

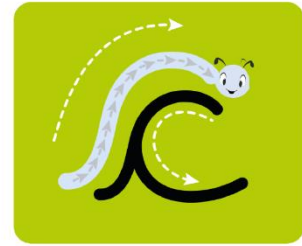
Handwriting
practise

Capital letters / letter name

Lower case / cursive letters / letter sound



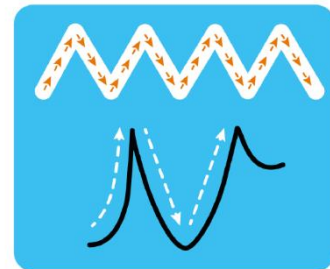
Curly Caterpillar Letters



a d c o f e s g q

Letter-join

Zig-zag Letters



w x z

Joins

ay

1. Trace over 'ay'.

ay ay ay ay ay ay ay ay
ay ay ay ay ay ay ay ay

ou

'ou' Spelling Activity

1. Trace over 'ou'.

ou ou ou ou ou ou ou ou
ou ou ou ou ou ou ou ou

'ea' Spelling Activity

1. Trace over 'ea'.

ea ea ea ea ea ea ea ea
ea ea ea ea ea ea ea ea

2. Just add 'ea'.

t__
__st
rep__t
n__t

cr__m
s__t
s__l
st__m

3. Write the correct 'ea' words under the pictures.











Please continue to read with your child, daily if possible. It doesn't have to be for a long period of time, 5 minutes a day will have a great impact on your child's development. 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. I have a few suggestions below in addition to reading your book.

1. Please learn the [Year One Common Exception words](#) and the [100 High Frequency Words](#).

Year 1 Common Exception Words

the
a
do
to
today
of
said
says
are
were
was

is
his
has
I
you
your
they
be
he
me
she

no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our

100 High Frequency Words

a
about
all
an
and
are
as
asked
at
back
be
big
but
by
called
came
can

children
come
could
dad
day
do
don't
down
for
from
get
go
got
had
have
he
help

her
here
him
his
house
I
I'm
if
in
into
is
it
it's
just
like
little

look
looked
made
make
me
Mr
Mrs
mum
my
no
not
now
of
off
oh
old

on
one
out
people
put
saw
said
same
see
she
so
some
that
the
their
them
then

there
they
this
time
to
too
up
very
was
we
went
were
what
when
will
with
you

2. **IMPORTANT DAILY PHONICS TASK** - Ruth Miskin Training will be restarting their free [Read Write Inc. Phonics lessons on YouTube](#) for children to watch at home during the school closures. Practise Set 1, 2 and 3 sounds in Speed Sounds Lessons to suit your child's needs; learn to read [Red Words](#) and practise reading and writing using [Hold a Sentence](#). All lessons will show at **9.30am each day** and will be available for 24 hours.







[Ruth Miskin Training - YouTube](#) <https://www.ruthmiskin.com/en/find-out-more/parents/>

<https://bit.ly/354kYpF>

You can make your own activities to suit the sound you choose to do each day. You can find ideas on www.Twinkl.co.uk.
Alongside this, you could use chalk outside, rainbow writing or make your own games.

e.g. You watch the Read Write Inc. YouTube lesson on the sound 'air' ([hair](#) [pair](#)) followed on by the activities below

Phase 3 Roll and Read - air

	chair	pair	air	fair	hair
	lair	chairs	pairs	fairs	lairs
	pair	fair	lair	pairs	lairs
	chair	lair	air	pairs	hair
	pair	chairs	fair	fairs	lairs
	fairs	air	lair	hair	pair

Phase 3 Real and Nonsense Words - air

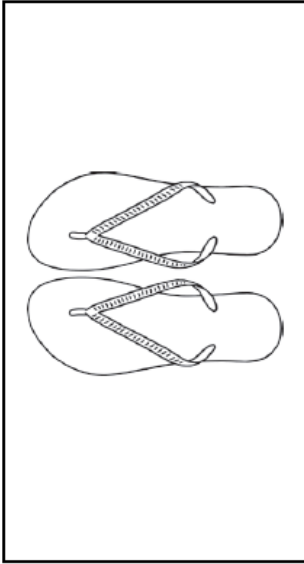
Can you spot which words are real and which are nonsense below?
Fill in your key with a different colour for real words and nonsense words and then colour in the correct boxes below.

<input type="checkbox"/>	Nonsense Words
<input type="checkbox"/>	Real Words

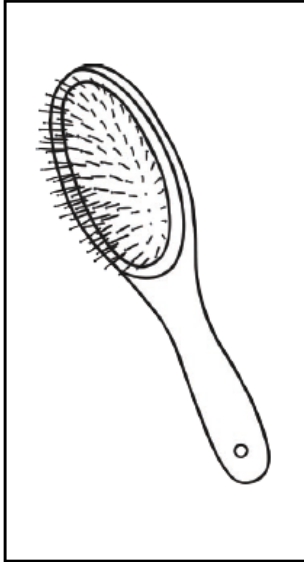
air	mairs	thairn	vairs	flair
chair	fair	kairsh	pair	stairs
thair	zair	hair	jair	sair
trair	lair	shairm	nairs	repair

You then might decide to follow on from this by reading the story below and underlining all the words that have the triagraph 'air' in.

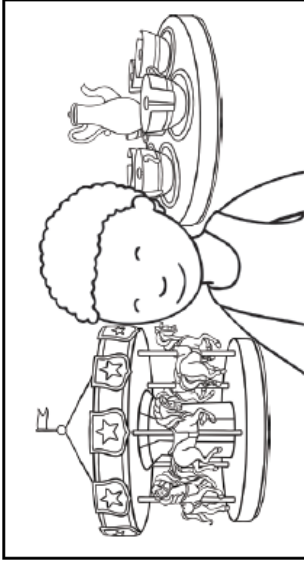
Clair at the Funfair



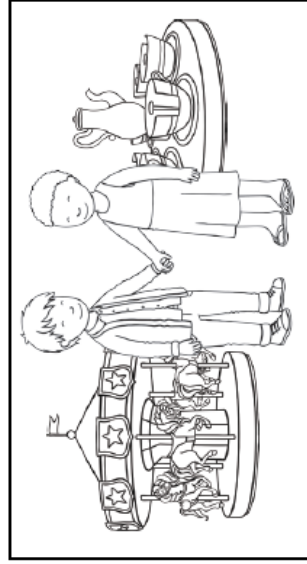
It was hot. Clair sat on a chair to put on a pair of red flip-flops.



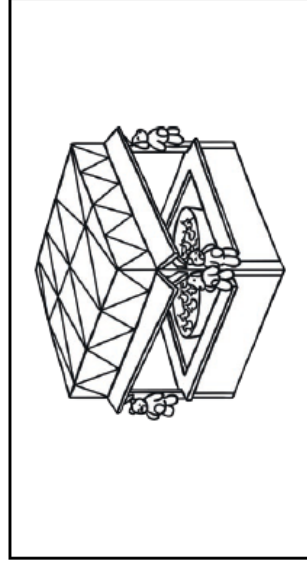
Then, she brushed her short hair and put in a clip.



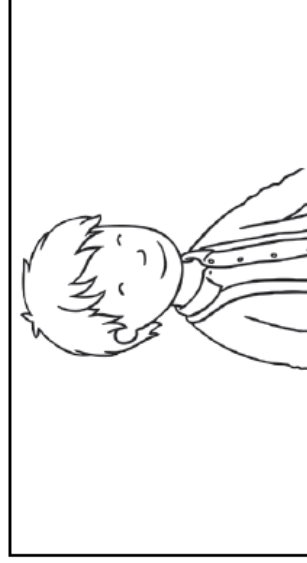
After that, she set off to the park. Clair went to the funfair at the park. The fair was fun.



At the park, she met Gair. They went to get a ticket together. The fair ticket was silver.



Clair and Gair had lots of fun. Clair went to the hook-a-duck. She got a duck and then a doll.



Gair had to finish at the fair, as his mum was waiting. He felt it was unfair, as Clair was still at the park. He might go back again the next day.

3. **Green 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 for your child. I advise short blasts of practise, lasting around 5 minutes and following on from/ linking with your Read Write Inc YouTube lesson.

Green words are words the children can sound out using their phonics.

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

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

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

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

- Please visit [Oxford Owl](#) where [books](#) can be found to suit your child's reading level for free. You can create a free account.
- ...and of course, please continue to encourage your child to read their own books, magazines, signs or labels in everyday life.
- Please have a go at a reading comprehension below. I have put 3 levels of challenge so choose the one that is right for you. Please feel free to email me if you would like more reading comprehension tasks, I can send you some activities that will suit your child's needs.

Task 1 – comprehension

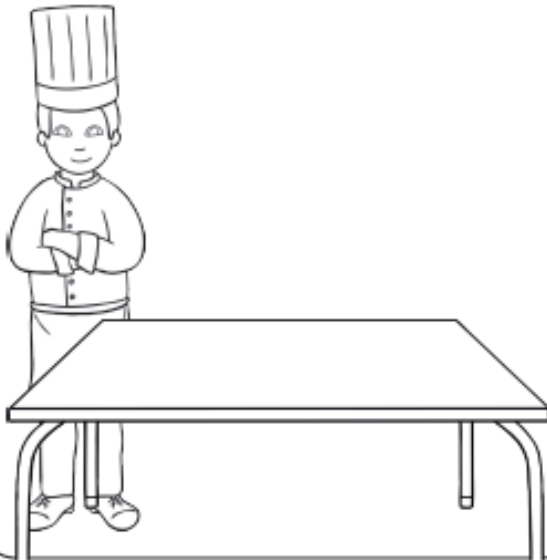
Challenge 1

Phase 2 Early Reading Comprehension Activity 3

Read the sentence. Add the information to the picture.

Ken has a mug and a pan.

.....



Sam has a pet.

.....



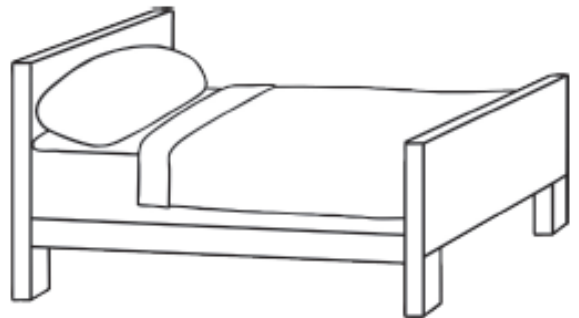
A cat and a rat hid in a hut.

.....



Sid had a nap on **the** bed.

.....



Challenge 2

Read these sentences and draw what is being described.



My mum has made a bright pink cake for me.

It has 8 candles on top.

It is decorated with a colourful design of dots.

Around the bottom, there are yellow circles.

On the sides, there are four stars poking out on sticks.

Don't peek until you've had a go at drawing what is being described...

Did you draw something like this?

Did you draw something like this?



Photo courtesy of (@flickr.com) - granted under creative commons license - attribution

Fantastic Fairy Tales

What Is a Fairy Tale?

Fairy tales are often stories about magic. They usually have a happy ending.

Some well-known fairy tales include 'Jack and the Beanstalk' and 'Little Red Riding Hood'.



There are often magical creatures in fairy tales. These include giants, talking animals, witches, princesses and fairies.

Fairy tales often teach you a message or a lesson. In the story of 'The Three Little Pigs', the message is that hard work pays off.



The History of Fairy Tales

Most of the fairy tales that we know today are from stories that were told many, many years ago. These stories were often told out loud and not written down.

In 1812, the Grimm brothers wrote some of the fairy tales down in a big book called 'Grimm's Fairy Tales'. Fairy tales that are popular today, such as 'Snow White', 'Hansel and Gretel' and 'Cinderella', were all written in this book.

Today, some authors still like to retell old fairy tales and make new ones.



What is your favourite fairy tale?

Questions

1. What are fairy tales often about? Tick one.

- ☐ cars
☐ dinosaurs
☐ magic

2. Name one magical creature you might meet in a fairy tale.

3. How were the first fairy tales told? Tick two.

- ☐ they were told out loud
☐ they were told in a song
☐ they were not written down

4. Draw a line to complete the sentences.

They usually have

creatures in fairy tales.

Fairy tales are often

a happy ending.

There are often magical

stories about magic.

5. Complete this sentence.

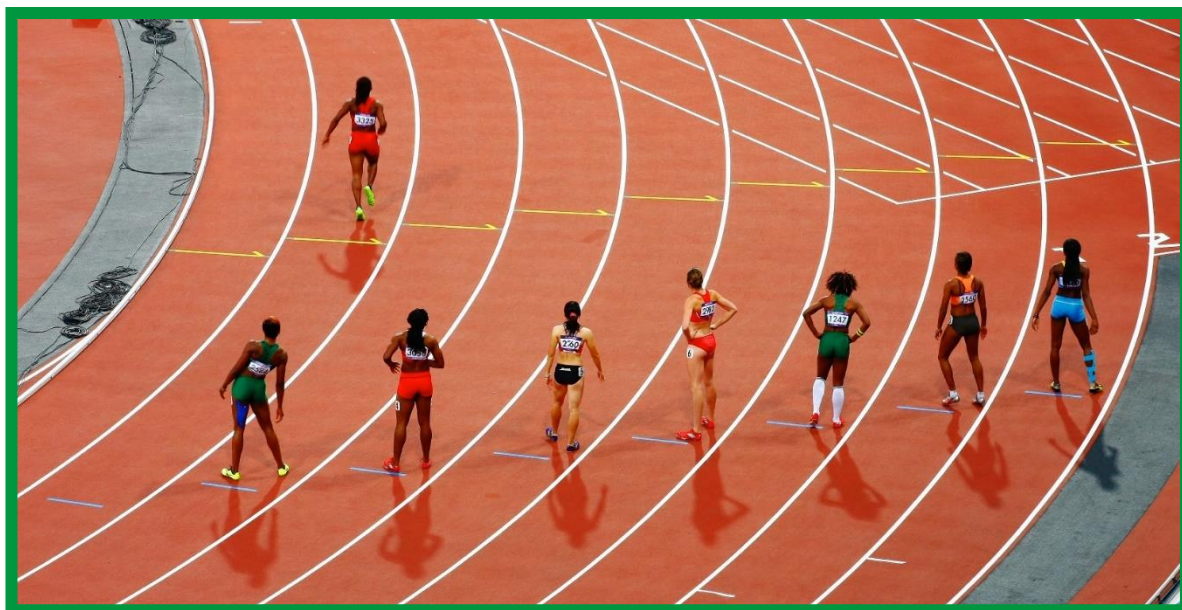
The Grimm brothers wrote some of the fairy tales down in a big book called _____.

The Fairy Tale Book

Grimm's Fairy Tales

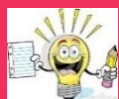
Snow White

Task 2 – inference



1. What do you think is happening?
2. What are the people waiting for?
3. How are the people feeling?
4. Why is there one person running on their own?

Writing



Check list A

Think it
Say it
FRED it
Write it
Read it

CAPITAL letters

Finger
spaces

On the
line

Formed
well

. full
stops

?





































I
and
because

I
Spelling

Top tips / Writing support

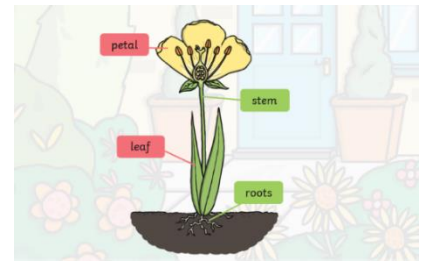
1. A sentence is one idea.
2. A conjunction can join two ideas together in a sentence.
E.g. **J**oe went to the park **and** he saw his cousin.
I like the park **because** it has a massive slide.
3. Think about what you want to write.
4. Say it
5. FRED it (sound it out)
6. Write it
7. Read it back
8. Check your sentence has a **capital letter**, finger spaces and a **full stop**.
9. Check your letters are sitting on the line and formed well (cursive) all cursive letters start and end on the line.
10. Have you used a question?
11. Have you used a **conjunction** to join two ideas in a sentence together?
12. Have you used the personal pronoun I?
13. Check your spelling for **red words** / common exception words that you are now spelling correctly such as **'the' 'was' 'of' 'there'**
14. Remember, you must be able to read your own writing. Have a go at reading it back to an adult. Why don't you call a relative and cheer them up by reading the writing you have produced this week?



 with think thank	 hush shop posh	 chip chin church	 Queen quick quit	 thing string ring	 think wink stink
 "May I play" play, day, may	 "What can you see?" see, three, been	 "Fly high" high, night	 "Blow the snow" blow, snow, low	 "Poo at the zoo" too, zoo, food	 "Look at a book" took, look, book
 "That's not fair" fair, stair, hair	 "Whirl and twirl" girl, bird, third	 "Start the car" car, start, part	 "Shut the door" sort, short, horse	 "Shout it out" out, shout	 "Toy for a boy" toy, boy, enjoy
 "Snail in the rain" snail, rain, train	 "Make a cake" make, late, hate	 "Cup of tea" tea, neat, speak	 "Nice smile" smile, nice, time	 "Phone home" phone, home, alone	 "Goat in a boat" goat, boat, float
 "Sure its pure" sure, cure, pure	 "Huge brute" brute, flute, dude	 "Chew the stew" chew, few, drew	 "Yawn at dawn" yawn, lawn, yawn	 "Care and share" care, share, dare	 "Brown cow" brown, cow, power
 "Nurse with a purse" nurse, purse, curse	 "Better letter" better, letter, tower	 "Toy for a boy" toy, boy, annoy	 "Spoil the boy" spoil, coin, voice	 "Fire, fire!" fire, hire, inspire	 "Hear with your ear" hear, spear, fear

Task 1

Our topic this half term is 'Growing and Beans'. We have been writing a non-chronological report about plants. A non-chronological report is a non-fiction report which is not written in time order. Over the course of the week, we looked at different non-chronological reports to give us an idea of what a good report looks like. The children were given different questions and titles to help with the structure of their report. For example – 'What does a plant need to grow?' 'Is your plant healthy?' 'Water'. You could write a non-chronological style report about plants or anything you wish, for example the Great Fire of London or amphibians.



Task 2

We have been learning to retell the story 'The Gruffalo'. The children have been acting out the first part of the story in groups of 3, each person having a role to play (Narrator, Mouse and Fox) We really enjoyed spending time on the role play so the children could act out the whole scene independently, using correct expression. Can you pick a part of the story and act it out with adults in your house? Which character are you? What expression did you use?

Task 3

After this, we looked at the punctuation within the text. We focused on questions. A question needs an answer. Can you find questions in the story? After this, we wrote down some of our own questions for the Gruffalo. What would you ask him or any other characters in the story? What questions do you have about this part in the story?

How did you feel when the mouse declined your offer for dinner?

What did you think when the fox asked you over for dinner?

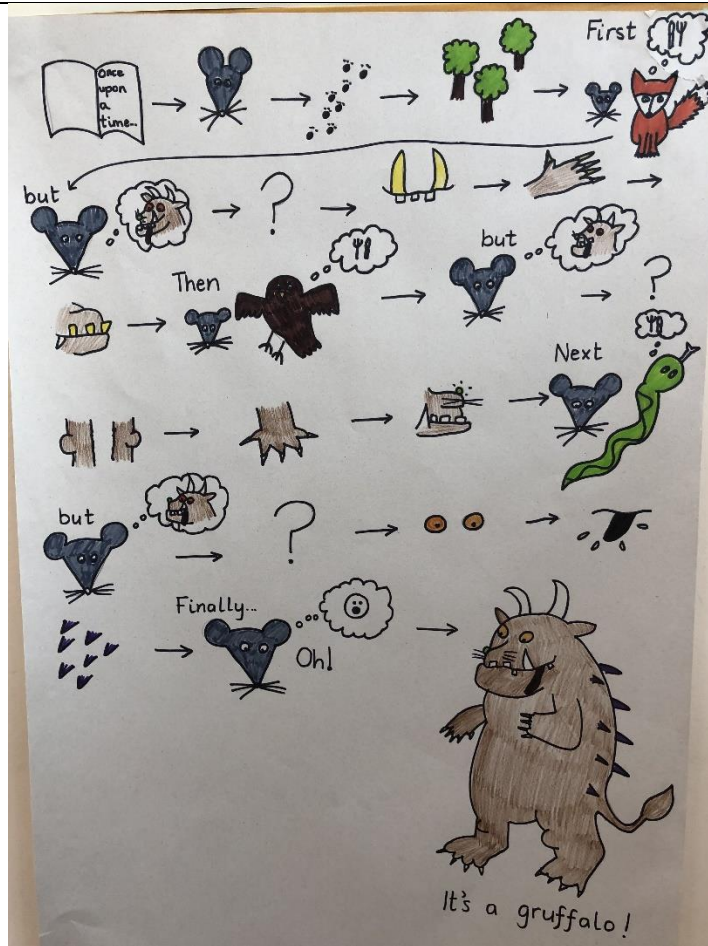
What is a Gruffalo? Where was the mouse going? What do Gruffalos eat?

What does a Gruffalo eat?

Task 4

Can you have a go at drawing a story map. After you have done this you could have a go at writing part of the story? Do not forget to include the questions in your writing. You can illustrate your story with drawings. If your child is particularly interested in this story, you could go on to write a part of the story each day.





Task 5

Find a book you have never read before. This could be from a library, shop, a gift or even a book online. YouTube has story telling videos for children. Discuss the title and the front cover. Read part of the story, get an adult to stop and predict what might happen next.

- Write a prediction about what might happen next in a story.

Task 6

The children should be writing for a range of purposes. You could help your family write the food shop in a list.

Task 6

You can write a recount of your day/weekend. Use the time conjunctions below to help you sequence the events in your day in the correct order

(first, then, next, after that, finally)

Task 7

Write a set of instructions of how to plant a seed or bake a cake using time conjunctions. You could also draw pictures to go with each step.

Challenge –.

Can you use a conjunction to join two ideas in a sentence together (because, and, so)

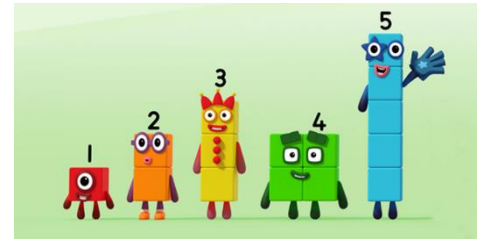
Can you check your writing and put in any missing capital letters and full stops.

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 (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 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 your child is secure with numbers 20 and below only then would you use bigger numbers.
- Always make links with real life problems
- When you are sharing, make sure you say "One for you, one for me, one for you, one for me"
- We are sharing even numbers so you should have equal amounts – it will be fair.

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	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

Practise counting forwards and backwards from any given number to 100. You can use the 100 square to support your child in this task. Can you fill in the missing number in the 100 square? You could draw an empty 100 square for your child to have a go at filling in. You can then work on any gaps.

Task 2

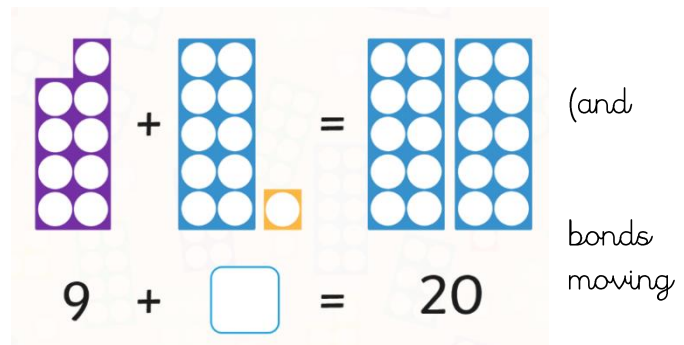
Practise counting in 2's, 5's and 10's.

- E.g. You could count your pairs of socks.

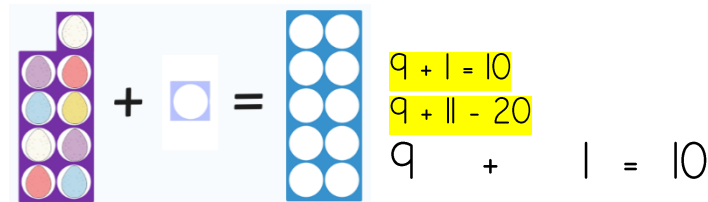
Task 3

Practise your number bonds to 10 and 20 any number within 20) using drawings or practical object (addition)

If your child is not confident in number to 10, please continue to work on them before 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?

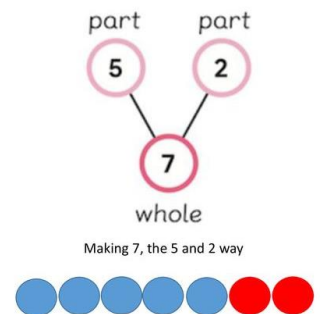


Task 4

How many ways can you make a 5, 6, 7, 8 or 9 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 use part and whole model to record your ideas.

For example, how many ways can you make 7?

$$\begin{array}{cccccc} 0 + 7 & 1 + 6 & 2 + 5 & 3 + 4 & 4 + 3 & 5 + 2 \\ 6 + 1 & 7 + 0 & & & & \end{array}$$



Task 5

Can you practise subtraction / taking away? Write equations down or ask your family to write some equations for you. E.g. there are 10 bananas in the bowl. You and I have one with our breakfast. How many bananas are left? You could draw the story and cross out 2 bananas and count how many are left. Remember stick with numbers under 20. For example $10 - 2 = ?$

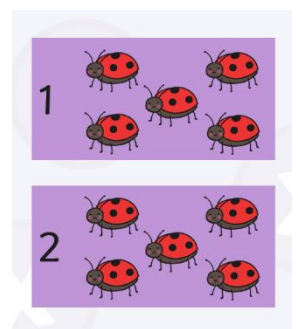
Task 6

Practise multiplication / lots of / multiples of

For example - There are 2 fields. In each field there are 5 ladybirds. How many ladybirds are there altogether? $2 \times 5 = ?$

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 9 cookies left in the jar. You can share them between me, you and nanny. How many cookies does each person have left?



$$9 \div 3 = ?$$

Task 8

Money - Can you start to recognise and name 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?

Price list			
Crisps	50p	Crackers	10p (4)
Chocolate	25p	Yogurts	25p
Apples	5p	Biscuits	15p each
Banana	5p	Toast	20p
Squash	5p	Cheese	20p
Water	free	Ham	10p

Task 9

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

$3 + 6 = ?$ We would start with 6 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.

Task 11

Can you practising doubling single digit numbers?

$$6 + 6 =$$

$$7 + 7 =$$

Task 13

Can you make snap cards using numbers 0-20 in digits and words?

10 - ten 9 - nine

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 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?

$$4 + 16 = 20 \quad 16 + 4 = 20 \quad 20 - 4 = 16 \quad 20 - 16 = 4$$