



Year 1 English Home Learning | Summer Term

Week beginning 01.06.20



English

Read Write Inc.
Phonics

Parents These activities are designed to develop your child's reading and spelling skills. We have included a wonderful Talk 4 Writing resource in this week's home learning section, as an additional resource to support writing, if required.

Read Write Inc-

Read Write Inc are offering free phonics lessons **daily**, on Facebook and YouTube for children to watch and join in at home.

There are three short speed sound lessons each day. (In YouTube, type in live RWI sessions Ruth Miskin)

The order for these lessons are as follows:

- Set 1 Speed Sounds at 9.30 am
- Set 2 Speed Sounds at 10.00 am
- Set 3 Speed Sounds at 10.30 am

https://www.youtube.com/watch?v=DJU0GFrF9_c

Please note these will only be available for 24 hours, this means you either need to watch the live session or need to catch up on this on the day of it being put online. They have also added resources for parents here

<https://www.ruthmiskin.com/en/find-out-more/parents/>

This is the programme we follow, so the children should be more familiar with this. I hope it is helpful.



Although we don't follow the letters and Sounds programme in year 1 your child may still enjoy these sessions. During the summer term, you will be able to access a daily phonics lesson by clicking on the link below. All lessons are introduced by celebrities, including children's TV presenters, which adds an exciting addition to the lessons.

[https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured?disable_polymer=1)

[niWw/featured?disable_polymer=1](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured?disable_polymer=1)

There are three sets of daily lessons to choose from. This enables you to pick session linked to your child's ability. After upload, each lesson will then be available to watch at any time during the summer term.

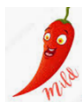
11 am*	Learning to blend	For children in Reception and Year 1 who need extra practise sounding and reading words such as 'tap' 'cap' 'mat' 'pat'
10 am*	Reception Summer term	For children who can confidently blend and read words such as 'fish' 'chat' and 'rain'
10:30 am*	Year 1 Summer term	For children who can confidently blend and read words such as 'stamp' 'chair' and 'green'

BBC Bitesize



From the BBC Bitesize link below. Where possible the children could access the daily English lessons.

This week your teachers have planned the following activities for you to do at home.



Some activities are 'Mild'



some are 'Medium'



and some are 'Spicy/Hot'

You choose which one you feel confident with. You may feel you want to do all three!!

Remember just try your best! If you make a mistake that is a good thing as you are learning.

Remember, these activities are to work from, not on. There is no expectation to complete all of the work or to print worksheets off.

Monday 1st June

Today's learning Focus: Spellings

Year One- Miss Wicketts Spellings

To be tested on: Friday 5th June

Spelling pattern → 'e-e' (Go Pete and Steve)
and adding the suffix -ing and -ed onto
words.

	Practice 1	Practice 2	Practice 3	Practice 4
these				
theme				
compete				
Steve				
hunted				
itched				
pulled				
blinking				
cleaning				
licking				

Year One –Mrs Bathurst Spellings**To be tested on: Friday 5th June**

Your child should **Look, Cover, Write and then Check** each spelling. Please also find other ways to ensure that the spellings are really learned 'off by heart'.
Your child will then be tested on these spellings at the end of the week (Fridays):

Spelling pattern → 'aw' (yawn and dawn)

	Practice 1	Practice 2	Practice 3	Practice 4
saw				
crawl				
yawn				
claw				
straw				
awful				
draw				

Year 1 Common Exception Words:

friend				
school				
people				

Watch the link below to recap the aw sound.

<https://www.youtube.com/watch?v=SyiG1AaTVFk>

Name _____

Year One – Mrs Phelps Spellings**To be tested on: Friday 5th June**

Your child should **Look, Cover, Write and then Check** each spelling. Please also find other ways to ensure that the spellings are really learned 'off by heart'.
Your child will then be tested on these spellings at the end of the week (Fridays):

Spelling pattern → 'o-e' (phone home) A split digraph also contains two letters (a-e, e-e, i-e, o-e and u-e) but they are split between a consonant, for example; make, bike and cube.

	Practice 1	Practice 2	Practice 3	Practice 4
bone				
rope				
rose				
note				
nose				
phone				
smoke				

Year 1 Common Exception Words:

where				
what				
full				

the o-e sound

<https://www.youtube.com/watch?v=vDms5bRsvq4>

https://www.youtube.com/watch?v=FO_PYvc1-WE

Name _____

Year One – Mrs Heappey's Spellings

To be tested on: Friday 5th June

Your child should **Look, Cover, Write and then Check** each spelling. Please also find other ways to ensure that the spellings are really learned 'off by heart'. Your child will then be tested on these spellings at the end of the week (Fridays):

Spelling pattern → 'ee' What can you see?

		Practice 1	Practice 2	Practice 3	Practice 4
seed					
deep					
tree					
feet					
need					
Year 1 Common Exception Words:					
to					
do					

Watch the link below to recap the u-e sound.

<https://www.youtube.com/watch?v=93rsDtyjNfk>

Tuesday 2nd June

Recommended daily activities

Revision of phonics sounds

In school we teach phonics daily. We start every phonics lesson by recapping our phonics sounds. You could do this by holding up flashcards for the children to tell you the sounds, or you may wish to play the flashcard game on Phonics Play. To access Phonics Play, please use the link on the year 1 class page. For clarification of any phonics sounds, please see the phonics sounds YouTube video which is on the class page.

Reading a book

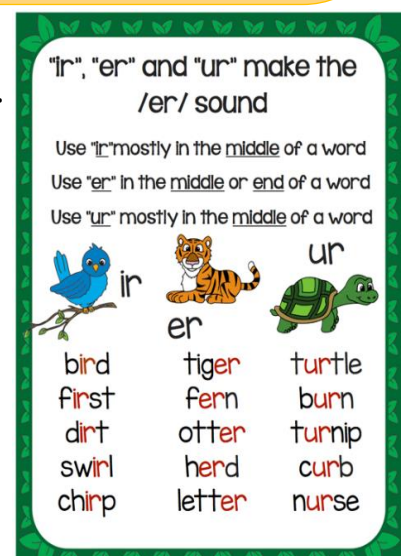
In year 1, it is recommended that children read 5-10 minutes a day. Please login to Bug Club to access books at your child's level. You may wish to use the VIPERS bookmark to ask questions as your child reads.



Today's learning Focus: Phonics

The phonics focus for this week are the following sounds.

<https://www.youtube.com/watch?v=INJGKrs8BGA>



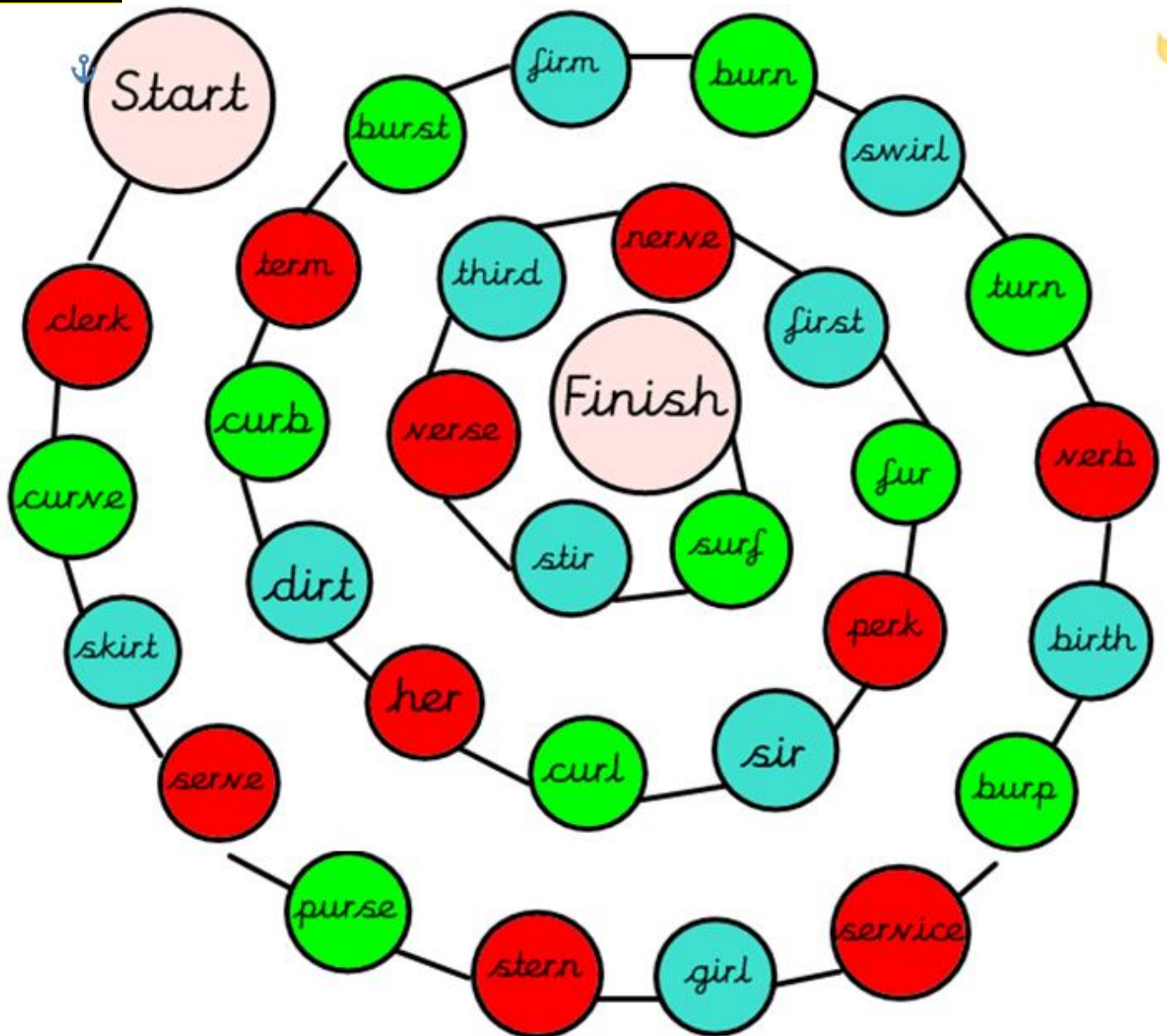
Mild

We are learning to identify and use the **er, ir and ur** family of sounds

Look at the pictures and write down the words on a piece of paper. The lines under each picture tell you how many letters are in each word. The first has been done for you.

 ladder	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

Medium



Play the game. Roll the dice and read the word you land on.

Use the interactive dice if you can't find one,

<https://www.online-stopwatch.com/chance-games/roll-a-dice/>

After look at these sentences. Which word out of the following is spelt correctly?

1. He came (ferst, first, furst) in the race.
2. It's my (tern, tirn, turn) next.
3. The lady posted the (letter, lettir, lettur) in the post box.

4. The cat's (fer, fir, fur) is very soft.

5. I go to (chirch, church, cherch) every week for Sunday Mass.

Spicy

er, ir or ur?

Build some words with these sounds:

er, ir or ur.

d	ir	st
g		t
b		d
f		n
sk	er	nt
sh		b
h		m
t	ur	f
s		p



Next- Create a table

ur	er	ir

Read the story on the next page. Can you find any words from the er, ir, ur family of sounds. Write them in your table in the correct place. Can you find any alternative ways of making this sound?

How many ur graphemes can you find? Do you notice any more?

ur er ir

Mr Burn's bad day

Mr Burn, the worm, turned over one bright Sunday morning to see a bird perching on a fern bush outside his window. He heard it singing and saying words in its own bird language.

"What a super day it will be", he thought. But he was wrong!

He got up and put some toast in the toaster. Whilst he waited he melted the butter. He could smell something funny..."oh no!" he shouted, "The toast is burnt!" he put out the small fire that had started and then realised he was late for church.

He got to work as quickly as his body would carry him. He was nervous as he went through the door in case Miss Turd told him off. She did and she made him cry and told him that he had to stay after work to do some extra learning.

To cheer himself up he went surfing. It all started off well and he was riding some great waves, but suddenly a huge one came along and crashed down on his furry body. The next thing he knew he was in a hospital bed with a nurse by him. She told him that he had lost his whole body so they'd had to replace his body with someone else's in an operation. When he looked down he was no longer a good looking worm but just a worms head on the top of a curly caterpillar's body. "This is the worst day in the world" he said. The end.

Wednesday 3rd June

Today's Home learning focus: Prefix

In year 1 and 2, your child will start to learn how to spell some different prefixes and suffixes. Children learn how to change the meaning of words by adding a prefix. These words are changed by adding 'un' or 'dis'. Please help by practising these words with your child. Thank you for your help.

- A **prefix** is a letter or letters added to the front of a word to make another word.
- Discuss how the meanings of the words change with the prefix.
- Try to think of other words which are changed with the prefix.
- Discuss the meaning of the words and try to think of a sentence containing the word.

Mild- Together with an adult, read each sentence. Add un- to the word in bold and complete the sentence below. You could write this on a piece of paper or say the sentence verbally.



Abi is being **kind** to Tom.

Mary is being _____ to Tim.



I will **load** the car.

Dad will _____ the car.



Bill and Suki are being **friendly**.

Suki is sometimes _____ to Bill.



Ben is feeling **happy**.

Ben is feeling _____.



Carla is feeling fit and **well**.

Last week, Carla was _____.

Medium -

Spelling quiz-

<https://www.educationquizzes.com/ks1/english-spelling/year-1-prefix-un/>

Look at the following words. Decide which prefix they use, un or dis then write the correct prefix on a piece of paper. Can you find any that can have both?



Write.



_____ happy

_____ cover

_____ like

_____ tidy

_____ appear

_____ obey

_____ pack

_____ known

_____ agree

_____ usual

_____ kind

_____ pleasant



Now can you tell an adult some sentences containing these prefixes.



Spicy

Write It! Use the prefix *-un* to write the word for each definition.

not happy _____

the opposite of cover _____

not sure _____

not clear _____

the opposite of do _____

the opposite of lock _____

the opposite of tie _____

the opposite of wrap _____



The prefixes *un-* and *dis-* mean *not*

Carolyn does not like writing stories. → Carolyn dislikes writing stories.

The park is not safe at night. → The park is unsafe at night.

Write a single word with the prefix *un-* or *dis-* to complete each sentence.

1) My brother _____ with my friend James.
(does not agree)

2) The answer to your question is _____.
(not known)

3) Bethany's red couch is incredibly _____.
(not comfortable)

4) My teacher told me not to be _____.
(not honest)

5) Babies will become _____ when they are hungry or tired.
(not happy)

6) I thought I saw her jacket but it seems to have _____.
(not appear)

Thursday 4th June

Today's learning Focus: singular and plural

<https://www.youtube.com/watch?v=ID1OaD4FBqM>

Singular = 1

Plural = more than 1

One dog → Lots of dogs

One door → Lots of doors

One pencil → Lots of pencils

One lamp → Lots of lamps

There are lots of rules when changing words from singular to plural.

BE CAREFUL!

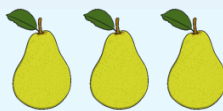
We are going to look at just two of the rules.

For most words we just add 's' to the end of it to change it into a plural.

one pear



three pears



desk → desks

month → months

book → books

train → trains

pen → pens

dog → dogs

If the word ends with one of these sounds...

sh

ch

ss

s

x

z

...then add 'es'

To change these words in to plurals, add 'es'.

one brush



two brushes



box → boxes

glass → glasses

dish → dishes

church → churches

Mild/ Medium—Look at the words below and decide if the word became plural, would you need to add a 's' or a 'es' write the word in the correct side of the table, Remember the rule on the previous page.

wish	bike	park	dress	book
room	quiz	dog	watch	kiss
cat	crash	fox	girl	house
lunch	boy	class	fizz	bus

s	es

Spicy- Copy the nouns into the correct column of the chart

horse	paper	quiz	cat	dress	dish	church	apple
bus	bird	box	wish	mother	dog	chair	fox

2. Copy the nouns into the correct column of the chart.

[illegible]

Use these words to complete the sentences. Add s or es to make these words plural where necessary

horse
bee

frog
fox

cow
octopus

bird

1. I saw one _____ eating hay and five _____ lying in the grass.
2. A _____ ripped open a bin bag and shared the food with other _____.
3. A flock of _____ flew in the sky, while one _____ drank nectar.
4. Two _____ were hopping near a pond, one _____ croaked happily.
5. An _____ has 8 legs. Two _____ have 16 legs in total.

Friday 5th June

Today's Home learning focus: Spelling test
Comprehension



Activity 1 - Ask an adult to test you on your weekly spellings.

This week's theme is 'Healthy Me'.

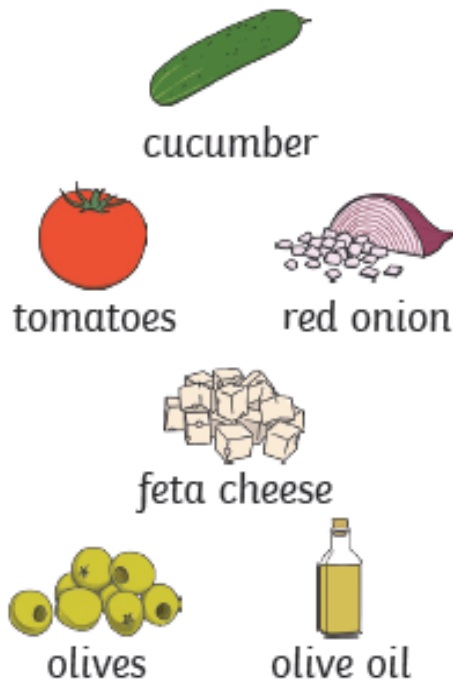
This week our reading comprehension activities link to this topic. The first one is instructions to make a healthy Greek style salad. The next one is about Star who loves sweet treats and then makes a change.

Greek-Style Salad Recipe

Greek-style salad is a yummy and healthy salad from Greece. To make it, you will need:



Ingredients



Equipment



Method

1. Wash your hands.
2. Cut up the cucumber, tomatoes and onions. Put them in the bowl.
3. Chop up the feta cheese and olives. Add them to the bowl.
4. Drizzle some olive oil on top and mix the salad with the spoons.
5. Now, enjoy your salad!



Questions

1. Where does the salad come from? Tick one.

- ☐ Spain
- ☐ Greece
- ☐ France

2. Which of these ingredients are in Greek-style salad? Tick one.

- ☐ grapes
- ☐ tomatoes
- ☐ apples

3. What equipment do you need to make Greek-style salad? Tick **two**.

- ☐ salad spoons
- ☐ a fork
- ☐ a knife

4. **First wash your** _____.

Tick one words to finish the sentence.

- ☐ hands
- ☐ feet
- ☐ face

5. What do you drizzle on top of the salad? Tick one.

- ☐ lettuce
- ☐ lemon
- ☐ oil

Greek-Style Salad Recipe

Greek-style salad is a tasty and healthy salad from Greece. It is great to eat on a hot day. It has some strong ingredients, such as olives and feta cheese. Not everyone likes them!

Ingredients

- cucumber
- tomatoes
- red onion
- feta cheese
- olives (if you like)
- olive oil



Equipment

- chopping board
- knife (**make sure you are supervised by an adult when using this**)
- large salad bowl
- salad spoons or tongs



Method

1. First, wash your hands.
2. Next, slice the cucumber and put it in the bowl. Chop the tomatoes and add them to the bowl. Slice the red onion into thin slices and scatter them on top.
3. After that, chop the feta cheese into chunks and place them on top of the salad. Add the olives to the salad if you are using them.
4. Finally, drizzle with olive oil and give the salad a good mix with the salad spoons or tongs.
5. Now, serve and enjoy your salad!



Did You Know...?

In Greece, this salad is called **horiatiki** salad.



Questions

1. What is one of the **strong** ingredients in Greek-style salad? Tick one.

- ☐ lettuce
- ☐ olives
- ☐ cucumber

2. Number these steps in the order you find them in the recipe. The first one has been done for you.

- ☐ Chop the tomatoes
- ☐ Add the feta cheese.
- ☒ 1 Wash your hands.
- ☐ Put the cucumber in the bowl.

3. Draw lines to match the verb to the food it is used for.

slice

chop

drizzle

tomatoes and feta

olive oil

cucumber and red onion

4. Find and copy the name of this salad in Greece.

5. When is it great to eat a Greek-style salad?

Star's Sweet Swap

Step 3 Building Reading Skills



Star didn't just love sweet treats... she adored them! Star would munch on chocolate, toffees, lollies and cakes all day long. Every night, when Star's dad asked what she'd like to eat, Star would give the same reply. "Sweets, Dad!" she'd call, while munching on something sugary in front of the TV.

Star's dad knew that sweets were unhealthy. He had spotted that Star's teeth had started to change colour and he had noticed that Star's skin had started to get spotty. The more Star munched on the tasty treats she loved, the more her tummy groaned and grumbled and the more unwell she felt.

Dad knew that something needed to change.



Q1: Which of these would Star **not** eat? Tick **one**.

- ☐ toffees
- ☐ cake
- ☐ grapes
- ☐ lollies

Q2: Write **one** word to complete this sentence.

Star's dad knew that sweets were _____.



Q3: Explain why Dad might feel frustrated at this part of the story.

"Where are we going?" asked Star. Star thought that they were on the way to school but Dad had just driven straight past the gates.

"We're taking a little trip to speak to somebody about the sweet treats you love so much," replied Dad.

Star's Sweet Swap



"Yippee!" cried Star. Star had always wanted to go to the chocolate factory and her dad must have finally listened. Her mouth started to water as she thought of all of the delicious surprises in store.

However, as the car stopped, Star realised that they were not outside the chocolate factory. They were outside of the doctor's surgery.

"The person we are going to speak to is Dr Ibrahim," explained Dad. "All those sweet treats that you've been eating have been really unhealthy for your body. We need Dr Ibrahim's help to make you better."



Q4: Where did Star think that she was going?

Q5: Find and copy **two** words from the text which mean the same as 'said'.



Q6: How do you think Star felt at the end of this part of the story? Explain why.

Star's Sweet Swap



After a long talk with Dr Ibrahim, Star realised that she had been making a lot of unhealthy choices. Dr Ibrahim had explained that Star could still enjoy chocolate, toffees, lollies and cake from time to time but she couldn't have them every day. Dr Ibrahim gave Star and her

dad lots of new and healthy ideas. She even told them about a sweet treat that Star could enjoy every single day... fruit!

Dad dropped Star back at school just in time for lunch.

"Chocolate pudding again, Star?" asked Mr French.

"Not today, thank you," replied Star. To everyone's surprise, Star walked straight past the pudding and grabbed a healthy fruit salad.

"Mmmm. This really IS a sweet treat," thought Star and she proudly bit into the delicious, juicy berries.



Q7: Why do you think that everyone was surprised when Star grabbed a fruit salad?

Q8: Do you think that Star will keep up her healthy change? Explain your answer.



Q9: Number the facts below to show the order that they appear in the story.

The first one has been done for you.

1

Dad drove past the school gates.

Star would munch on something sugary in front of the TV.

Star's teeth had started to change colour.

Star walked straight past the chocolate pudding.

Dr Ibrahim and Star had a long talk.



Don't forget there are more Y1 story times to watch! Follow the link below....

<https://www.stannessolihull.co.uk/storytelling-2/>

As well as this, please remember to access:

- Oxford Owl Reading Buddies - children have their own login for this
- Study ladder to practice comprehension <https://www.studyladder.co.uk/>

Well done Year 1! You have completed Summer Term Week 6 English-
HOORAY!!!!!!!