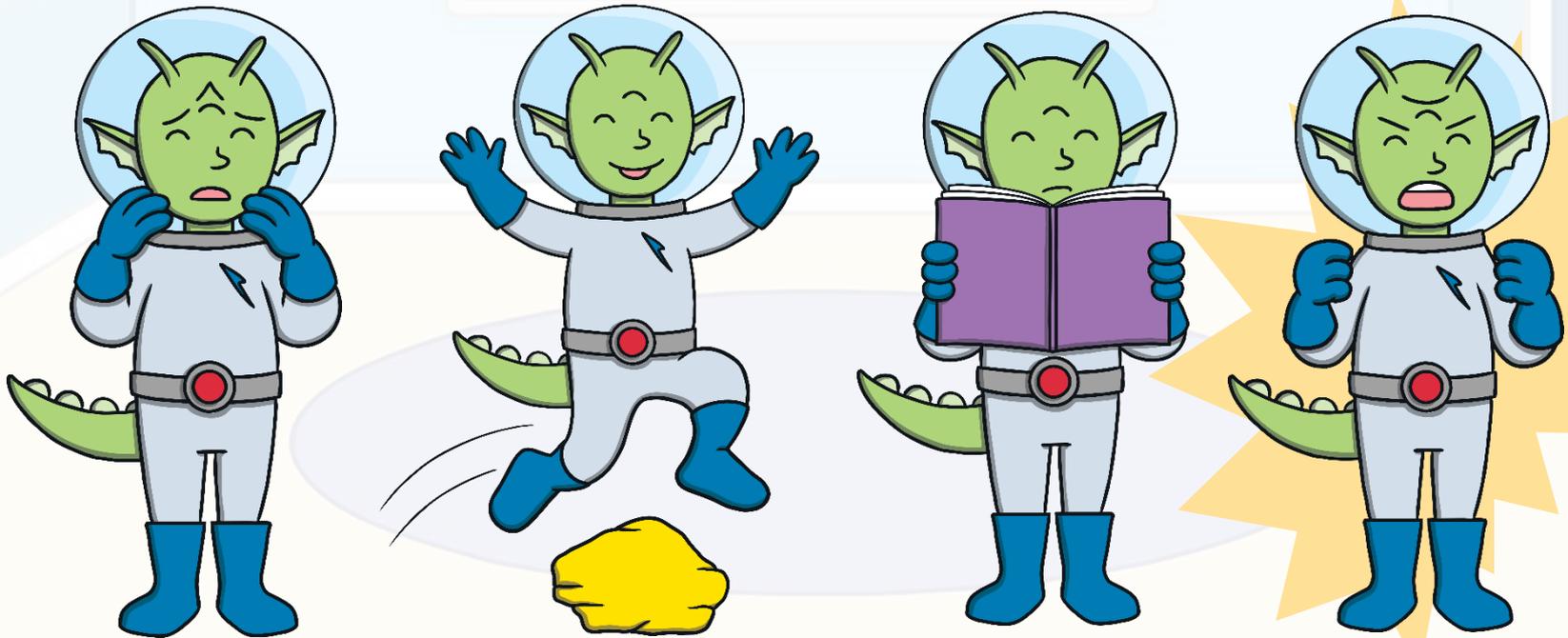
# jumped



# gasp



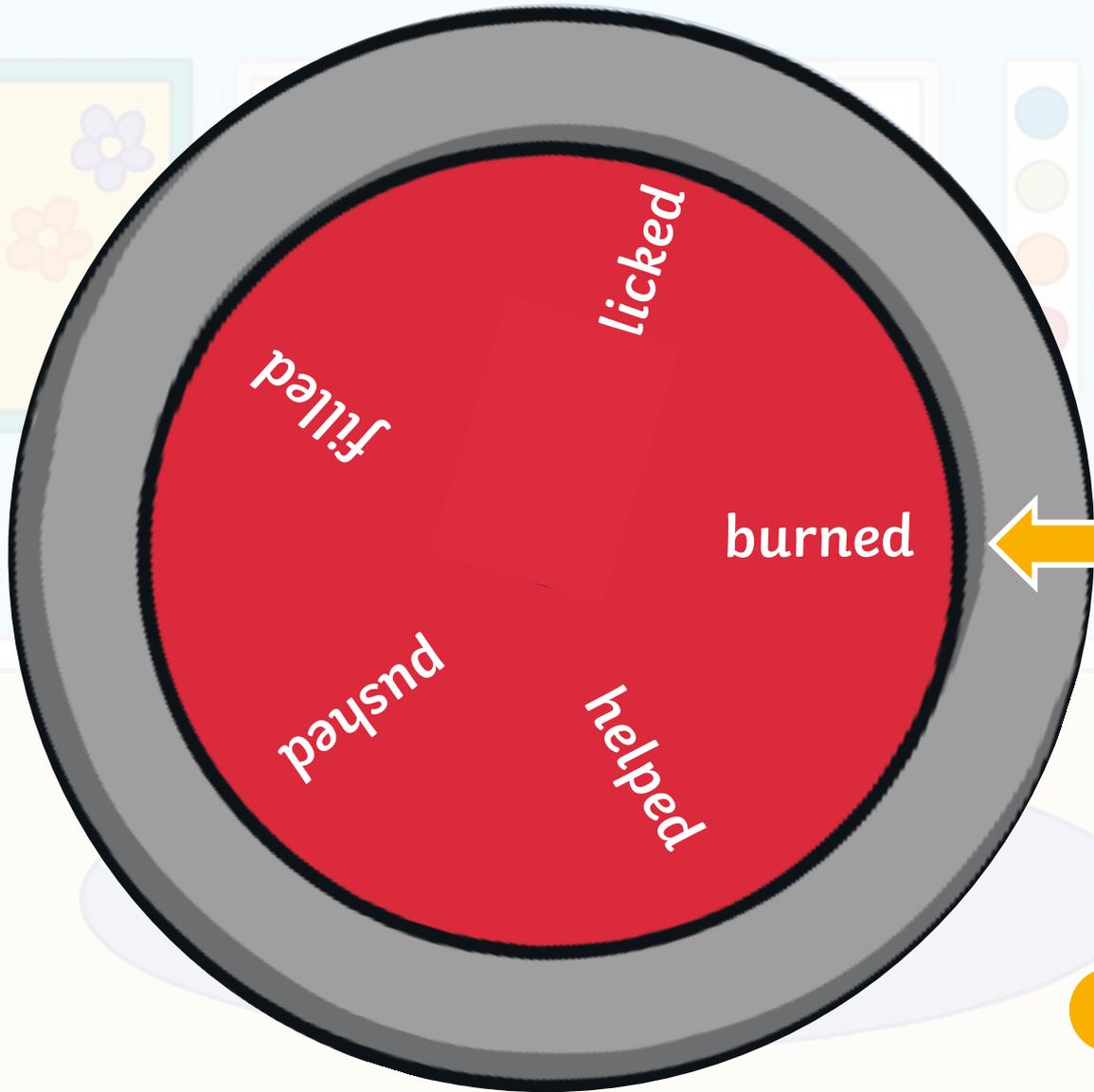
# yelled



# Jay's Belt Word Spinner

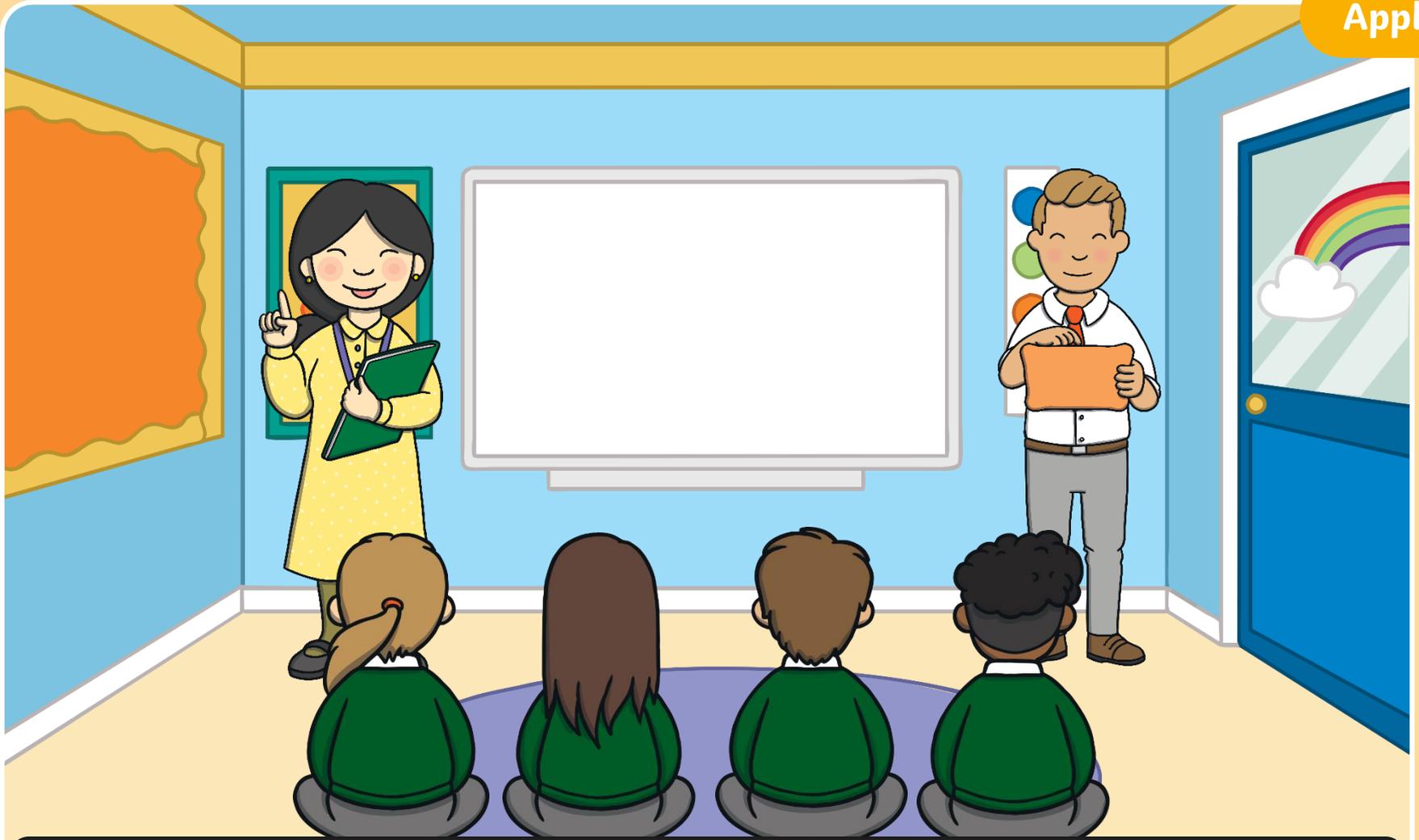
Spin Jay's belt and read the words.



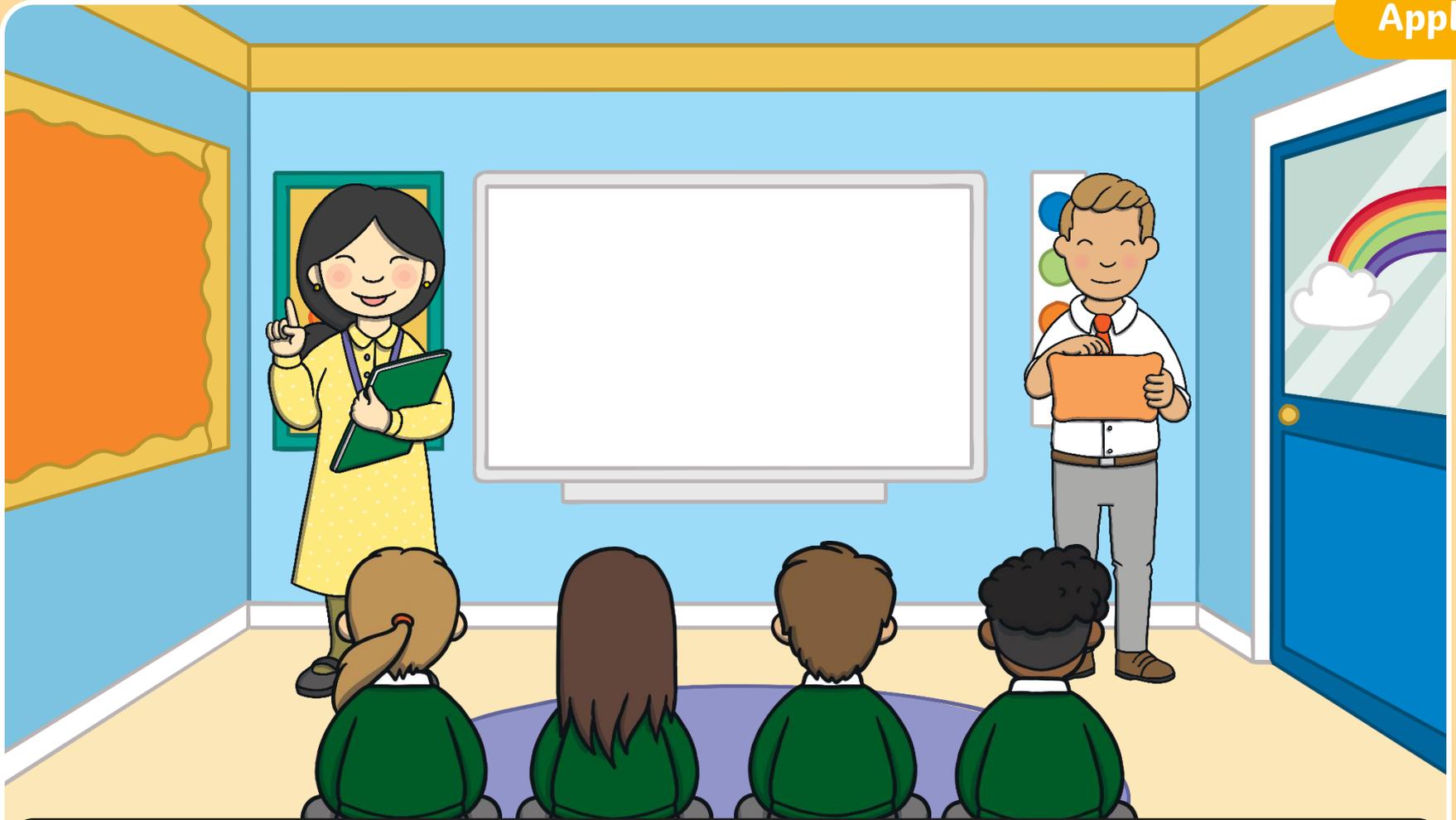


Spin





Kit and Sam were now in school. Mrs Tan had taken the register while Mr Adams was looking up something on Mrs Tan's tablet.



“Phonics time” said Mrs Tan. “Everyone onto the carpet, please.”  
“Phonics? I thought we were going to start our new topic,” whispered  
Kit to Jake.



Mrs Tan brought up a very strange-looking sentence on the board. The children all gazed in confusion. “What does that mean?” Jake said to Kit. Kit shook his head. He had no idea.

# Sentence Time

Mrs Tan realises all of the children are confused. What does she say to them about the sentence on the board? Read the sentence, then click 'Show' to reveal the answer!





s-n-e-i-l-a e-v-o-l  
o-t t-a-e  
e-c-a-p-s s-k-c-or



To get started with our new topic for **April**, I thought we would read something first.

Sound Buttons On/Off

Show





“Mrs Tan, some of the children do not think they will be able to read the words,” interrupted Mr Adams.



“Oh yes they will!” piped up Mrs Tan. “This sentence is in alien language. We are going to use our phonics to help us read the words.”

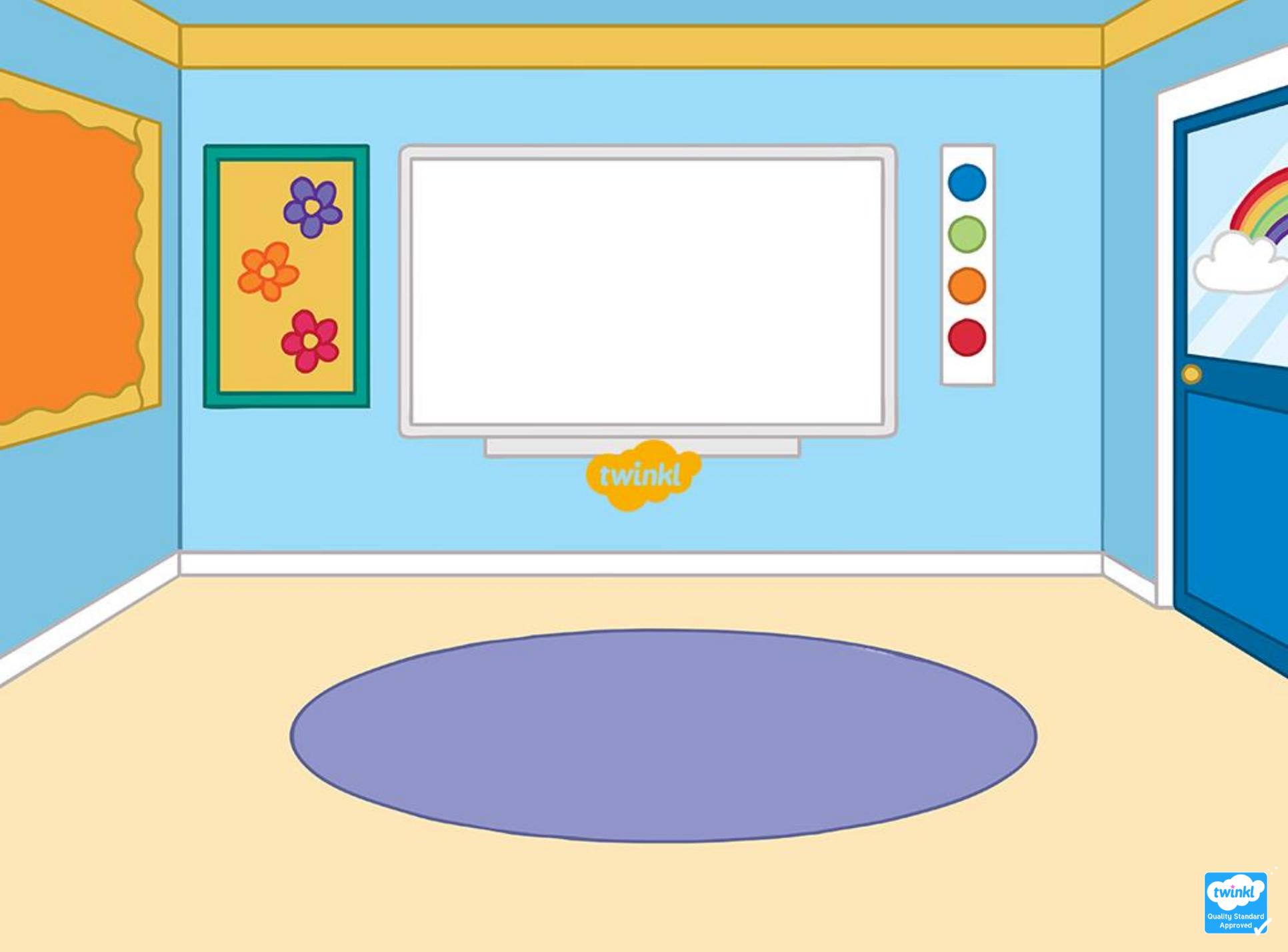
“Cool!” exclaimed the children.

Today, we have learnt...

adding -ed



*The adventure continues next lesson!*



twinkl