




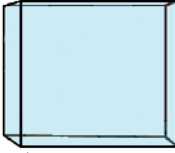



The magic show – ANSWERS AND GUIDANCE

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.



				
Pete	cape	cube	nine	rose



Read Pam's spelling rule together with your child/children. Point to the words on the left (without magic 'e') and say the words (with a short vowel sound). Point to the words on the right (with magic 'e') and say the words (with a long vowel sound). Highlight the relationship between the spelling (magic 'e') and the sound, making sure they understand that the addition of magic 'e' to the word changes the length of the vowel.

2. Find the spelling!

Say each word. Help your child/children identify if the vowel sound is long or short, and if there is magic 'e'. Encourage them to look back at Pam's spelling rules above if necessary. Ask your child/children to circle the word if it has magic 'e'. Give encouragement and help where needed.



'a':	cap	cape	hat	snake	name	sat
'e':	Pete	pet	red	eve	spell	here
'i':	hid	hide	five	sit	nine	trick
'o':	hope	hop	on	rose	long	nose
'u':	cube	cub	flute	luck	fun	tune



3. Sound it out!

Encourage your child to look at the spelling of each word and identify whether there is magic 'e' therefore whether the vowel sound is short or long. Now encourage your child/children to sound each word out sound by sound, using the correct vowel length, 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.



c-a-p	f-l-u-t- <u>e</u>	r-e-d	n-i-n- <u>e</u>	f-u-n
n-o-s- <u>e</u>	s-i-t	c-a-p- <u>e</u>	h-o-p	e-v- <u>e</u>
short 'a' sound	short 'e' sound	short 'i' sound	short 'o' sound	short 'u' sound
cap	red	sit	hop	fun
long 'a' sound	long 'e' sound	long 'i' sound	long 'o' sound	long 'u' sound
cape	eve	nine	nose	flute

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.



The cap is now a cape <u>e</u> !	She take <u>s</u> a rose <u>e</u> out her nose <u>e</u> .
She plays a tune <u>e</u> on a flute <u>e</u> in the cube <u>e</u> .	Here <u>e</u> is Pete <u>e</u> with five <u>e</u> bike <u>s</u> .