



Year 1 English Home Learning | Summer Term

Week beginning 15.6.20



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.

Another super resource for all subjects is:

<https://classroom.thenational.academy/subjects-by-year/year-1/>

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=DJUOGFrF9_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_UtIdV2K_-](https://www.youtube.com/channel/UCP_FbjYUP_UtIdV2K_-niWw/featured?disable_polymer=1)

[niWw/featured?disable_polymer=1](https://www.youtube.com/channel/UCP_FbjYUP_UtIdV2K_-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*	<u>Learning to blend</u>	For children in Reception and Year 1 who need extra practise sounding and reading words such as 'tap' 'cap' 'mat' 'pat'
10 am*	<u>Reception Summer term</u>	For children who can confidently blend and read words such as 'fish' 'chat' and 'rain'
10:30 am*	<u>Year 1 Summer term</u>	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>

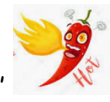
This week your teachers have planned the following activities for you to do at home.



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 15th 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 20th 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 → adding the suffix 's' or 'es' onto the end of words to make a plural

	Practice 1	Practice 2	Practice 3	Practice 4
rabb <u>its</u>				
drin <u>ks</u>				
slipp <u>ers</u>				
brush <u>es</u>				
kiss <u>es</u>				
scratch <u>es</u>				
watch <u>es</u>				
because				
were				
where				

We learnt about adding 's and es' in our English home learning last week.



When we want to show that there is more than one of something, we use the endings -s or -es. Endings like this are called **suffixes**.

- One spoon
Two spoons
- One wish
Two wishes



We use -es if the word for the single thing ends in the letters **ch, sh, s, x or z**.

Year One –Mrs Bathurst Spellings

To be tested on: Friday 19th 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 → 'ur' (nurse with a purse) (some CEW may be repeated for revision)

	Practice 1	Practice 2	Practice 3	Practice 4
church				
turn				
purse				
purple				
burnt				
burst				
burger				
turnip				
Year 1 Common Exception Words (CEW):				
house				
what				

Watch the link below to recap the ur sound.

<https://www.youtube.com/watch?v=6VqTTnhE2LQ>

<https://www.youtube.com/watch?v=9354FVIiOnM>

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 → 'aw' (yawn at dawn)

	Practice 1	Practice 2	Practice 3	Practice 4
draw				
yawn				
jaw				
claw				
straw				
paw				
hawk				
Year 1 Common Exception Words:				
friend				
house				
school				

Watch the link below to recap the aw sound

<https://www.youtube.com/watch?v=7xvdbR6g060>

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

Name _____

Year One – Mrs Heappey's Spellings

To be tested on: Friday 19th 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 → ow- blow the snow

	Practice 1	Practice 2	Practice 3	Practice 4
grow				
glow				
crow				
snow				
throw				
Year 1 Common Exception Words:				
no				
so				
go				

Watch the link below to recap the ow sound

<https://www.youtube.com/watch?v=9ty1hgMIJLQ>

Tuesday 16th 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

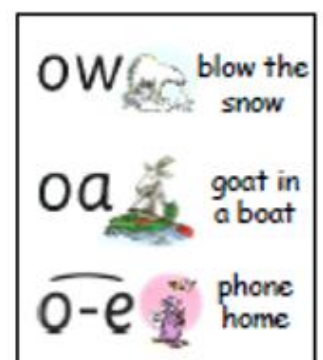
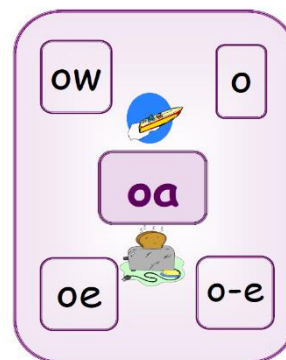
In year 1, it is recommended that children read 5-10 minutes a day. Please login to Bug Club to access books at your child's level. You may wish to use the VIPERS bookmark to ask questions as your child reads.



Today's learning Focus: Phonics

The phonics focus for this week are the following sounds.

We are learning to identify and use the 'ow, oa, o-e, oe and o' Family of sounds.



Mild - Play this game from the link below

<https://wordwall.net/resource/355967/english/ec-unit-4-ow-oa-oe-o-e>

Spin the spinner and read the 'oa' word it lands on.



Medium

Ask an adult to help you draw a oa table, in each column write the words for the pictures you see. The sound at the top of each column is a clue of what sound it has.

Alternative Spellings for oa

oa		ow		oe		o-e	
							
							
							
							
							
							
							
							

I've done the first one for you on the next page.

oa	ow	oe	o-e
goat	snow	toe	bone

Activity 2

Phoneme Spotter Long 'o' Sound

- Read the little story below. What words from the 'o' sound family can you spot?

My toad Joe has toes that are very slow, so I poke him in the snow. I hope he goes faster like a boat in the flow. He has grown up on a slope where he groans to his foe.

- What long 'o' words did you spot. Can you point them out to an adult?

Spicy/ Hot



How to spell the long /ō/ sound:

1) In some words of more than one syllable you just need the letter **o**, for example:

b**o**gus b**o**nus f**o**cus h**o**tel l**o**cal m**o**ment o**o**mit
p**o**em p**o**gram p**ro**tect r**o**bot r**o**dent t**o**tal y**o**ga

2) Some short words have just **o** on the end:

g**o** ag**o** s**o** als**o** Jo**o** n**o**

3) Some other words (often from other languages) have just **o** on the end. These are in the 'rule-breakers' on page 21.

4) Sometimes you need to add another letter, for example:



o-e as in **rose**

Add **e** on the end. Many words use **o-e** to spell the long /ō/ sound.



oa as in **boat**

The next most common way is to use **oa** as in **boat**.



ow as in **snow**

Use **ow** on the end of most words, as in **snow**.



oe as in **toe**

A few words have **oe** on the end, as in **toe**.

Choose the correct spelling from

o-e

oa

ow

oe

If the spelling is **o-e** you will also need a consonant e.g. **rope**

Work out the letters that are missing and write the words down in a list.

To **sm**___ can be bad for your health.

Our car got stuck in a **narr**___ lane.

I'm sorry, I don't **kn**___ your name.

I keep sneezing and my **thr**___**t** is sore.

I'll call you again **tomorr**___.

He won the golf match by one **str**___.

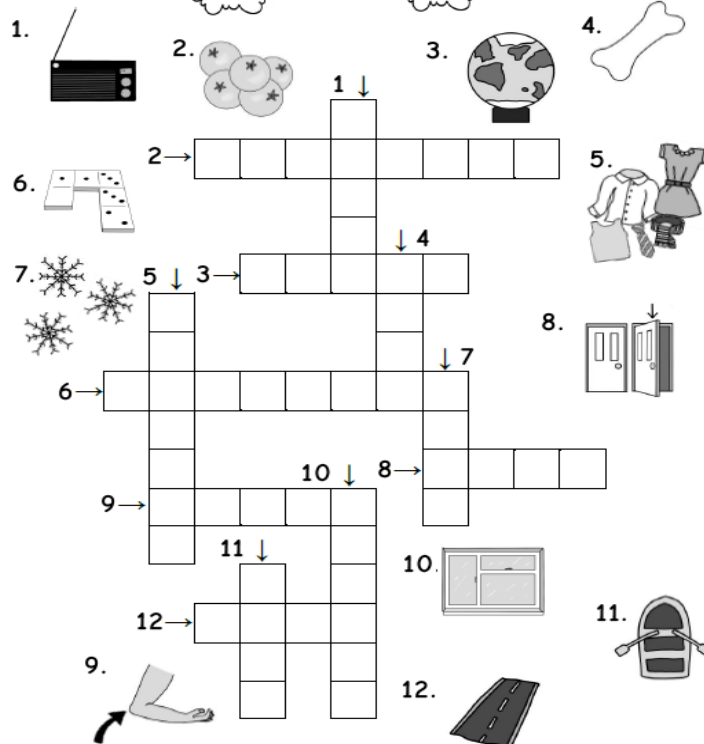
The cat **appr**___**ched** its prey very softly.

There's no-one like him in the **wh**___ world.

I wrote a short **n**___ to my friend.

Picture Pointer

/oa/



Extra Challenge

Number a list 1-12

Can you write each word in the crossword?

Don't forget to learn you spellings ready for your test Friday.

Wednesday 17th June

Today's Home learning focus: Compound words

Some words can be joined together to make a new word. These new words are called compound words.

For example:

foot + ball → football

play + ground → playground

shoe + box → shoebox

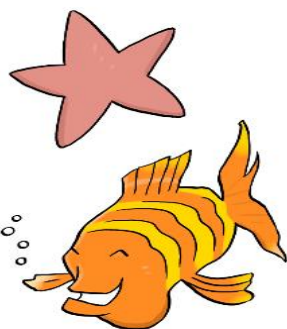
The spellings of the original words stay the same.



Can you put these words together to make new words? Click the pictures to find out.



black + berry



star + fish



lady + bird

Mild- Look at the pictures of two words that can be put together to make a compound word. Have ago at writing the new word.

sun



+

flower



arm



+

chair



snow



+

man



hand



+

bag



Medium

Match a word on the left with a word on the right to form a compound word. Use the pictures to help you determine how to match the words.

air

grass

base

sun

butter

blue

pop

ham

back

honey

burger

berry

pack

plane

corn

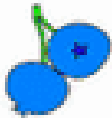
ball

bee

flower

hopper

fly



Spicy/ Hot

Now think of some of your own compound words and write them down.

word + word = Compound word

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

_____ + _____ = _____

Don't forget to learn your spellings ready for your test Friday.

Thursday 18th June

Today's Home learning focus: Contractions

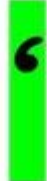
Watch the video link about what contractions are.

<https://www.youtube.com/watch?v=IJyy4A-rjB4>

Contractions



Remember:
We put an apostrophe in the position of the letter(s) we have dropped!

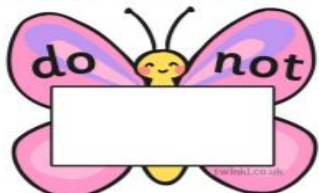
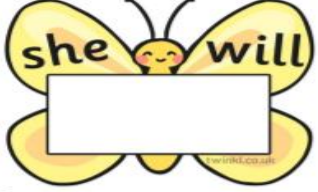


I am = I'm You are = You're
He is = He's She has = She's
Let us = Let's
He would = he'd
That is = That's
Will not = won't
Does not = Doesn't



Mild-

Match the contractions to the correct word pairs.

 _____	 _____
 _____	 _____
 _____	 _____
 _____	 _____

didn't

she'll

it'll

won't

hasn't

he'll

can't

don't

Medium/ Spicy- Roll a dice and read the contraction on the line of the number rolled. Use interactive dice if you don't have one. <https://www.online-stopwatch.com/chance-games/roll-a-dice/>



Roll and Read Contractions

	can't	it's	he's	I'd	I'm	she's
	didn't	who's	she'll	aren't	isn't	
	isn't	hadn't	haven't	I'll	he'll	
	wouldn't	haven't	aren't	you're	I've	
	they've	we've	you'll	they'll	we're	
	couldn't	shouldn't	should've	would've	could've	

Medium/ Spicy



I am = I'm
You are = you're
He is = he's
She is = she's

Look at the contractions above on the teachers whiteboard. Complete the sentences with a contraction that makes the sentence make sense.

1. _____ a big boy.
2. "_____ hungry", said Sarah.
3. The girl eats when _____ hungry.
4. _____ happy when he sees his pet dog.

5. When _____ tired, I go to bed.
6. If _____ thirsty, you must drink some water
7. Don't play football if _____ too sick.
8. Can I play games when _____ finished my homework?
9. _____ a very pretty girl.
10. _____ a good boy in school.

Don't forget to learn your spellings ready for your test tomorrow.

Friday 19th June

Today's Home learning focus: Spelling test
Comprehension



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

Activity 2 - Read the comprehension and answer the questions.

This week our theme is **unique and special**. This week we are thinking about that there are many ways that we are like other people, but there are also many ways in which each of us are different, and we should celebrate this. In this story we find out about two completely different characters that become friends even though they look very different. Everyone is special no matter of our differences.

Activity 2- Mild-Medium

An adult can support with reading if needed.

The Lion and the Mouse



One day, a lion was asleep in the wood. A mouse came along. The mouse didn't see the lion and ran across the lion's nose.

The lion woke up. He was cross with the mouse. **"You woke me up!"** he roared.

The mouse was scared. **"Please let me go!"** said the mouse. **"If you let me go, I will repay you one day!"**

"You are funny!" said the lion. **"How could a mouse help a lion?"**

The lion laughed and let the mouse go home.

Some days later, the lion was caught in a hunter's net. He couldn't get out.

The lion roared in anger.

The mouse heard the lion and ran to the net.

The mouse saw the lion and had an idea. She chewed on the net until it broke and the lion fell out. The lion was free.



"Even a mouse can help a lion!" said the mouse.

From that day, the mouse and the lion became friends.

A kindness is never wasted.



The Lion and the Mouse Questions

1. Who are the characters in the story? Tick two.

- ☐ a mouse
- ☐ a badger
- ☐ a fox
- ☐ a lion

2. Why did the lion wake up? Tick one.

- ☐ The mouse ran across his nose.
- ☐ He was hungry.
- ☐ It was morning.

3. Why was the mouse scared? Tick one.

- ☐ She didn't like lions.
- ☐ She thought the lion would eat her.
- ☐ The lion surprised her.

4. How did the mouse help the lion? Tick one.

- ☐ She brought him some food.
- ☐ She sang a song to cheer him up.
- ☐ She chewed through the net to let him go.

5. What is the message in the story? Tick one.

- ☐ Look where you are going.
- ☐ A kindness is never wasted.
- ☐ Listen to others.

The Lion and the Mouse



One day, a proud lion was asleep in the wood, his head resting on his paws. A timid mouse came along. The mouse didn't see the lion and ran across the lion's nose.

The lion woke up from his nap. He was cross with the mouse. "You woke me up!" he roared and laid his paw on the mouse, ready to gobble her up.

The mouse was scared. "Please let me go!" begged the mouse. "If you let me go, I will repay you one day!"

"You are funny!" said the lion. "How could a mouse help a lion?"

The lion laughed at the idea that a mouse could ever help him. But he was generous and let the mouse go.

Some days later, the lion was caught in a hunter's net. Unable to get out, the lion roared in anger. The mouse remembered the lion's voice and ran quickly to the net.



The mouse saw the lion struggling in the net and had an idea. She gnawed on the net until it broke and the lion was able to escape. The lion was free.

"Even a mouse can help a lion!" declared the tiny mouse.

From that day on, the mouse and the lion became friends forever.

A kindness is never wasted.



The Lion and the Mouse Questions

1. Why did the mouse run across the lion's nose? Tick one.

- ☐ She didn't see the lion.
- ☐ She wanted to surprise the lion.
- ☐ She thought it would be fun.

2. Why did the lion think the mouse was funny? Tick one.

- ☐ because she was dressed as a clown
- ☐ because she told him a joke
- ☐ because he thought a mouse could never help a lion

3. Why did the mouse run quickly to the net? Tick one.

- ☐ because she was in a hurry
- ☐ because she heard the lion's voice
- ☐ because she was nosy

4. Complete the sentences. One has already been done for you.

The mouse didn't see the lion

and had an idea.

The mouse saw the lion
struggling in the net

became friends forever.

The mouse and the lion

and ran across his nose.

5. What is the moral of the story?

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 (please email if this has been mislaid).
- Study ladder to practice comprehension <https://www.studyladder.co.uk/>

Well done Year 1! You have completed Summer Term Week 8 English-
HOORAY!!!!!!!

