Year One - Home learning pack 6

Can you spot the differences?

Reading	Please continue to read with your child, I advise daily. It doesn't have to be for a long period of time, 5 minutes a day, 5 times a week, will greatly benefit your child. Reading is crucial for children to be successful in all areas of learning. Keep it fun, discussing characters, their feelings and looking at the illustrations. Please continue to write a comment in your child's reading diary at least 3 times a week. I appreciate that you have probably read your school book time and time again at home, so I have a few suggestions below to keep your child engaged: 1. Green word and red word practise I have attached copies of this below and you can add to this to suit your child. Practising this daily will be beneficial to your child. I advise short blasts of practise, lasting around 5 minutes but every day. 2. Please visit Oxford Owl where books can be found to suit your child's reading level for free. You can create a free account. Read Write Inc. phonics resources can also be accessed from this website. Alongside this, I have attached a copy of the phonics sounds below. 3. You can access great resources for free during this home school period from www.twinkl.co.uk/offer by signing up and making your own account. Enter the code: CVDTWINKLHELPS…The code can change so please visit Twinkl Resources Facebook page for updates and a video of how to sign up for free. Twinkl provides you with a range of resources including not only reading and phonics activities but all other subjects. This will ensure you can keep reading engaging with a range of new and old stories available for download to suit your child's interests.

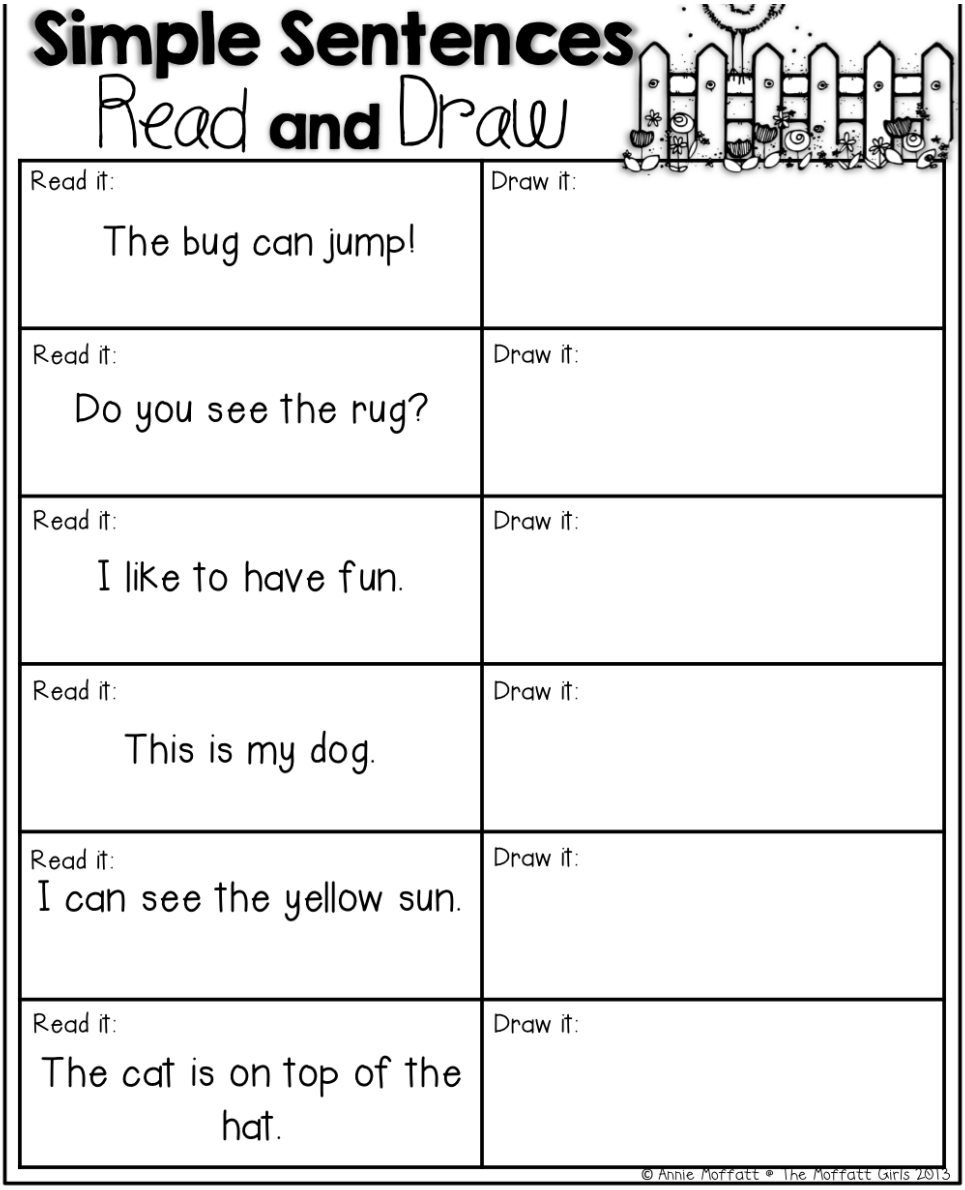
4. Remember you can continue to read a variety of story books you already have available at home, including magazines and games that encourage reading.

5. Alongside reading daily, pick one task a week from the choices below. This could be on a Friday.

Task 1 – Comprehension

(It is expected that your child reads this independently however if they are unable to do so, you can support them so they can complete the task)

This task is all about your child's ability to read and understand something



You can make something similar to this for your child to read at home.

Task 2 – Inference

(Please read the questions to your child if they are unable to do it independently, listen to their answer and discuss if further)

There are no wrong answers in this task, encourage your child to say what they think, right or wrong. If they are unsure, ask them to have a go) This task is all about your child coming to a conclusion about what is happening based on evidence (what they can see in the picture) and coming to their own conclusions.

1. What do you think is happening in the picture?
2. What is the man in the grey jacket doing?
3. Where are they going?
4. How are the people feeling?

Writing

Top tips

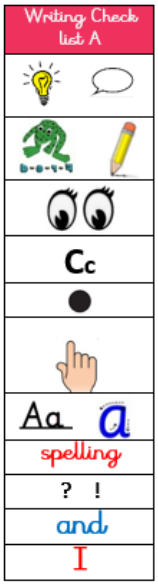
- A sentence is one idea. Each sentence must have a capital letter, finger spaces and a full stop.
- Say out loud or in your head the sentence you are going to write about before you write it.
- Reread what you have written to check it makes sense.
- Remember to correct any letters that you write the wrong way around!
- All letters sit on the line.
- If the task is about a story, encourage your child to use lots of role play and act out each story, this will make it engaging and enable them to complete the task

Writing Checklist

In class we have a writing checklist to support the children in writing a good sentence.

Before I write a sentence I…

Think it (What sentence do I want to write?) say it (remember a sentence is one idea)
Fred it (sound out each word) and write it
As I write, re read it and check it makes sense
Check for a capital letter at the start of the sentence
Check for a full stop at the end of the sentence
Finger spaces
Letters are on the line and formed correctly
Check spelling (red words such as 'was' are spelt correctly)
Has the correct punctuation been used? ? !
Sentence structure – Have I used a conjunction 'and' to join ideas together?
Have I used the personal pronoun 'I' and spelt it correctly?

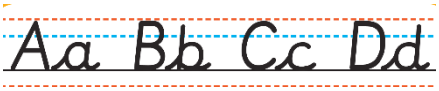


two

Handwriting practise

If your child would like some handwriting practise, you can practise the tasks below. (I must say, this is one of our favourite times of the day, the children really enjoy seeing the progress they make!) You can support your child in the following:

- I can write my full name using and forming capital letters correctly
- I can form digits 0-9 correctly.
- I can form lower case letters in the correct direction, starting and finishing in the correct place. (When your child is confident with pre-cursive only then would we move onto joining letters)
- I can form capital letters (correct size and formation)



Pre-cursive joining E.g. Capital letters and lower case formation

Task 1 – To use adjectives to describe the Willy Wonka.

The children need to be able to make appropriate word choices from word banks. Below is a selection of adjectives (You can add some of your own) An adjective is a describing word. Can you select the appropriate adjectives to describe Willy Wonka above? Select appropriate adjectives to describe the Willy Wonka or/and the chocolate factory. You can show your child clips of Willy Wonka online or watch the film before you do this activity.

magical	friendly	grey	old
purple	spooky	sparkly	magnificent
pink	gloomy	dull	mysterious

Task 2 – To write a character description of Willy Wonka.

Use your adjectives above to help you write sentences about Willy Wonka. You could draw pictures to go with your sentences.

Task 3 – To think of 4 or more questions

The children must be beginning to punctuate sentences with a question mark. Can you think of 4 or more random questions that you want to find the answer to and write them down? Remember to use a question mark. 'A question needs an answer' is what I tell the children to help them begin to understand the difference between a statement and a question is. Can you think of questions of things you want to find out about Willy Wonka and the Chocolate factory? This could be anything! For example, 'What did Charlie think when Augustus fell in the chocolate river?"

Task 4 – To use an exclamation mark.

What are exclamation marks used for? They are used to express excitement, surprise, astonishment or any other strong emotion. Any exclamatory sentence can be properly followed by an exclamation mark, to add emphasise. Can you practise saying some exclamatory sentences? For example, I love the chocolate factory!
He has fell in the river!
Talk to an adult about the way in which we say an exclamation sentence, what tone of voice do we use? How do we say it?
After this, you can practise writing a few exclamation sentences. Watch some of the Willy Wonka and the Chocolate Factory clips and use this as a stimulus.

Task 5 – To create an information text about Willy Wonka and the Chocolate Factory.

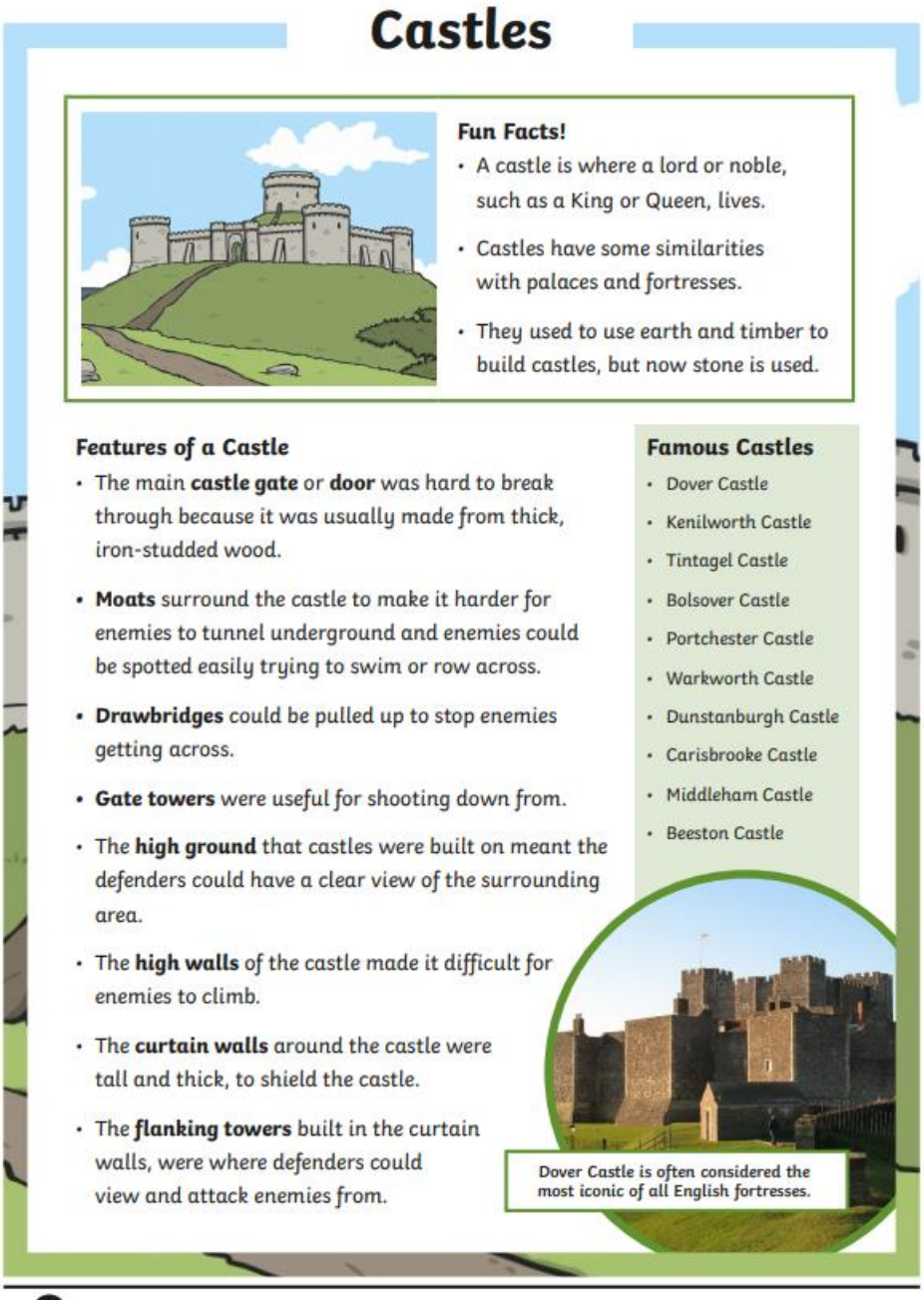
What is an information text?

Features of an information text

1. Main title - This sums up the topic
2. Headings and sub-headings - these are used to introduce the content of different paragraphs to help the reader navigate the text. This can be a question.

3. Paragraphs - these are the main bodies of text that include the topic information.
4. Bullet-pointed lists - Ordering key information in a list is a great way of telling the reader what they need to know about the subject.
5. Photographs and illustrations - information texts include images to make the information easier to understand. These can be realistic photos or annotated diagrams.
6. Captions – captions are used to explain pictures or illustrations.

Example -



Castles

Fun Facts!

- A castle is where a lord or noble, such as a King or Queen, lives.
- Castles have some similarities with palaces and fortresses.
- They used to use earth and timber to build castles, but now stone is used.

Features of a Castle

- The main **castle gate** or **door** was hard to break through because it was usually made from thick, iron-studded wood.
- **Moats** surround the castle to make it harder for enemies to tunnel underground and enemies could be spotted easily trying to swim or row across.
- **Drawbridges** could be pulled up to stop enemies getting across.
- **Gate towers** were useful for shooting down from.
- The **high ground** that castles were built on meant the defenders could have a clear view of the surrounding area.
- The **high walls** of the castle made it difficult for enemies to climb.
- The **curtain walls** around the castle were tall and thick, to shield the castle.
- The **flanking towers** built in the curtain walls, were where defenders could view and attack enemies from.

Famous Castles

- Dover Castle
- Kenilworth Castle
- Tintagel Castle
- Bolsover Castle
- Portchester Castle
- Warkworth Castle
- Dunstanburgh Castle
- Carisbrooke Castle
- Middleham Castle
- Beeston Castle

Dover Castle is often considered the most iconic of all English fortresses.

Can you use what you have learnt about questions and exclamation sentences to include both in your information text.

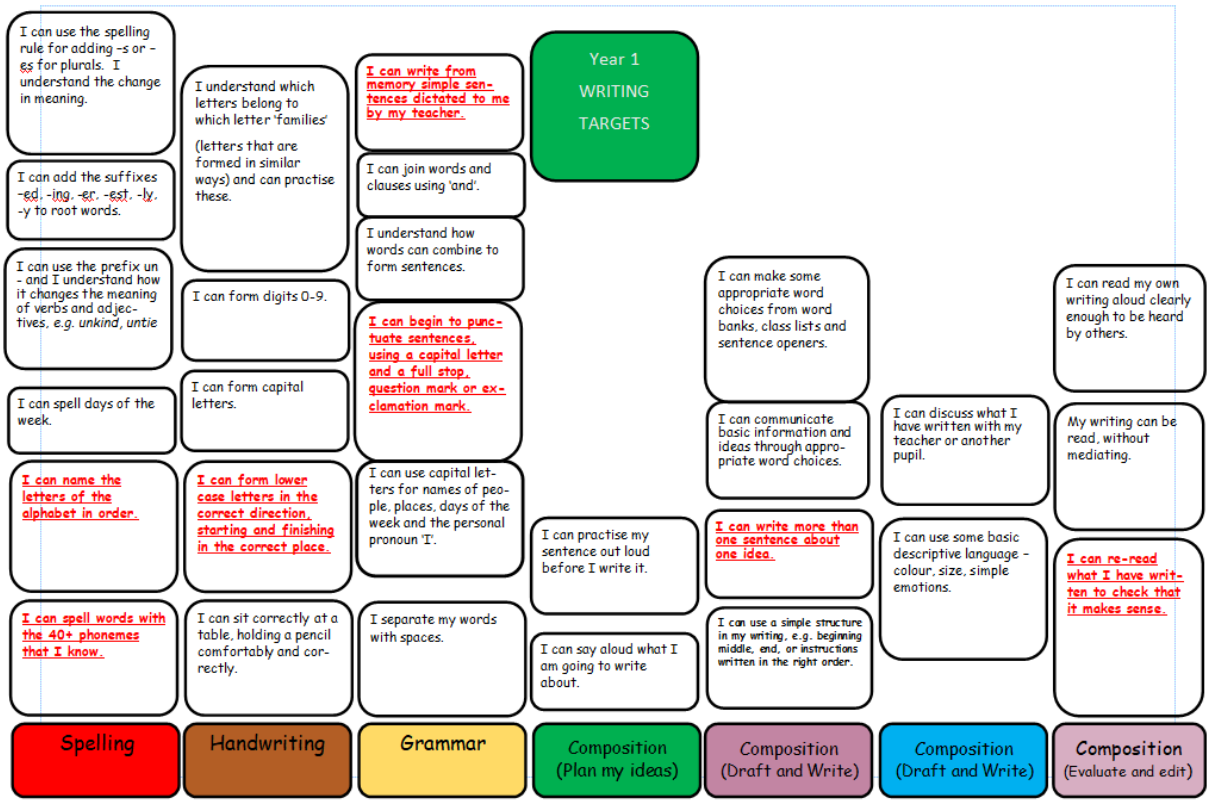
Task 7 – To write for a range of purposes.

The children should be writing for a **range of purposes**. You could help your family write the food shop in a list. (You can repeat this task each time an adult needs to go shopping). Maybe your birthday is coming up and you want to write a birthday list. You might really enjoy writing letters, so you write a letter to your Grandma, maybe you could post it? Remember you can write freely for a range of real-life purposes. Remember to check out the checklist when you're writing, a sentence is one idea and must have a capital letter, finger spaces and a full stop.

Challenge

- Can you use adjectives to make your writing more interesting?
- Can you use a conjunction to join two ideas in a sentence together (because, and, so, but)
- Can you check your writing and put in any missing capital letters and full stops.
- You could edit your writing by correcting the spelling of a red word/s (words you can't sound out) such as was/of/there/what/where/one/once

(Please ensure your child is not being asked to correct too many words as this can be disheartening - only one or two in each task, if you choose this challenge. You may know your child can read the red word 'was' but they spell it wrong, so you ask them to correct this word because you know they can spell it. You can let your child use a pen, rather than a pencil, to make the editing process exciting!)



Phonics

The tasks below can be practised time and time again in different ways, with a focus on different sounds and to suit your child's needs. Use your ongoing phonics assessments with your child to find out what sounds they're finding tricky and continue to practise those sounds.

Task 1

You can make an ongoing list of words with not only split digraphs in but any other sounds you many want to practise. You could find words to add to your lists whilst reading your book each day.

a_e - cake i_e - bike o_e - bone u_e – flute e_e – eve

Task 2

You can make your own alien and real word game. You could make a real alien (Bob), a fake alien (Obb) and a selection of word cards. You can put the real words into the real alien's mouth and put the fake words into the fake alien's mouth.

e.g. snail – real word

taig – fake word

A version of 'Buried Treasure'. Blend to read the words on the snacks. Are they real or fake? Great for: Practising blending

Task 3

I have attached the phonics document below that includes all the sounds your child needs to know. We practise these daily in school on our stuck line as you saw in our class assembly. You could make your own stuck line/flash cards using the sounds. You could then make your own word cards to add to each sound. For example phonics card 'are share and care' you could add the word cards. 'share' 'compare'

the

Task 4

You could make your own snap game using words using any sound you think your child needs practise with.

Task 5

You could use chalk and write words on the ground outside, focusing on a particular sound each day.

Task 6

You can visit the following website to access past phonics screening papers.

https://www.gov.uk/government/publications/phonics-screening-check-2019-materials

Task 8

Please continue to use the phonics resources I have previously sent home such as 'green words list' and practise daily (You can make your own list and add some new words for your child to read) This list has all the sounds your child needs to learn alongside examples of words with the sound in. Again, could pick a sound a day to focus on.

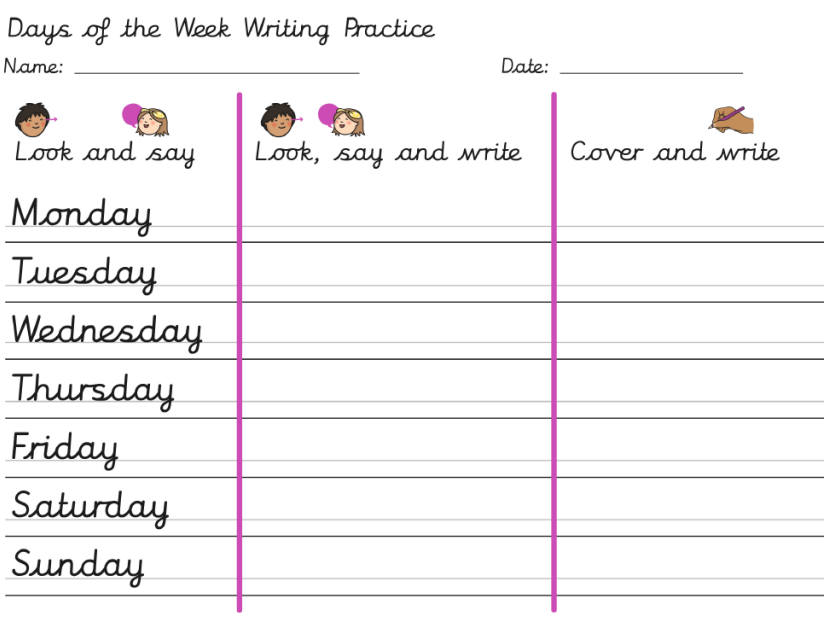
Task 9

Use online free websites such as www.phonicsplay.co.uk or Purple Mash where your child can access phonics resources or games.

Task 10

You could practise the 100 high frequency words below by creating your own spelling list for your child, until your child can spell them all. Alongside this your child needs to be able to spell the days of the week and months of the year, this also can be practised daily until your child can spell them.

e.g. suggested layout



Remember phonics can be incorporated into everyday life. This could be when the children are using their phonics to help them read the cereal packet, a game or a book and in many other ways.

Mathematics

Top tips

- You should use drawings or real-life objects such as toys to help you work out the answer.
- Only use numbers below 20 when thinking of your own equations. When you child is secure with numbers 20 and below only then would you use bigger numbers. Using bigger numbers doesn't make it harder.
- Always make links with real life problems
- Please continue to work on tasks using all four calculations – addition, subtraction, multiplication and division. Make it interesting by using different word problems and real life scenarios

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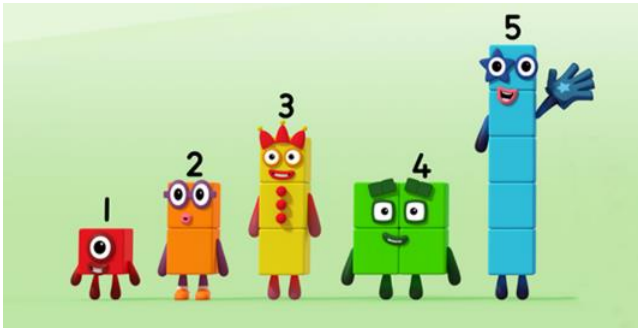
Cbeebies Number blocks is a good programme to help support the practical teaching of many mathematical concepts including problems that cover all four calculations. The show also shows doubling and halving, fractions and arrays, alongside many more.



Task 1

Ongoing task - Practise counting forwards and backwards from any given number to 100. You can use the 100 square to support your child in this task. (Additional task in the home learning pack – Can you fill in the missing number in the 100 square? If you were not able to collect your pack from school, you could draw an empty 100 square for your child to have a go at filling in. You can then work on any gaps.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Task 2

Practise counting forwards and backwards in **2's, 5's and 10's**.

2's – 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

5's – 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55

10's – 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

If your child is secure in counting in 10's, focus on counting in 2's or 5's ect.

Activity ideas:

Counting in 2s Activity

Complete the following sequences:

a) 2 4 6 _____ 10 _____

b) 24 22 _____ 18 _____ 14

c) _____ 26 28 30 _____ 34

d) 46 _____ _____ 40 38 36

e) 28 _____ 32 34 _____ 38

f) _____ 44 42 _____ 38 36

g) 12 14 _____ 18 _____ 22

h) 20 _____ _____ 14 12 10

i) _____ _____56 58 60 62

j) 74 72 _____ _____ 66 64

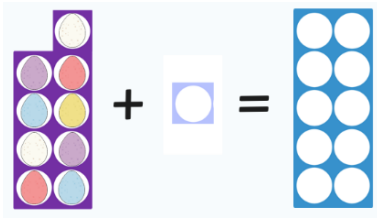
Complete the number square below:

1		3		5		7		9	
11		13		15		17		19	
21		23		25		27		29	
31		33		35		37		39	
41		43		45		47		49	
51		53		55		57		59	

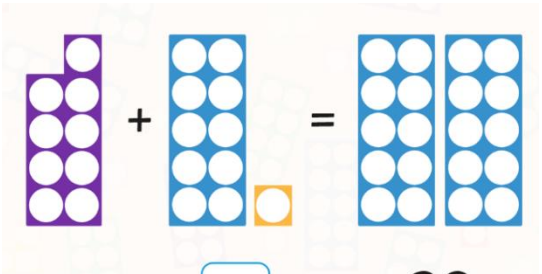
Task 3

Practise your number bonds to 10 and 20 using drawings or practical object (addition) If your child is not confident in number bonds to 10, please continue to work on them before moving onto number bonds to 20.

Can you use your knowledge of number bonds to 10 to help you work out the number bonds to 20?



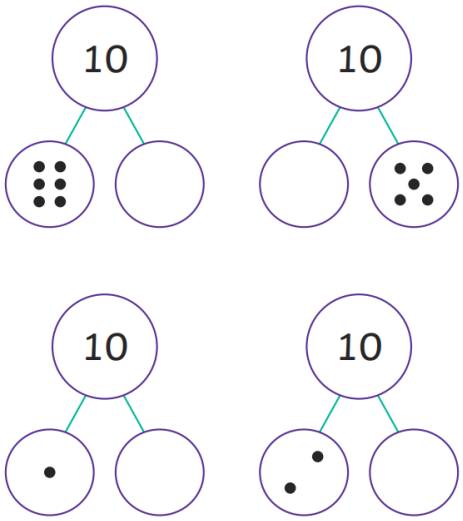
9 + 1 = 10



9 + ☐ = 20

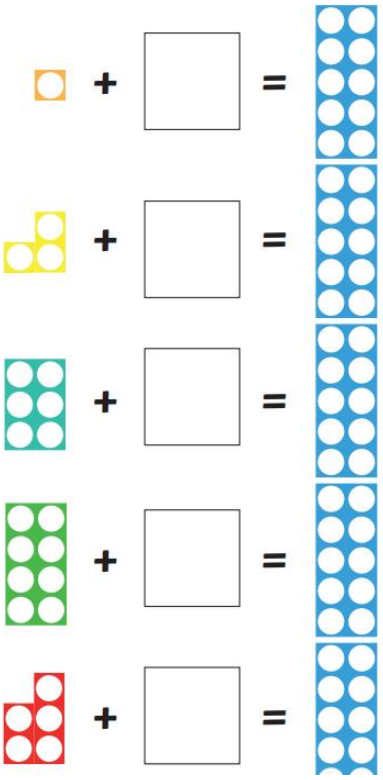
Activity ideas:

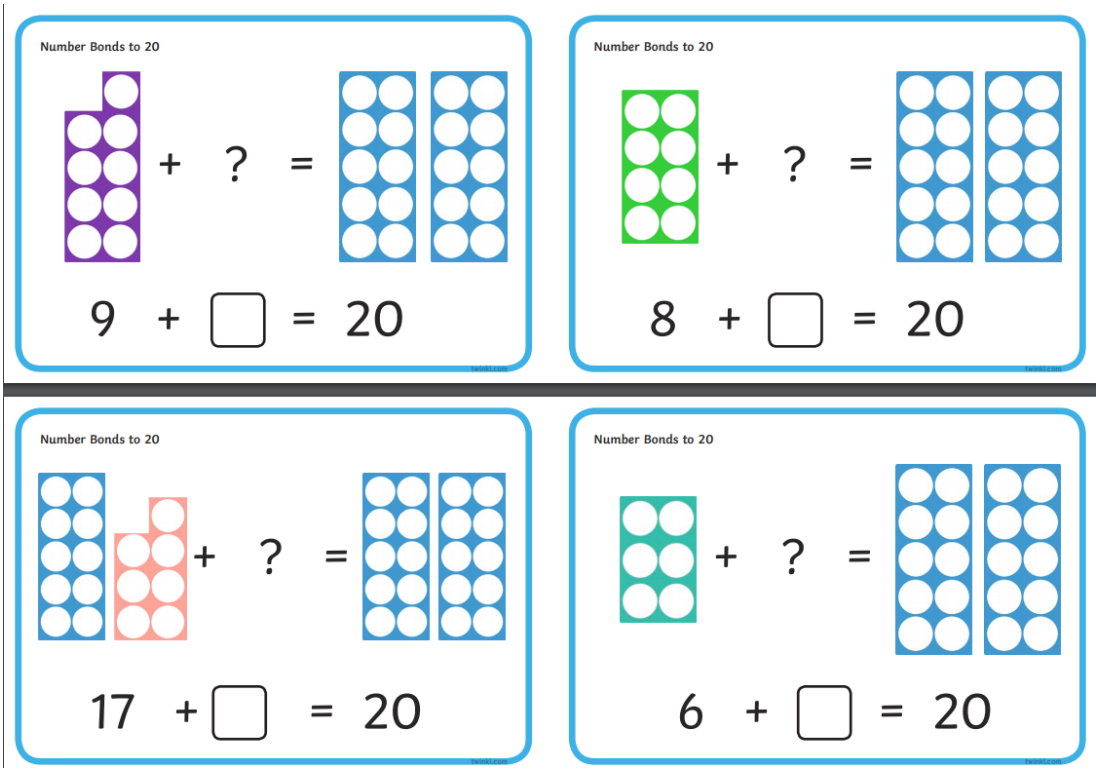
Part-Whole Number Bonds to 10

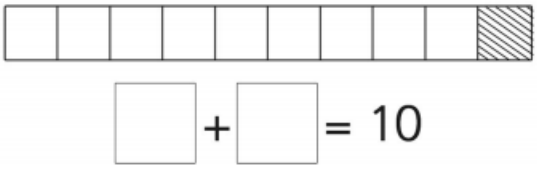


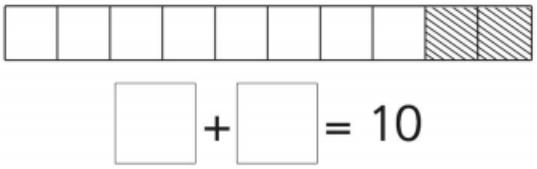
Number Shape Number Bonds to 10 Missing Numbers

Use the number shapes to work out the missing number in each question.




Number Bonds to 20
+ ? =
9 + □ = 20
Number Bonds to 20
+ ? =
8 + □ = 20
Number Bonds to 20
+ ? =
17 + □ = 20
Number Bonds to 20
+ ? =
6 + □ = 20


+ = 10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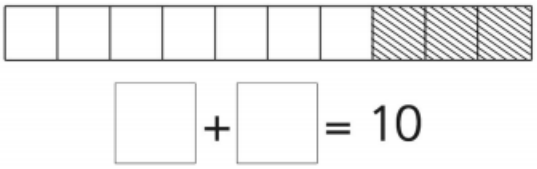
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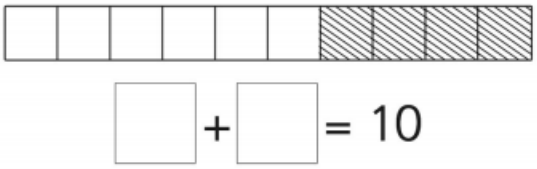
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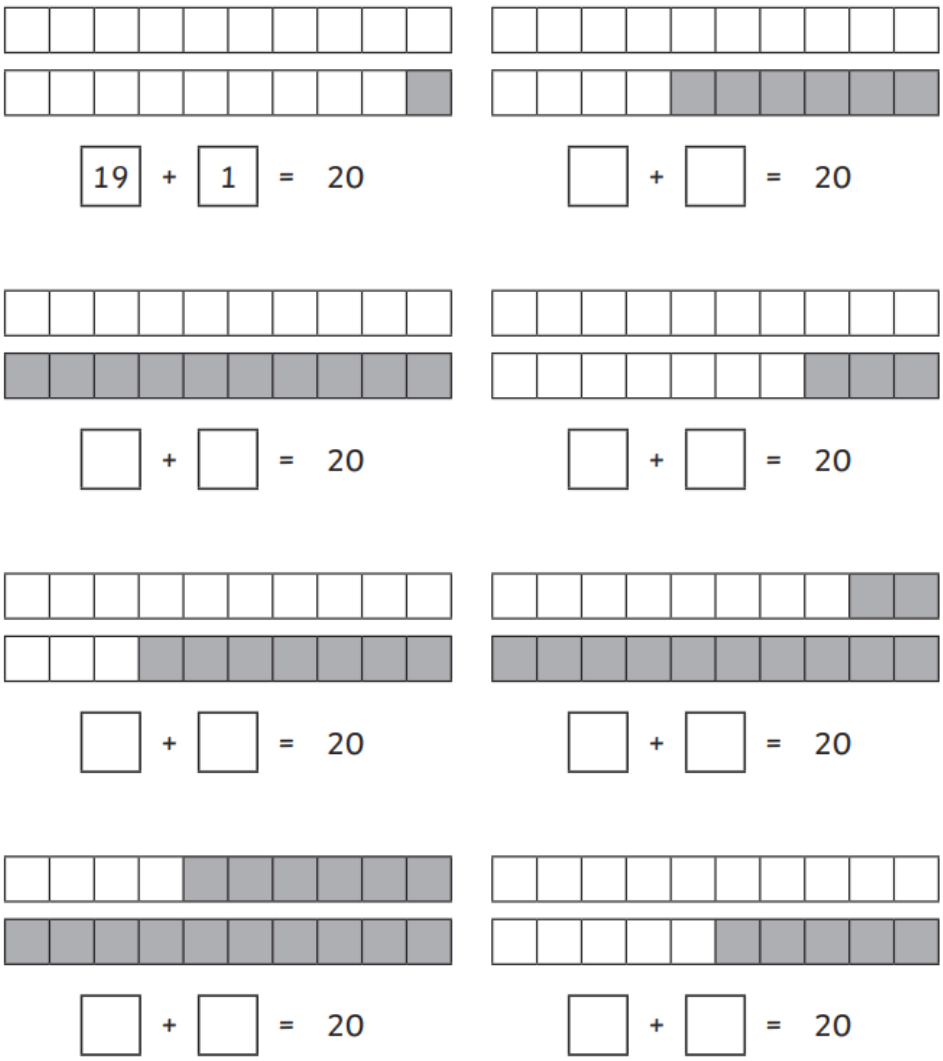


Task 4

All four calculations - How many ways can you make a 5, 6, 7, 14 or 11 and beyond. Are you quick with this? Do you know them without even having to work it out? Can you do it in your head? You can record your ideas on paper. Encourage your child to mentally work out the equations, you can then give your child some objects such as pasta shells or you cars to check their equations are correct.

For example, how many ways can you make 6?

e.g.

0 + 6 = 6 1 + 5 = 6 2 + 4 = 6 3 + 3 = 6 8 – 2 = 6 7 – 1 = 6

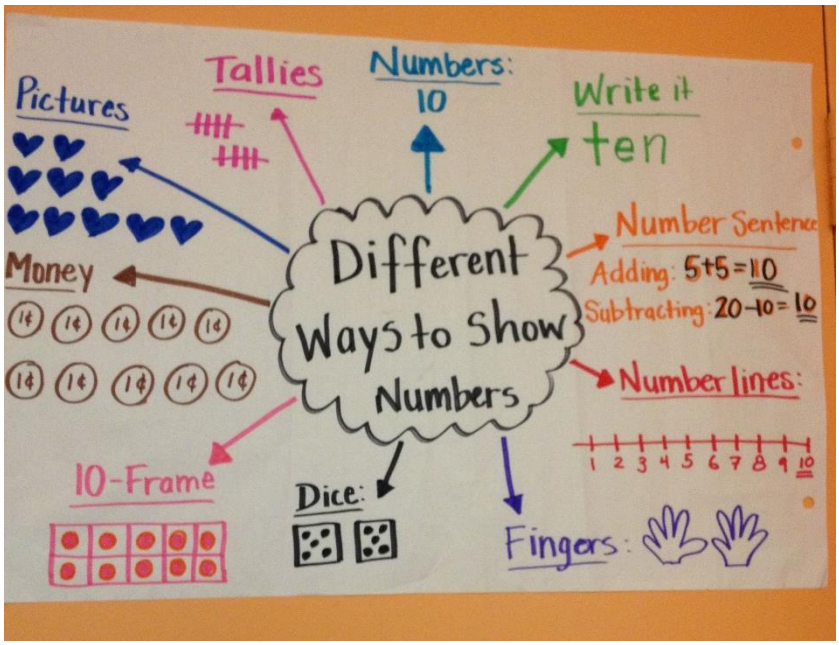
6 + 0 = 6 5 + 1 = 6 4 + 2 = 6 10 – 4 = 6

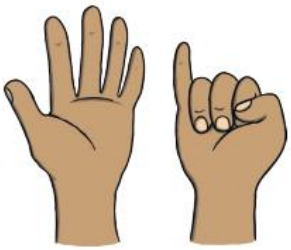
Challenge – Can you think of more ways to make a number than using addition and subtraction? Can you use multiplication or division?

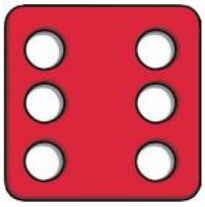
2 x 3 = 6 12 ÷ 2 = 6 3 x 2 = 6

Task 5

There are many ways we can represent numbers. Can you represent different numbers?

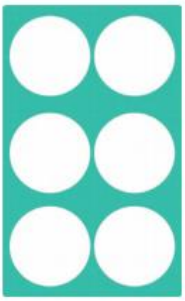






6

six



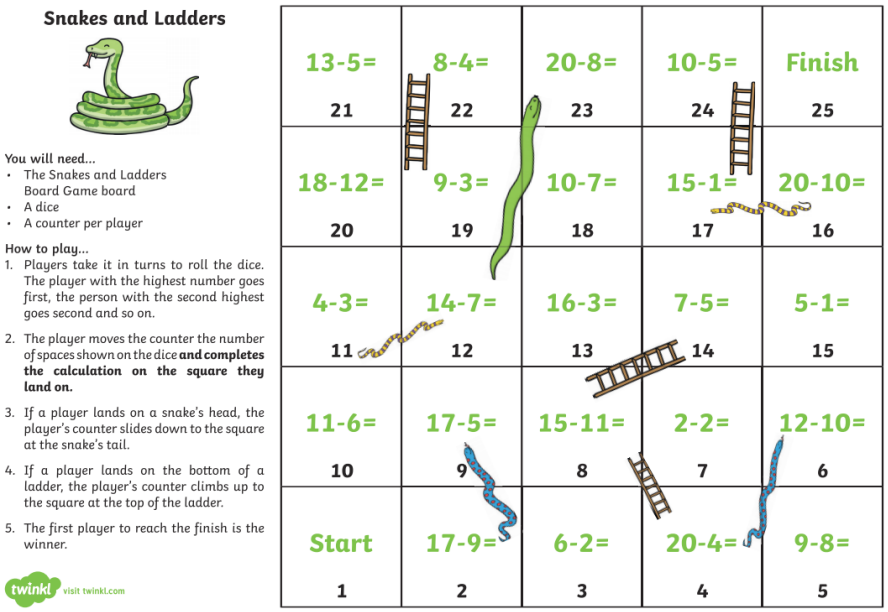
Task 6

Ongoing tasks - Can you practise subtraction / taking away? Write equations down or ask your family to write some equations for you. You can include this in everyday scenarios. For example, you open a bag of 12 sweets. Everyone has one each. Ask your child to find out how many are left and write down the correct equation.

E.g. There were 22 chocolates in the bowl. My sister ate 14 How many are left? You can draw this story. Draw 22 sweets and cross out 14 to find out the answer.

Activity ideas - Remember your child will need something to help support them in working out the answer. This could be practically by using toys/pasta shells or anything they can count, a pen and paper for drawing their own working out. They can also always try some of the equations mentally by counting back.

- You could make your own version of the game below



If you do not have a printer available, you can ask an adult to draw/make your own versions of the style of questions above. You can find more ideas from Twinkl.co.uk

Task 6

Practise multiplication / lots of / multiples of

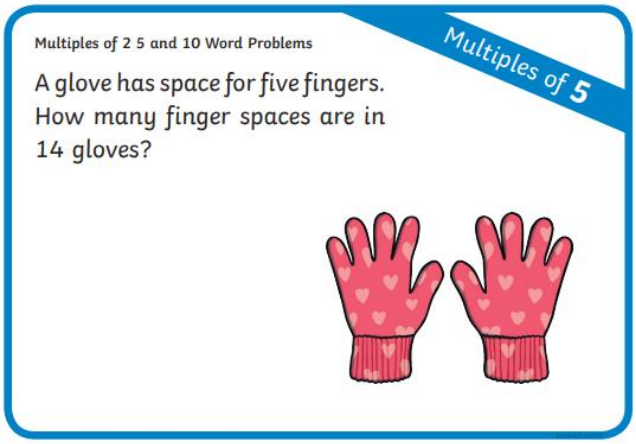
For example – There are 4 ponds. In each pond there were 2 frogs. How many frogs were there altogether? Remember you can count them in 2's.

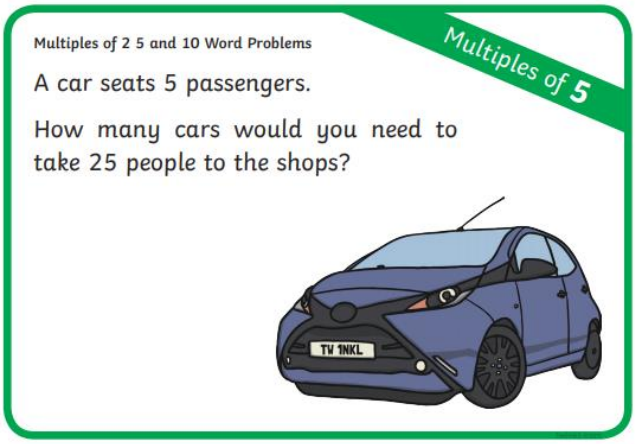



2 4 6 8

4 x 2 = 8 4 lots of 2 = 8 4 groups of 2 = 8

Activity ideas:





You can work this out using drawings.

5 10 15 20 25

5 cars 5 x 5 = 25 5 lots of 5 is 25

Task 7

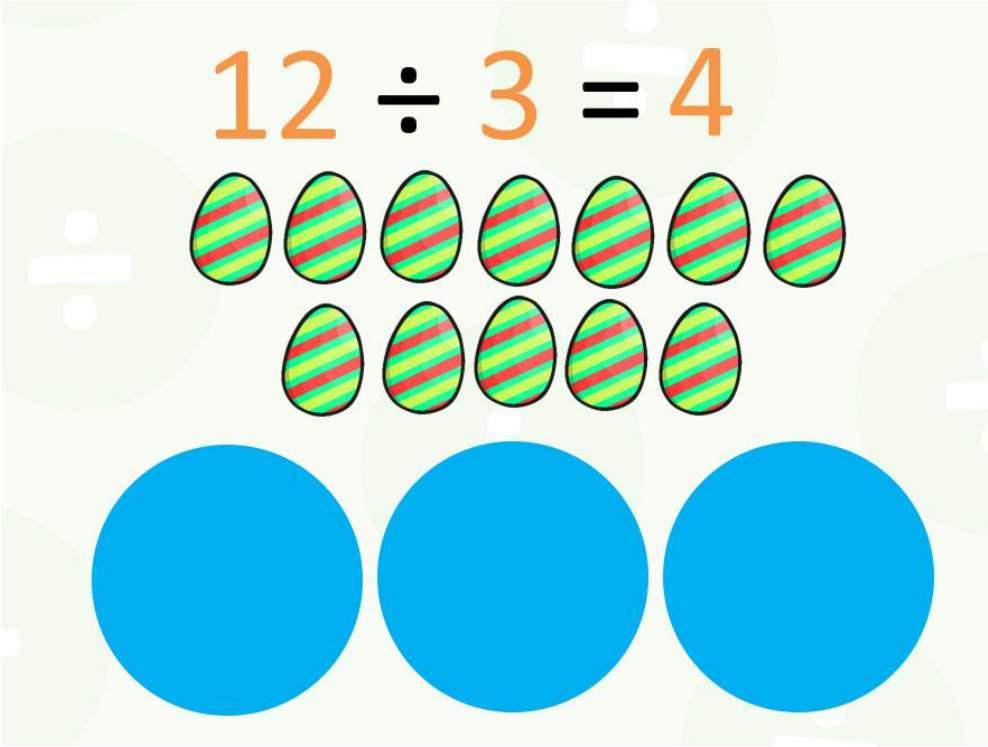
Division – Can you solve division equations? Ask an adult to help write down some word problems / equations for you to work out.

Sharing – e.g. There are 22 strawberries left in the bowl. You can share them between Naomi and Joseph. How many strawberries will each person have?

Remember – one for you, one for you, one for you, one for you and so on

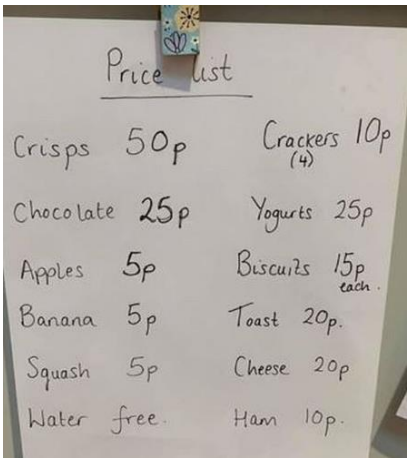
22 ÷ 2 =?

Activity example – 12 chocolates eggs shared by 3 people. You can practically move the chocolate eggs into each basket (blue circle) to find out how many chocolate eggs each person will have. Remember, 1 for you, 1 for you, 1 for you, make it fair. Each group must be equal.



Task 8

Money – The children have been recognising and beginning to recognise and know the value of different coins and notes. Can you make a shop at home? You can buy snacks from the kitchen or toys. What is worth the most? Can you put coins in the correct order or value?



Task 9

We also have been adding an equation in our head by putting the largest number first and adding on. For example:

3 + 12 =? We would start with 12 in our heads and add on 3 by counting on in our head to find out the answer. Practise this whenever you can.

Task 10

Can you find one more and one less of a number?
Use the 100 square in your homework packs. Pick a number and find one more and one less.

Can you find 10 more and 10 less than a number?
Remember to use practical objects to help support you child in this. Start by using the ten times table then when your child is more confident use random numbers up to 100.
For example, what is 10 more than 10? Can in 10s to find the answer and use objects to support your child's understanding so they can visually see 10 more.

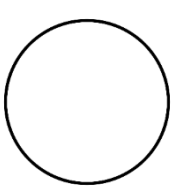
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

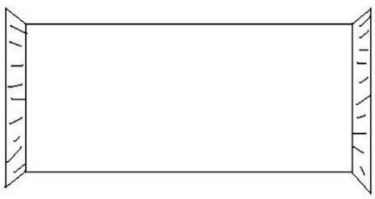
Task 11

We have been learning all about fractions. A ½ is one out of two equal parts. A ¼ is 1 out of 4 equal parts. We have been finding ½ and ¼ of real life objects, shapes and amounts. Can you find ½ and a ¼ of different objects at home? This could be real life objects such as a cake, a shape or amounts (e.g. sharing out strawberries – links with division above).

Activity ideas:

Can you shade a ½ of each object?





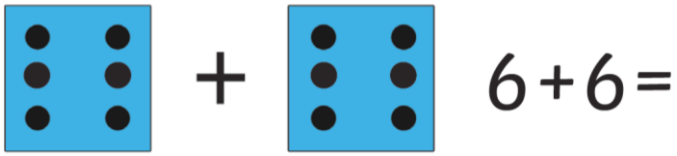
Can you help cut the pizza in half at dinner time?

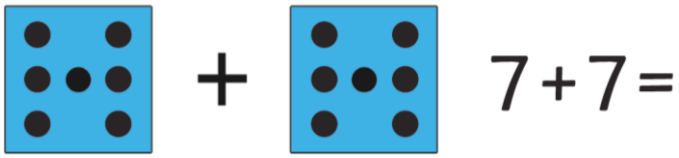
Can you share the chocolate bar into quarters? 4 people will be sharing it. What about in half? That means 2 people are sharing it. Remember, giving children as many real-life

mathematical experiences will have the greatest impact in their development and understanding.

Task 12

Can you practise doubling single digit numbers?





Task 13

The children need to be able to read and write numbers from 0-20 in digits and words.

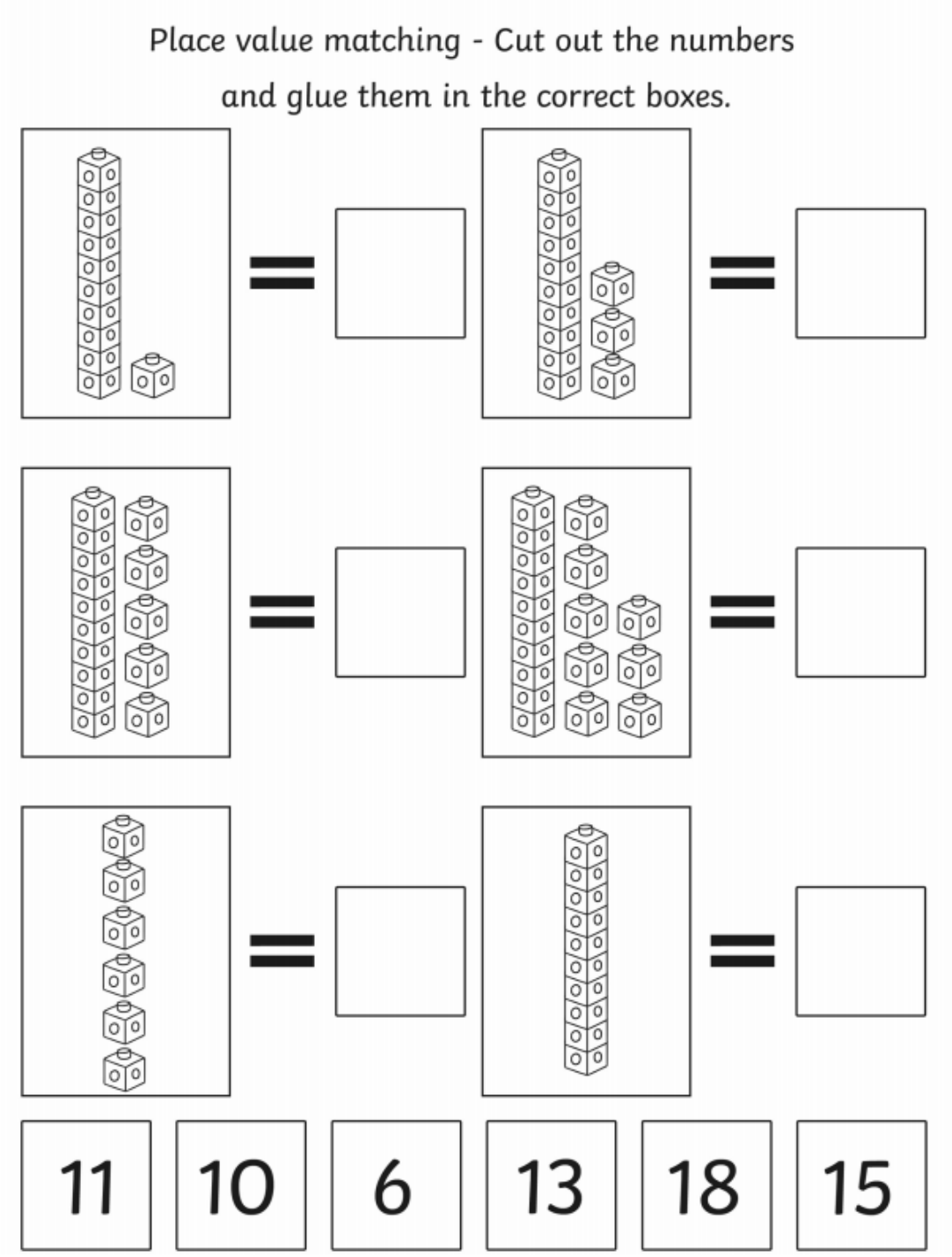
Can you practise writing them down daily? You can ask an adult to make a chart with missing sections like below. Can you fill in the missing sections? If you prefer you could just make a list.

e.g.

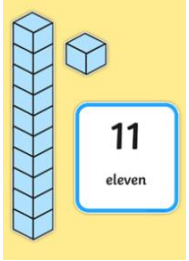
digit	word
1	one
2	?
3	?
4	?
?	five
?	six
7	?
8	?
?	nine
10	?

Task 14

This week we have been working on place value. You can complete the following activities.



Remind your child the dienes below, a ten and a unit/ one.



The stick represents a ten – we call is ten.
The cube represents one – we call it a unit / one

Date: 22.06.20

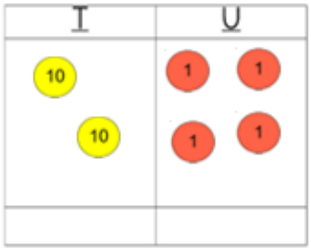
LO: To identify and represent numbers using different representation.

What number has been made?

What number has been made?

What number has been made?

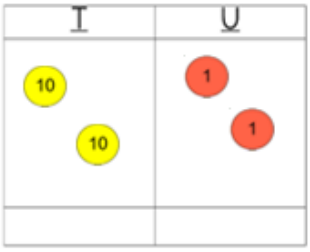
What number has been made?



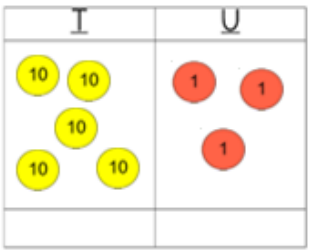
What number has been made?

What number has been made?

What number has been made?



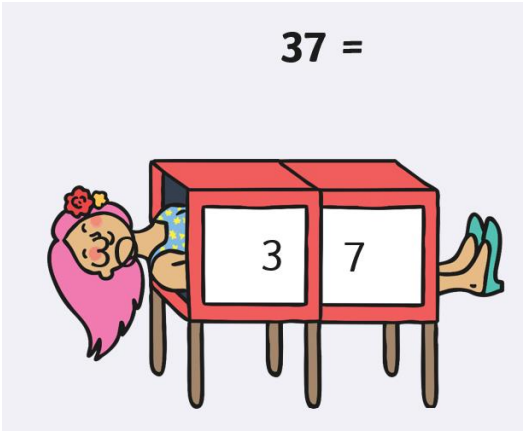
What number has been made?

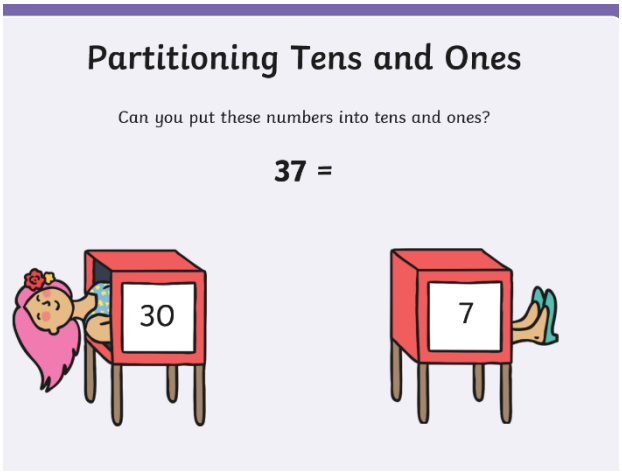


How do you know that you have been successful today?

I have made two-digit numbers.

I have taken away the units.



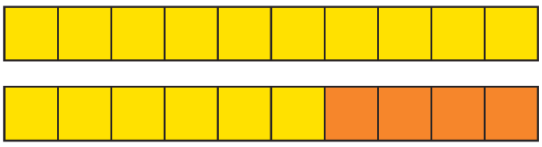


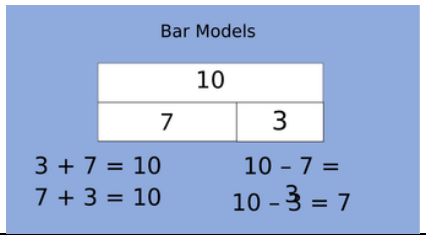
Challenge

- Can you have a go at solving equations in your head by counting on or counting backwards?
- How quick can you recall all the number bonds to 10 or 20?
- Can your family time you? You can try and beat your time each day.
- Can you write your own word problems and show working out to solve it
  E.g. There were 16 cars on the car park, 4 cars went home. How many cars were left in the car park?
- Can you find related facts? For example, if you know 4 + 6 = 10, what else do you know?
  Can you find 2 addition and 2 subtraction equations?

4 + 16 = 20 16 + 4 = 20 20 – 4 = 16 20 – 16 = 4

Example:





RE

Task 1

Helping Others – To begin to understand how compassion motivates many people to act for the good of others and reflect on how we help one another.
Kris has fallen and hurt his leg he is not able to stand up. His friends want to help him, what can they do?
Can you make a book on 'Why we help each other'. You could do a title cover and fill the book with ideas.

Task 2

Cure of the Paralysed man – To know that Jesus showed his love for sick people when he cured a man who was paralysed. Reflect on the great love Jesus has for all who are sick.
The man lying down is very sick. He cannot move by himself. His friends bring him to Jesus and Jesus cured the man. He could walk again. What a miracle!

The Paralysed Man

Questions

1. What do you see happening?
2. Why are the men doing this?
3. Why do they want Jesus to see the paralysed man?
4. How do you think this paralysed man is feeling?
5. What happens when Jesus sees him?
6. What does this tell us about Jesus?
7. What can we learn from this story?

Science

Task 1

Can you sort the animals into the correct groups?

Fish

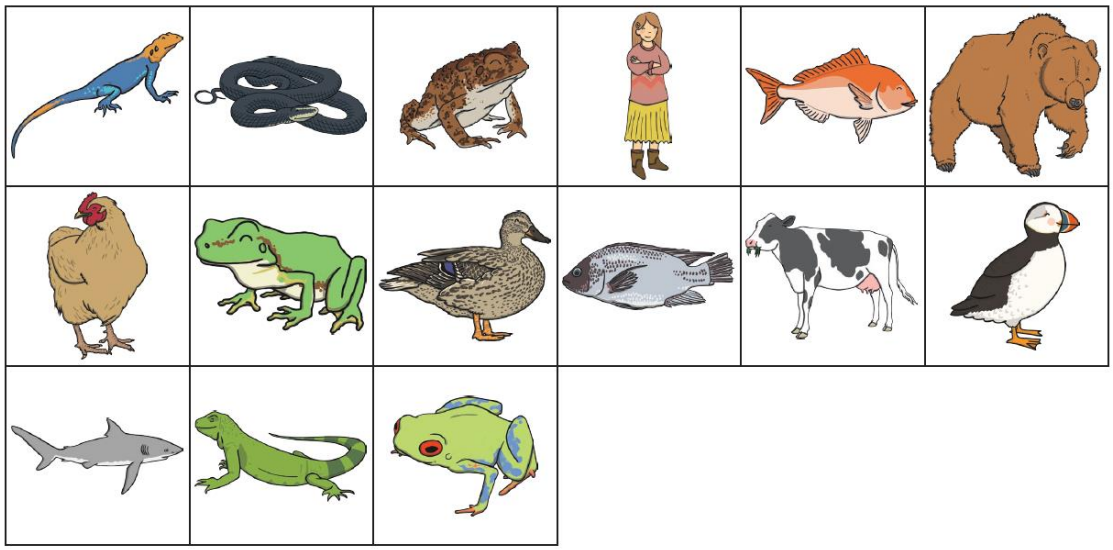
Reptiles

Birds

Amphibians

Mammals

Sort these animals into the correct sets. Are they mammals, reptiles, amphibians, fish or birds?

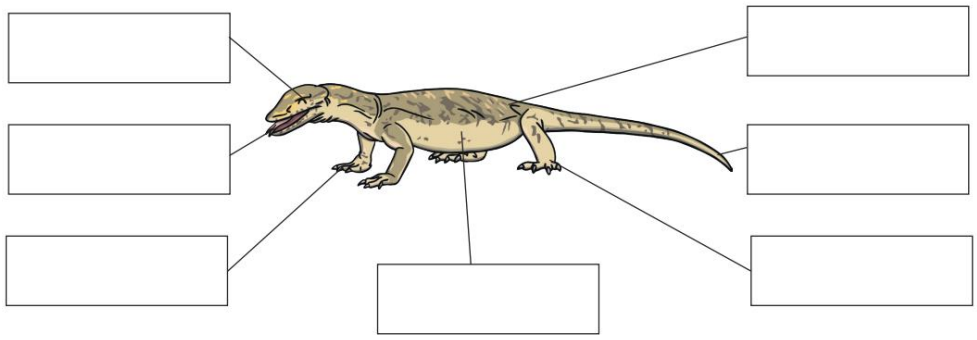


Task 2

Can you research and label the lizard? Can you find out anything about lizards?

Parts of a Lizard

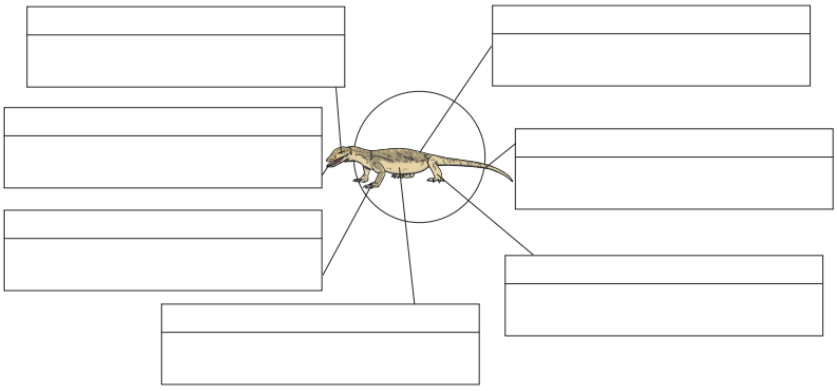
Cut and stick the parts of a lizard to complete the diagram.



leg	tail	skin	body
eye	tongue	claw	

Parts of a Lizard

Label the parts of a lizard using the words at the bottom of the sheet. Then, cut and stick the descriptions to match the body part.



leg tail skin body eye tongue claw

These can move independently and in different directions!	There are more than 4600 types of lizard, but they are all cold-blooded.
This is on the end of each toe to help the lizard grip.	This is dry and scaly. It protects the inner body and is a waterproof layer.
The lizard flicks this out to 'taste' the air. It helps when hunting.	This is usually longer than the rest of its body! Most lizards can break part of it off if they feel threatened.
These are short and to the side of the body.	

Music	Task 1 What is your favourite genre of music? Listen to different styles and see If you can dance to the beat. We have been listening to our favourite songs in school. Dance Monkey and I Wanna Dance with Somebody are our favourites.			
D&T / ART	Task 1 Can you research hot and cold colours? Task 2 Can you create a mood board, one for hot and one for cold? What colours do you prefer?			
Geography	Task 1 Can you pick a hot and a cold country and research the differences/similarities? E.g. weather, forest, beach, lakes Task 2 You can create a leaflet or a book with everything you have learnt about each country, showing the similarities and differences between the hot and cold country.  			
PSHE	Task 1 Attached is a link from Cosmic Kids Mindfulness programme. https://www.youtube.com/watch?v=so8QN9an3t8 Task 2 Talk about stranger danger with your child. Discuss the following questions. Who is a stranger? Are there different types of strangers? Can we trust any of them? What is a good stranger? A police officer? What is a bad stranger? Can they help us? When may we meet a stranger?			
PE	Task 1 To stay active you can join in with Joe Wicks' home work outs, every morning at 9am. You can find this on YouTube. Task 2 Cosmic Kids Yoga is available on YouTube. Perfect for any moments you need 10 minutes of calm. https://www.youtube.com/user/CosmicKidsYoga			
How do I think I have done?	How much effort have I put in? (Tick one)	I have tried my hardest	I have put some effort into my work	This is not my best work
Teacher comment				

Green word practise

sh	th	ch	ng	nk	qu
ship	thin	chip	thing	think	queen
hush	thank	chain	wing	stink	quest
cash	sloth	much	sing	thank	quick

ar	or/oor	air	ir	ou	oy
start	door	fair	whirl	shout	boy
car	for	hair	twirl	out	toy
far	short	chair	girl	mount	annoy

ay	ee	igh	ow	oo	oo
May	keep	high	blow	poo	look
play	see	tight	snow	zoo	book
say	deep	sight	slow	woo	cook

a_e	i_e	o_e	ea	u_e	e_e
cake	time	phone	tea	brute	Eve
fake	nice	home	sneak	flute	sleeve
bake	smile	alone	weak	hute	achieve

ai	oa	ew	oi	ire	ear
snail	goat	chew	spoil	fire	ear
rain	boat	new	coin	tired	hear
pain	throat	stew	loin	fired	fear

er	aw	ow	ure	are	ur
better	paw	cow	pure	care	nurse
letter	dawn	now	cure	share	purse
per	yawn	tower	fure	pare	turn

tion	wh	ph
addition	whale	phone
attention	when	phonics
celebration	what	dolphin

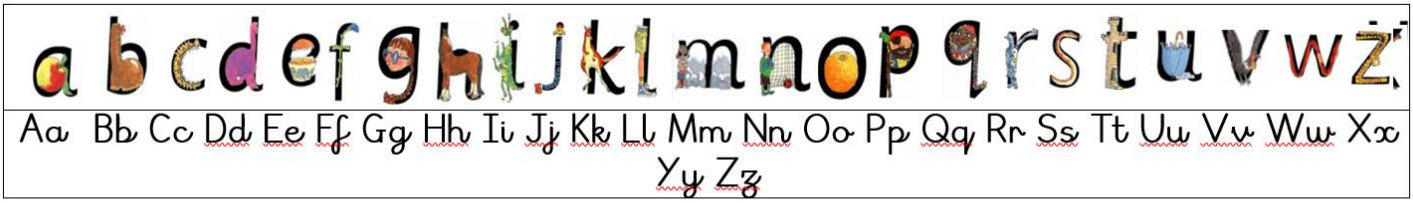
Year One common exception words – Please practise reading and spelling the words below until your child has learnt them.

Year 1 Common Exception Words

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

Read Write Inc.

My Phonics Speed Sounds (Set 1)



th with think thank	sh hush shop posh	ch chip chin church	qu Queen quick quit	 thing string ring	 think wink stink

My Phonics Speed Sounds (Set 2) Mat

 ay "May I play" play. day.	 ee " three. been.	 igh " high. night.	 ow "Blow the snow" blow. low.	 oo "Poo at the zoo" too. zoo	 oo "Look at a book" took. look.
 air "That's not fair" fair. stair.	 ir "Whirl and twirl" girl. bird.	 ar "Start the car" car. start.	 or "Shut the door" sort. short.	 ou "Shout it out" out. shout.	 oy "Toy for a boy" toy. boy.

My Phonics Speed Sounds (Set 3)

ur  nurse. purse. curse	er  better. letter. tower	oy  toy. boy. annoy
oi  spoil. coin. voice	ire  fire. hire.. inspire	ure  sure. cure. pure

ai  snail. rain. train	a_e  make. late. hate	ea  tea. neat. speak	y  Mary. fairy. angry	u_e  brute. flute. dude	ew  chew. few. drew	ow  brown. cow. power.
e  he. she. we. me	i_e smile. nice. time 	o_e phone. home. alone 	oa  goat. boat. float	aw  yawn. lawn. yawn	are  care. share. dare	ear  hear. spear. fear

100 High Frequency Words

a	children	her	look	on	there
about	come	here	looked	one	they
all	could	him	made	out	this
an	dad	his	make	people	time
and	day	house	me	put	to
are	do	I	Mr	saw	too
as	don't	I'm	Mrs	said	up
asked	down	if	mum	same	very
at	for	in	my	see	was
back	from	into	no	she	we
be	get	is	not	so	went
big	go	it	now	some	were
but	got	it's	of	that	what
by	had	just	off	the	when
called	have	like	oh	their	will
came	he	little	old	them	with
can	help			then	you