



Year 1 English Home Learning | Summer Term

Week beginning 08.06.20



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'

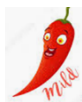
BBC Bitesize



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

<https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-lessons/1>

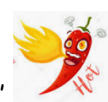
This week your teachers have planned the following activities for you to do at home.



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 8th June

Today's learning Focus: Spellings

Spend time throughout the week practising your spellings for a test at home on Friday.

Year One- Miss Wicketts Spellings

To be tested on: Friday 12th 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 → 'tion' (pay attention it's a celebration)

	Practice 1	Practice 2	Practice 3	Practice 4
action				
invitation				
addition				
subtraction				
direction				
instruction				
station				
could				
friend				
who				

<https://www.youtube.com/watch?v=q1-h63fewUc>

Year One –Mrs Bathurst Spellings**To be tested on: Friday 12th 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 → (are) *care and share* (some CEW may be repeated for revision)

	Practice 1	Practice 2	Practice 3	Practice 4
<i>care</i>				
<i>hare</i>				
<i>scare</i>				
<i>spare</i>				
<i>aware</i>				
<i>glare</i>				
<i>square</i>				
<i>scarecrow</i>				
Year 1 Common Exception Words (CEW):				
<i>where</i>				
<i>there</i>				

Watch the link below to recap the are sound.

<https://www.youtube.com/watch?v=32mNG3itSRM>

Name _____

Year One – Mrs Phelps Spellings**To be tested on: Friday 12th 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 → 'u-e' (*huge brute*) 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
<i>use</i>				
<i>rude</i>				
<i>tune</i>				
<i>dude</i>				
<i>huge</i>				
<i>June</i>				
<i>flute</i>				
Year 1 Common Exception Words:				
<i>our</i>				
<i>have</i>				
<i>ask</i>				

Watch the link below to recap the u-e sound

<https://www.youtube.com/watch?v=Yj8FpQ375IM>

<https://www.youtube.com/watch?v=BdfBg1SMFzM>

Name _____

Year One – Mrs Heappey's Spellings

To be tested on: Friday 12th 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 → igh- Fly high

		Practice 1	Practice 2	Practice 3	Practice 4
high					
sigh					
night					
right					
light					

Year 1 Common Exception Words:

be					
he					
we					

Watch the link below to recap the igh sound

https://www.youtube.com/watch?v=8Qy0VtMS_FM

<https://www.youtube.com/watch?v=3UVtOaeBIDg>

Tuesday 9th 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.

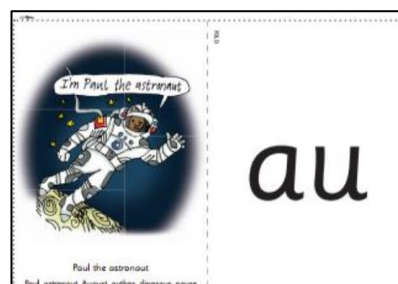
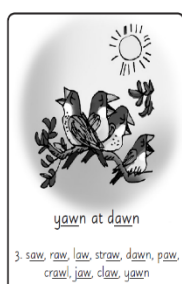
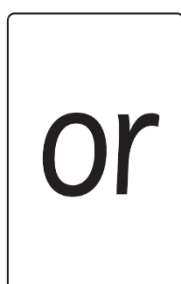
Reading a book

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

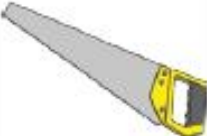
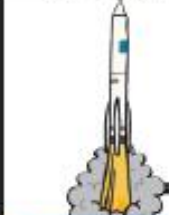
The phonics focus for this week are the following sounds.



Mild

We are learning to identify and use the or, aw and au family of sounds.

Write the words to go with each pictures. The sound found in each word is given at the top of the column.

or		aw		au	
					
					
					
					
					
					

Medium

Activity -

Look at these words. Which one looks correct and uses the correct spelling of the sound (or,aw,au)? Draw a table and write the correct word in right column.



or



aw



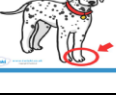
au

Use "aw" mostly in the middle and at the end of a word

Use "au" at the beginning and middle of a word

or	aw	au

 saw	 strau	 fawk
 sor	 straw	 fork
 sau	 stor	 fauk

 drau	 haunted	 por
 draw	 hawnted	 pau
 dror	 hornted	 paw

 thaun	 lawn	 Autumn
 thorn	 lorn	 Awtumm
 thawn	 laun	 Ortumm

 yaun	 astronaut	 faun
 yawn	 astronawt	 forn
 yorn	 astronort	 fawn

Wednesday 10th June

Today's Home learning focus: The 3 Sounds of -ed

-ed sounds like /t/



He walked to school.



She jumped up.

-ed sounds like /d/



Yesterday, it rained.



She mowed the grass.

-ed sounds like /id/



She braided her hair.



The house was flooded.

Watch some of the videos below to find out more about this suffix.

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

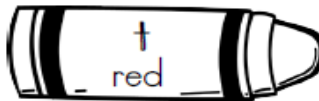
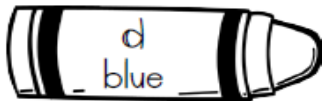
<https://www.youtube.com/watch?v=Dsd0eFgU0m8>

<https://www.youtube.com/watch?v=hKWzFL5HwM>

Mild- For the activity below you could recreate the grid on a piece of paper and then colour the boxes for each word the right colour or you could read the word and write it down in right colour crayon for the sound the suffix is making. For example, **looked** would be red because ed makes a 't' sound.

Color the Sound of -ed

Read each word. Color it by the sound of suffix -ed.



moved	started	kicked	drilled
acted	fished	loved	blasted
waited	stayed	printed	camped
smelled	folded	washed	twisted
locked	called	started	watched
mended	honked	saved	used
smiled	braided	limped	fixed



Activity 2

Fill in the past tense using 'ed'. Write the word in the correct colour crayon to show what sound the suffix is making.

Jump jumped call _____

Add _____ chew _____

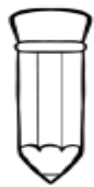
hop _____ brush _____

Open _____ look _____

Talk _____ stop _____

draw _____

Spicy



Read, Highlight, Circle

Read each sentence. Highlight or underline the word that ends with -ed. Circle the sound it makes.

www.thisreadingmama.com

She dreamed she could fly like a bird!	d t id
I talked to my sister before school.	d t id
I needed a pencil to write my name.	d t id
Everyone jumped up and down.	d t id
My big brother started the game.	d t id
I spelled all my words the right way!	d t id
Yesterday, my dad mowed the grass.	d t id
We looked everywhere for the lost dog.	d t id
The movie ended at eight o'clock.	d t id
We waited for the train to come.	d t id
The cat stayed in the warm window.	d t id
The car crashed into the tree!	d t id

This activity could just be done verbally with an adult

Thursday 11th June

Today's Home learning focus: Nouns and capital letters

In year one children are expected to be able to spell all the year 1 common exception words, as well as the days of the week. Children also need to know that:

Each day of the week has a name.
Names are important, and they need a capital letter.

Every day of the week has a capital letter.

Using the link practise singing the days of the week song to the tune Addan's family. It's important that your child can recall the days in order before writing them down.

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

<https://www.youtube.com/watch?v=8Z2Qxjr-xR0>

Days of the Week Song

(To the tune of the Addam's Family theme tune)



Days of the week, (clap clap)
Days of the week, (clap clap)
Days of the week,
Days of the week,
Days of the week. (clap clap)

There's Sunday and there's Monday,
There's Tuesday and there's Wednesday,
There's Thursday and there's Friday,
And then there's Saturday.

Days of the week, (clap clap)
Days of the week, (clap clap)
Days of the week,
Days of the week,
Days of the week. (clap clap)



Mild- Read the days of the week

Which days missing? Use the song to help you. Remember your Capital letters.

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesda</u> <u>y</u>
--	---------------	----------------	-----------------------------

<u>Friday</u>	<u>Saturday</u>	<u>Sunday</u>	
---------------	-----------------	---------------	--

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesda</u> <u>y</u>	
---------------	----------------	-----------------------------	--

<u>Saturday</u>	<u>Sunday</u>	<u>Monday</u>	
-----------------	---------------	---------------	--

<u>Wednesda</u> <u>y</u>	<u>Thursday</u>		<u>Saturday</u>
-----------------------------	-----------------	--	-----------------

<u>Sunday</u>		<u>Tuesday</u>	<u>Wednesda</u> <u>y</u>
---------------	--	----------------	-----------------------------

<u>Tuesday</u>		<u>Thursday</u>	
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What's your favourite day of the week? Why

Medium

Activity 1

Remember that:

Capital letters are needed for names.

1. Write the days of the week in order.

a)

b)

c)

d)

e)

f)

g)

2. Challenge!

a) Today is _____

b) Tomorrow is _____

c) Yesterday was _____

Activity 2

Remember that:

Capital letters are needed for names.

1. Find the 4 mistakes! 4 capital letters are missing.

On tuesday I went swimming. It was fun! On thursday I went to the park and played on the swings. At the weekend I went to Grandma's house. On saturday we watched a film and on sunday we went for a

Spicy

Write number 1-10 on a piece of paper. Then using the days of the week song, you've recapped. Read the following questions and write the answer next to each number on your page. Remember what has to go at the beginning of a Noun.

Days of the Week

1. What day is before Saturday? _____
2. What day is after Wednesday? _____
3. What day is after Sunday? _____
4. What day is before Tuesday? _____
5. What day is two days after Thursday? _____
6. What day is before Monday? _____
7. What day is after Monday? _____
8. What day is before Thursday? _____
9. What is the first day of the week? _____
10. What day does school begin? _____

Friday 12th 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 'space'

This week our reading comprehension activities link to this topic.

Activity 2- Mild

Journey into Space

Step 1 Starting Reading Skills



Q1: What can you see in the sky?

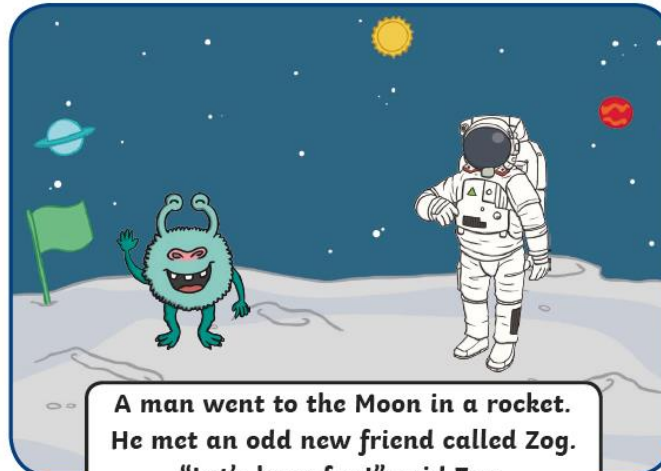
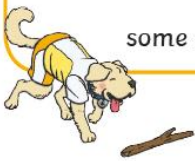
Tick **two**.

the Sun ☐

a purple planet ☐

two rockets ☐

some stars ☐



Q2: Which word in the text describes Zog?

Tick **one**.

good ☐

odd ☐

kind ☐

mean ☐



Q3: How could Zog and the man have fun together?

Answer with a full sentence.



Q4: How did the man get to the Moon?

Answer with a full sentence.



Medium-Spicy

Step 2 Developing Reading Skills



Willow's Dream Rocket

Willow had always wanted to go to the Moon. It always looked so pretty in the sky at night. She would watch it from her bedroom window when she was meant to be asleep. Lots of people wondered if the Moon was really made out of cheese and Willow wanted to be the person who found out.

Q1: Where had Willow always wanted to go?

Q2: What did lots of people think that the Moon was made out of?

Tick **one**.

rock ☐

stars ☐

cheese ☐

metal ☐



Willow had asked her grandma for a rocket for her birthday but Grandma said that rockets were very expensive so she bought her a toy car instead. That was no use. Willow knew that she would never get to the Moon in a toy car. "Hmmm, how else can I get there?" Willow wondered.



Q3: Circle the thing that Willow wanted for her birthday and underline the thing that she got instead.



Moon

rocket

bed

toy car

cheese

Q4: Which word does Grandma use to describe rockets?



At last, she had a great idea. If she couldn't buy a rocket, she would make one instead. Willow searched the house looking for all the things she would need. She gathered together three cardboard boxes, an empty toilet roll tube, an old egg box, two plastic bottles and an old cushion. She drew, folded, cut and glued all night long, until her rocket was complete. In the morning, she dragged it into the garden.

Q5: Did it take Willow a long time to make the rocket?

yes ☐

no ☐

Explain how you know.



Q6: What do you think that Willow will do next?



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 7 English-
HOORAY!!!!!!!