

Molescroft Primary School

Year 1 Homework Pack

Name _____



Parents/Carers, please read the following very carefully.

This is an extremely important part of the partnership between home and school and is designed to ensure the real effectiveness of homework in securing the mastery of the curriculum by your child.

Our approach to homework: Guide for parents

Each year group will focus on a programme of KEY SKILLS and ESSENTIAL KNOWLEDGE, which every child should master.

The following four points guide what is set for homework.

1. The Reading of the Guided Reading Book is paramount in importance.
2. Maths Homework should not be confusing to parents.
3. Homework should focus on the things which children need to know in each year and which are straight forward for parents to engage in.
4. Well spread out projects should be fun and engaging for the family

Providing Homework which is most appropriate for Parents to support

This is what this booklet is all about. KEY and ESSENTIAL information follows. Parents and Carers are encouraged to set up their own programme for supporting children to achieve these core areas. The expectations will be related to the National Curriculum for the year group. Examples may be (depending on age) to:

- spell a defined list of words
- learn a defined list of number bonds
- learn a defined list of multiplication/division tables
- tell the time
- understand money

Teachers will set up an assessment programme for all the areas included in this booklet. An email will be sent home so that parents will know in advance of when assessments are occurring. There will be a minimum of one week's notice. This booklet must stay with your child's book bag, as the pupils will also record in the booklet how secure they are according to the assessments made. Parents/Carers will therefore receive regular feedback as to how their child is performing. This will indicate to parents/carers where further practice is required. It is hoped that children will achieve on the first occasion, but memories can fade and revision is important.

If children master all the core areas quickly, congratulations! The reward will be that the child will find it easier to access the full curriculum. Families should then encourage the child to seek every opportunity to further fulfil their experiences of reading the arts and sport. After the January report there will be opportunity for further advice to parents if pupils have fully achieved all the essential expectations of the year group.

Core Skills: Reading and Phonics

Every child should engage with literacy every evening. Parents are expected to purchase for their child, from the school, a reading book bag to transport a reading book or any other school related work between school and home. It is expected that children will be encouraged to develop good reading habits at home. This includes independent reading, or sharing a book/story with parents each evening.

Reading and comprehension are taught through 'Guided Reading' sessions, which are led, by teachers and TAs. **There is an expectation that children will read a significant number of pages before each session.** (The amount will clearly depend on the book and the age of the children.) For this reason, Literacy homework is primarily reading based, as it will be very important that children read the desired sections to enable them to participate effectively in the next Guided Reading session. Think of it as being a member of a Book Club. Pupils will not receive written exercises or literacy worksheets to complete **unless they are specifically linked to the guided reading text.**

Your child will however bring home a Reading and Writing Journal where both you and your child can record any comments. In addition to this there are sections where the children can collect quality words and phrases, which they have read. These then become a 'Treasure Trove' of ideas, which can be used in any writing that the children have to

complete at school. This **vital** homework activity carries high value and is part of a deliberate policy to use a high volume of reading to promote quality writing experiences and learning in school.

As always, it is important that a child continues to read and discuss the texts with a parent or another adult at home. To help initiate discussion, the journal includes a list of possible questions adults may wish to use to ask the child about the books he or she is reading.

The Guided Reading Book is the same as the Home Reading Book. It is possible however for children to borrow extra reading material from school, however the Home Reading Challenge must take precedence. Forgetting to bring the Guided Reading Book to school and/or the accompanying journal will have a detrimental effect on a child's ability to engage in Literacy at school.

Competent/older readers must maintain their reading diet in order to reach high targets in Year 6. These children should still read to adults at home and parents/ carers should continue to ask their older children questions about the text.

Core Skills: Spelling

Helping your child to spell

The English language is a rich but complex language but, despite its complexity 85% of the English spelling system is predictable. A child by learning the rules and conventions of the system and the spelling strategies, will become a confident speller.

These are examples of strategies to help:

- sounding words out: breaking the word down into phonemes (e.g. c-a-t, sh-e-ll) - many words cannot be sounded out so other strategies are needed;
- dividing words into syllables, say each syllable as the word is written (e.g. re-mem-ber)
- using the Look, say, cover, write, check strategy: look at the word and say it aloud, then cover it, write it and check to see if it is correct. If not highlight or underline the incorrect part and repeat the process;
- using mnemonics as an aid to memorising a tricky word (e.g. people: people eat orange peel like elephants; could O U lucky duck)
- finding words within words (e.g. a rat in separate)
- making links between the meaning of words and their spelling (e.g. sign, signal, signature) - this strategy is used at a later stage than others;
- working out spelling rules oneself—a later strategy;
- using a dictionary as soon as a child knows how to.
- Parents/carers are asked to encourage children to have a go at spelling words they are unsure of. This will give children the opportunity to try out spelling strategies and to find those, which are most successful for each individual. Please always praise every effort.

Core Skills: Maths

Helping your child with core mathematical knowledge

From the Foundation Stage children need to learn the reality of numbers e.g. what does 10 look like? Children need to be able to recall quickly number bonds to 10, then to 20 and then to 100. A number bond is all the combinations to make a target number up to 100. Children should be able to describe these bonds as addition and subtraction calculations e.g. $3 + 7 = 10$ AND $10 - 7 = 3$ AND $10 - 3 = 7$. Unlike spelling, there are a finite number of times tables which we require children to know. **Not knowing multiplication tables by the end of year 4 is a severe handicap to success in maths.**

Multiplication tables have to be learnt carefully, paying attention to all the relationships between the numbers. What do we know about the 2x table that can help us learn the 4x table? We need to be able to hold these facts in our heads and recall them automatically, this gives the brain a head start when tackling mathematical puzzles. Children also need to know the inverse operations e.g. 3 multiplied by 5 = 15 AND 15 divided by 5 = 3 and 15 divided by 3 = 5. Times table grids and other programmes such as Times Table Rock Stars will be used to support and encourage practice and recall.

Year 6 Revision

As the year progresses children in Year 6 will also receive revision homework. This is to help prepare them for the National Tests (SATs) in May.

Extra Projects

From time to time a piece of project or research homework will be set. Often the project will engage the child with his or her family and provide resources for further work in school. These have largely evolved over time into special holiday activities.

Safety Net

Pupils with Special Educational Needs

The curriculum expectation is the same for all children. Clearly some children will be working on objectives from a previous year group. Parents will know if this applies. For the majority of children with a special educational need however the objective remains the same. The 'special need' means that extra support or initiatives may be required to enable achievement. It does not mean the expectation is reduced. Parents/Carers have a role to play in this. Parents/Carers can act like Teachers and Teaching Assistants in school and support children to overcome certain hurdles, which then enable the child to be able to succeed at a task. Similarly, parents can encourage a child to go beyond a task if that is seen as appropriate. **It is however vital that whereas parents are very much encouraged to be involved in homework, parents must not be tempted to do the work for pupils.**

Crises/Family Commitments

If a child has not been able to do the work because of an unexpected occurrence, a brief note or email from a parent will be accepted without question.

As homework is based largely on core skills and knowledge, children should not have a problem accessing their homework.

The time taken to learn a core skill will vary from child to child. Little and often is the best way to complete these homework tasks. There is a view that brains retain knowledge studied just before bedtime best. Families can experiment with what works best for them.

Golden Target / Golden Mole

Below there are spaces for individual "one off" personal targets. Not all, but some children may have ONE extra target at a time. It will be to become secure in a highly specific skill or piece of knowledge. It will be a target which will be essential to that child's future success in school. The child will be responsible for taking the challenge. On achieving it, the child will be able to self-award a Golden Mole Certificate.



Golden Mole Target (if applicable)	Target Date	Achieved

PLEASE DO NOT CUT OUT ANY OF THE FOLLOWING PAGES, AN ADDITIONAL COPY WILL BE EMAILED HOME TO ENABLE THE GAMES TO BE PRINTED OUT WHENEVER REQUIRED. THANK YOU.

How to use this resource

Within this document is an extensive range of activities, games and puzzles to play and explore *with* your child each week. They have been designed and chosen to help practice our core key skills in Mathematics and English in a fun and engaging way. For these key skills to stick in our memories and become automatic we need to play, explore and practice them in informal and playful situations. A relaxed approach has been found to be most successful, avoiding any focus on speed and recall. Not learning by rote.

The homework procedure is very simple:

- 1) **Find a few times each week to dedicate to spellings/phonics and for Mathematics.**
- 2) **Choose a game from any section and play together as a family.**
- 3) **Play the games over and over. The more we play, explore and investigate, the more we remember.**
- 4) **Have some fun!**

Don't forget, school subscribes to three fantastic apps to support homework too.

- Numbots, aimed at children from Foundation Year to Year 3 with a focus on numberbonds (<https://play.numbots.com/#/intro>)
- Timestables Rockstars aimed at children from Year 2 to Year 6 with a focus on timestables (<https://play.trockstars.com/auth>)
- Spelling shed, aimed at children from Foundation Year to Year 6 (<https://play.edshed.com/en-gb/login>)

Your child's teacher will issue you with login details for each of these apps. They are all web based, and do not need to be paid for. Follow the url above for each and save to the homepage of your tablet, phone or computer.

Times Tables

Pairs Matching - Print, Cut and play!

$$1 \times 2$$

2

$$2 \times 2$$

4

$$3 \times 2$$

6

$$4 \times 2$$

8

$$5 \times 2$$

10

$$6 \times 2$$

12

Pairs Matching - Print, Cut and play!

$$7 \times 2$$

14

$$8 \times 2$$

16

$$9 \times 2$$

18

$$10 \times 2$$

20

$$11 \times 2$$

22

$$12 \times 2$$

24

Pairs Matching - Print, Cut and play!

$$1 \times 5$$

5

$$2 \times 5$$

10

$$3 \times 5$$

15

$$4 \times 5$$

20

$$5 \times 5$$

25

$$6 \times 5$$

30

Pairs Matching - Print, Cut and play!

$$7 \times 5$$

35

$$8 \times 5$$

40

$$9 \times 5$$

45

$$10 \times 5$$

50

$$11 \times 5$$

55

$$12 \times 5$$

60

Pairs Matching - Print, Cut and play!

$$1 \times 10$$

10

$$2 \times 10$$

20

$$3 \times 10$$

30

$$4 \times 10$$

40

$$5 \times 10$$

50

$$6 \times 10$$

60

Pairs Matching - Print, Cut and play!

$$7 \times 10$$

70

$$8 \times 10$$

80

$$9 \times 10$$

90

$$10 \times 10$$

100

$$11 \times 10$$

110

$$12 \times 10$$

120

Flash, Dash Multiplication!

Directions: Take turns rolling a die. Move that number of spaces and solve the multiplication problem. If correct, stay on that space. If incorrect, go back to your previous space.

Start



POW!

$3 \times 5 =$

$1 \times 5 =$

$0 \times 2 =$

$2 \times 2 =$

$3 \times 10 =$

Bonus!
Move ahead
2

$8 \times 2 =$

$6 \times 5 =$

$8 \times 10 =$

$6 \times 2 =$

BAM!

$9 \times 10 =$

$4 \times 2 =$

$7 \times 5 =$

**Crash! Go
back 3**

$12 \times 5 =$

$0 \times 5 =$

Bonus!
Move
ahead 2

$4 \times 10 =$

$8 \times 5 =$

$3 \times 2 =$

$6 \times 10 =$

ZAP!

$5 \times 5 =$

**Crash! Go
back 3**

$14 \times 2 =$

Finish

$9 \times 2 =$

BANG!

Times Table Apps

Disco-G—Times Tables for iPad £0.99



Squeebles Times Tables 2 £2.99

Maths Times Tables FULL—a fun multiplication learning game for kids
£0.99



DoodleTables (Times Tables) £3.99

Monster Maths: Year 1—5 £0.00 (In-app purchases £7.99 full version)

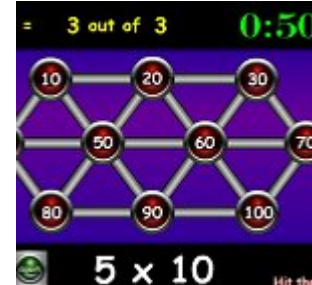


Early Birds: Times Tables Training £0.99

Online Times Table Games

Hit the Button—Quick fire maths practice for 5-11 year olds—Topmarks

<https://www.topmarks.co.uk/maths-games/hit-the-button>



Grand Prix Multiplication

<http://www.arcademics.com/games/grand-prix/grand-prix.html>

Multiplication.com—Free multiplication games



<http://www.multiplication.com/games/all-games>



Math Playground:

http://www.mathplayground.com/grade_1_games.html

Number Bonds



Number bonds to learn this year:

Practise, practise, practise!

Story of 2

$$0 + 2 = 2$$

$$1 + 1 = 2$$

$$2 + 0 = 2$$

2

Story of 3

$$0 + 3 = 3$$

$$1 + 2 = 3$$

$$2 + 1 = 3$$

$$3 + 0 = 3$$

3

Story of 4

$$0 + 4 = 4$$

$$1 + 3 = 4$$

$$2 + 2 = 4$$

$$3 + 1 = 4$$

$$4 + 0 = 4$$

4

Story of 5

$$0 + 5 = 5$$

$$1 + 4 = 5$$

$$2 + 3 = 5$$

$$3 + 2 = 5$$

$$4 + 1 = 5$$

$$5 + 0 = 5$$

5

Story of 6

$$6 + 0 = 6$$

$$5 + 1 = 6$$

$$4 + 2 = 6$$

$$3 + 3 = 6$$

$$2 + 4 = 6$$

$$1 + 5 = 6$$

$$0 + 6 = 6$$

6

Story of 7

$$0 + 7 = 7$$

$$1 + 6 = 7$$

$$2 + 5 = 7$$

$$3 + 4 = 7$$

$$4 + 3 = 7$$

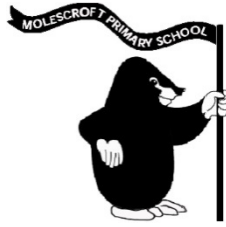
$$5 + 2 = 7$$

$$6 + 1 = 7$$

$$7 + 0 = 7$$

7

Number Bonds



Number bonds to learn this year:

Practise, practise, practise!

Story of 8

$$0 + 8 = 8$$

$$1 + 7 = 8$$

$$2 + 6 = 8$$

$$3 + 5 = 8$$

$$4 + 4 = 8$$

$$5 + 3 = 8$$

$$6 + 2 = 8$$

$$7 + 1 = 8$$

$$8 + 0 = 8$$

8

Story of 9

$$0 + 9 = 9$$

$$1 + 8 = 9$$

$$2 + 7 = 9$$

$$3 + 6 = 9$$

$$4 + 5 = 9$$

$$5 + 4 = 9$$

$$6 + 3 = 9$$

$$7 + 2 = 9$$

$$8 + 1 = 9$$

$$9 + 0 = 9$$

9

Story of 10

$$0 + 10 = 10$$

$$1 + 9 = 10$$

$$2 + 8 = 10$$

$$3 + 7 = 10$$

$$4 + 6 = 10$$

$$5 + 5 = 10$$

$$6 + 4 = 10$$

$$7 + 3 = 10$$

$$8 + 2 = 10$$

$$9 + 1 = 10$$

$$10 + 0 = 10$$

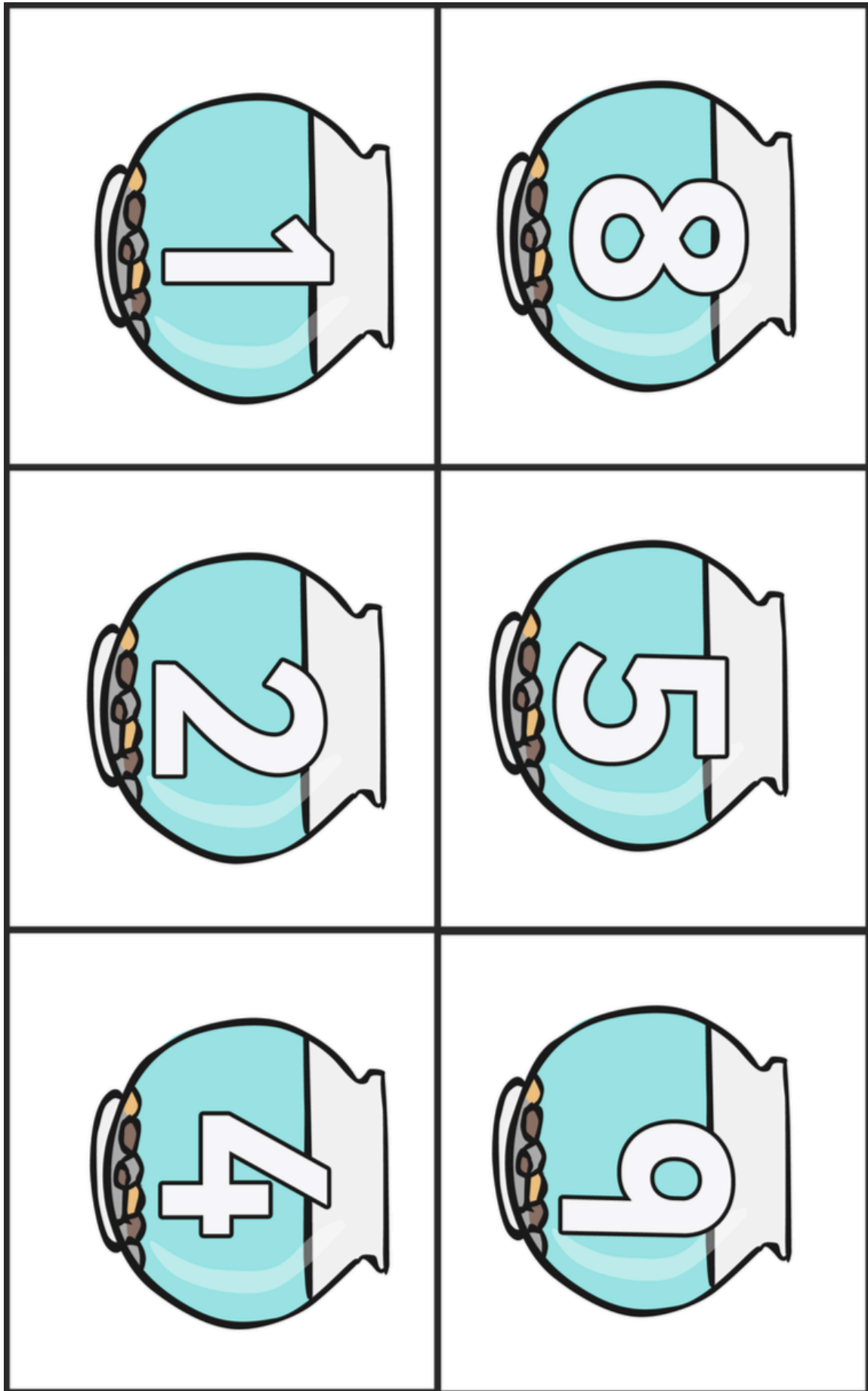
10

The name's Bond ...
Number Bond

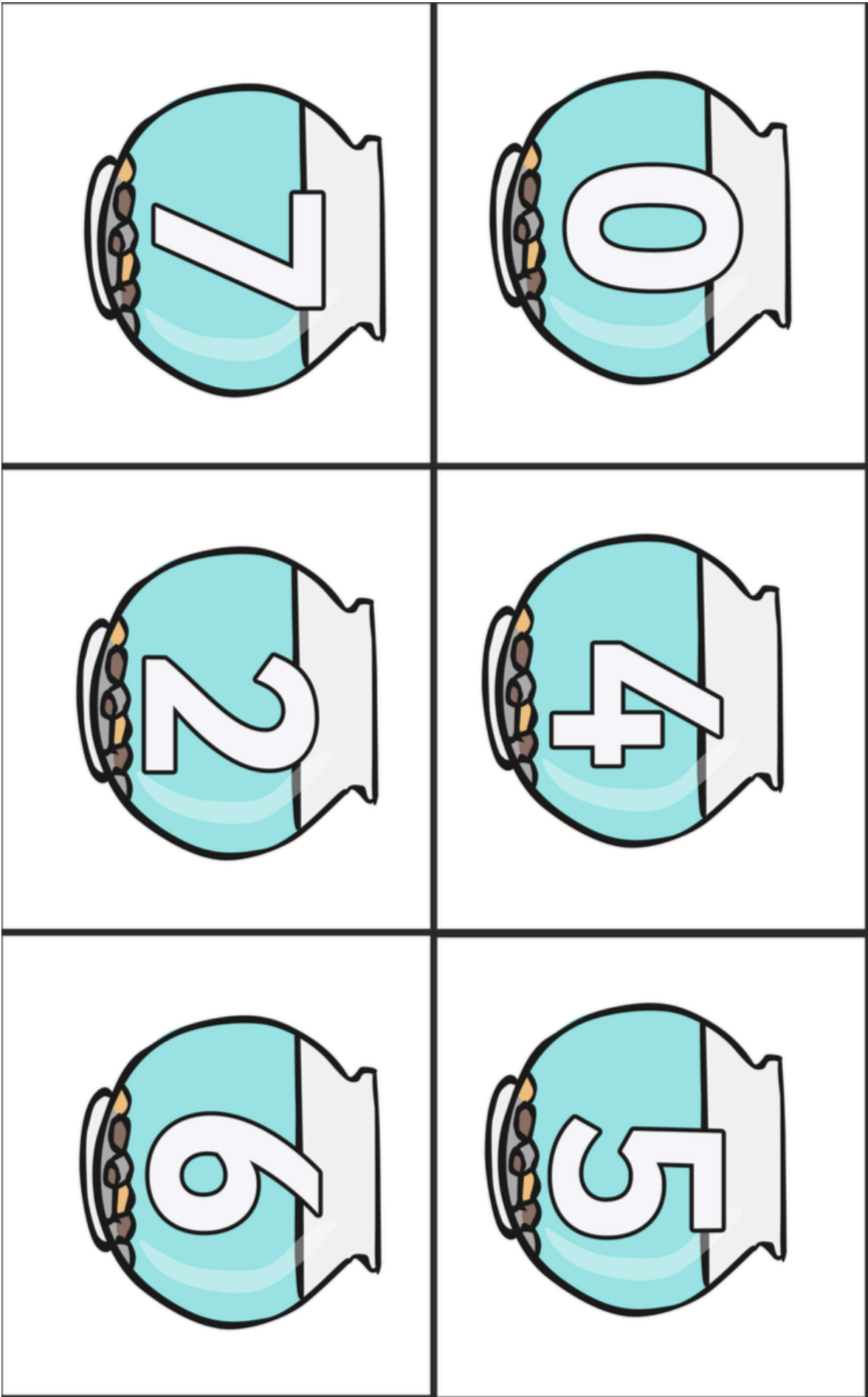


Number bond bingo! - Print and play!

Game Board 1



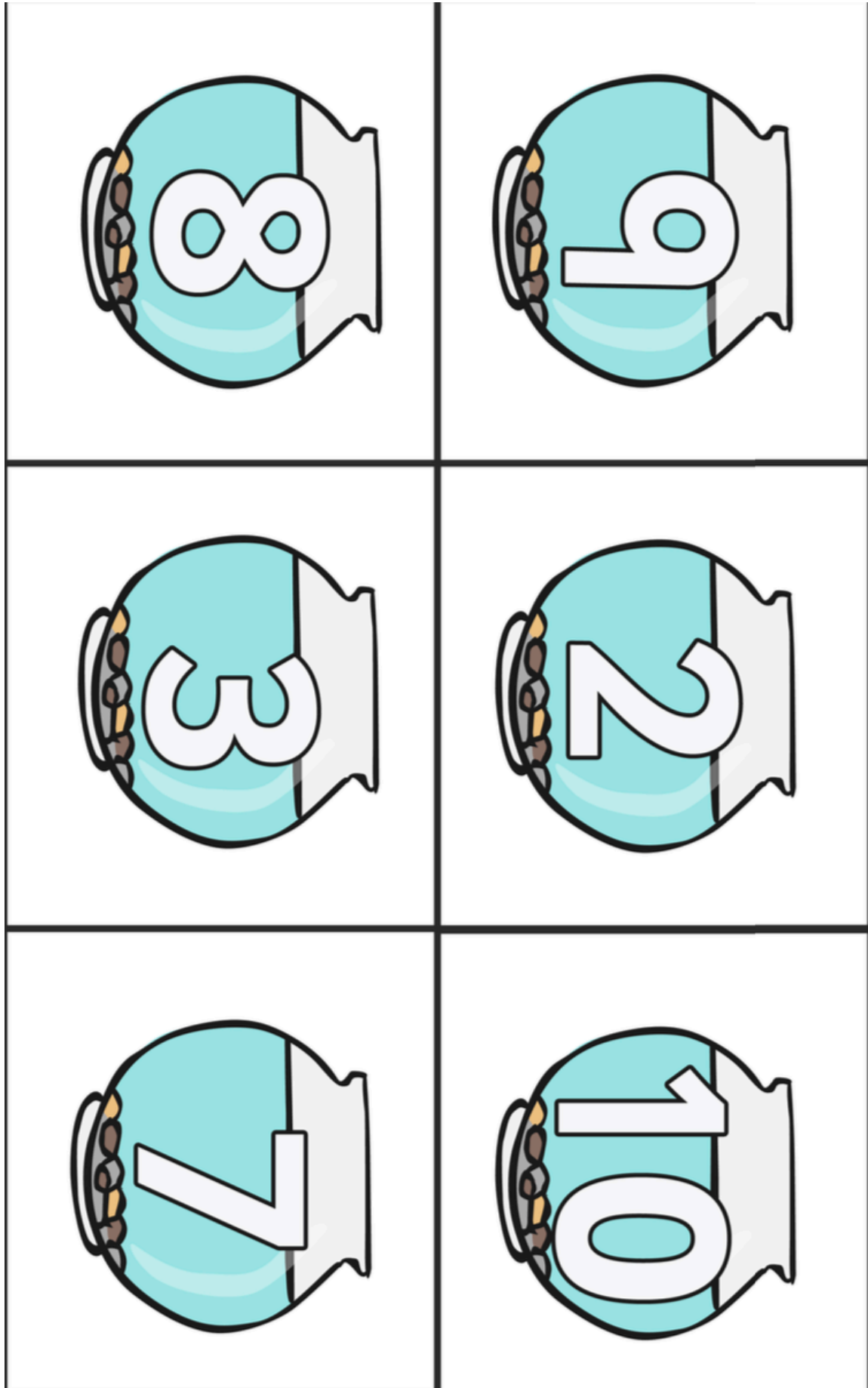
Number bond bingo! - Print and play!



Game Board 2

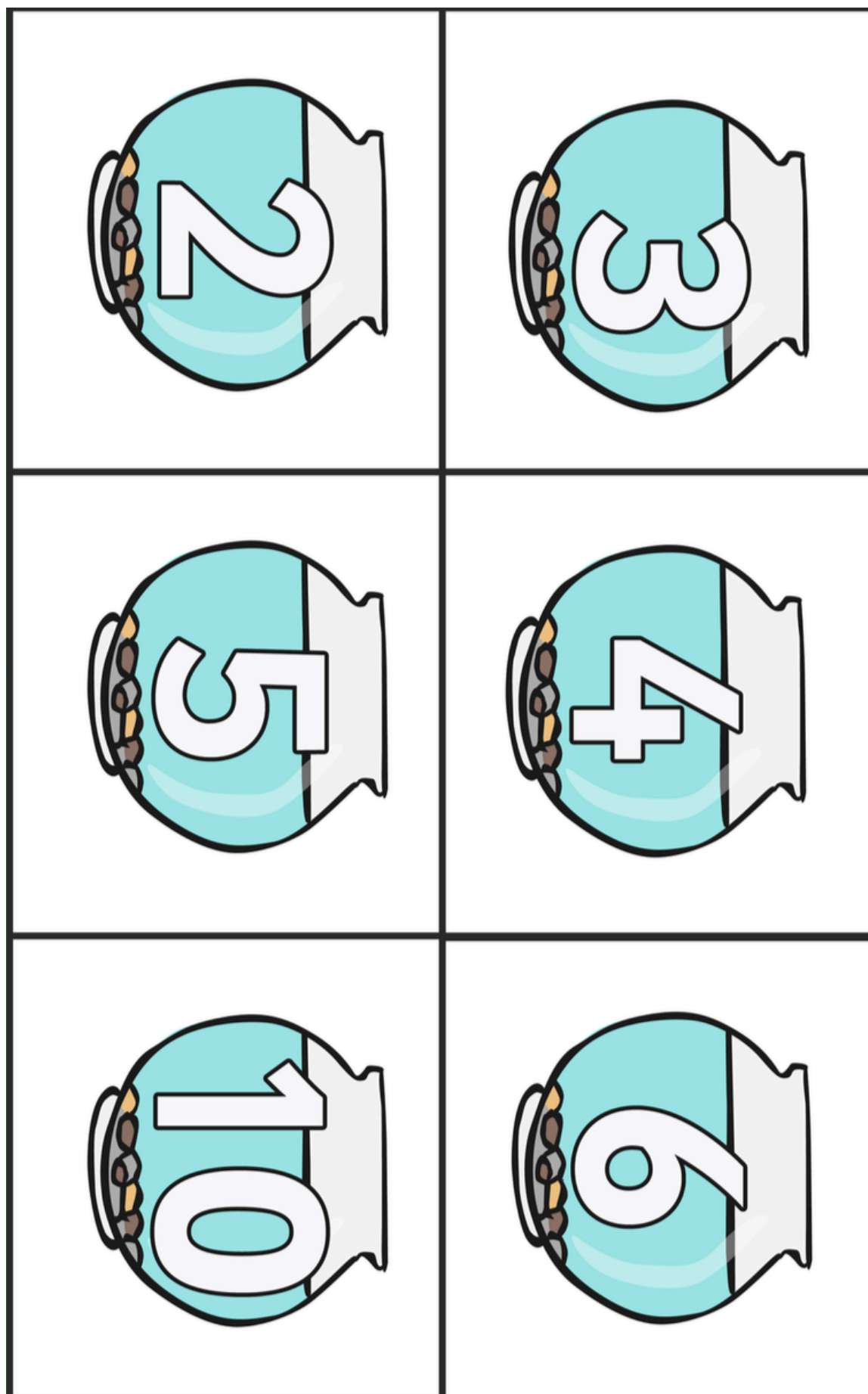
Number bond bingo! - Print and play!

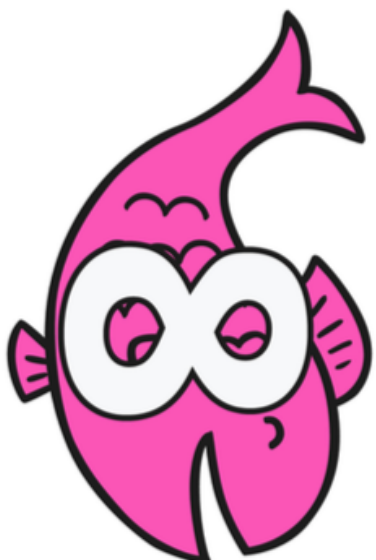
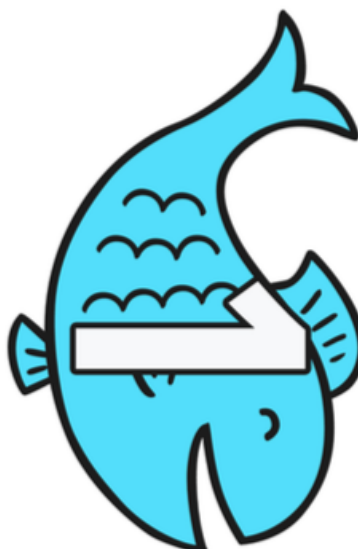
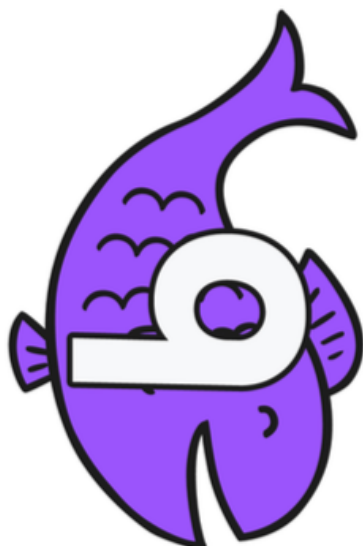
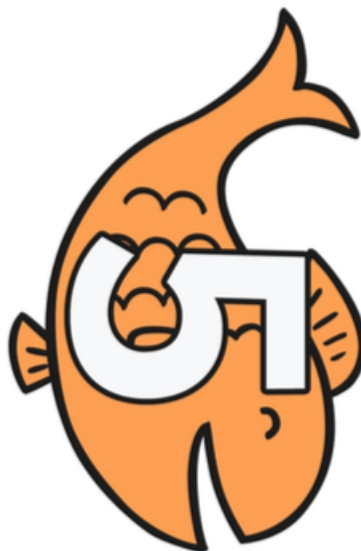
Game Board 3



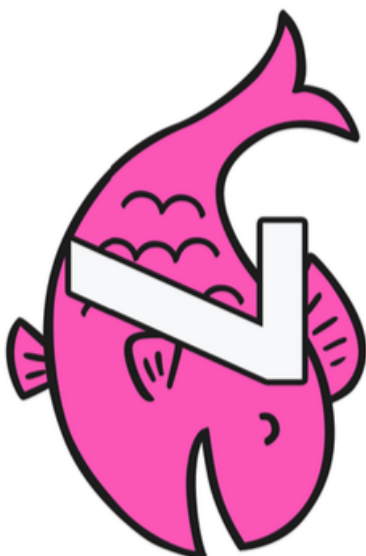
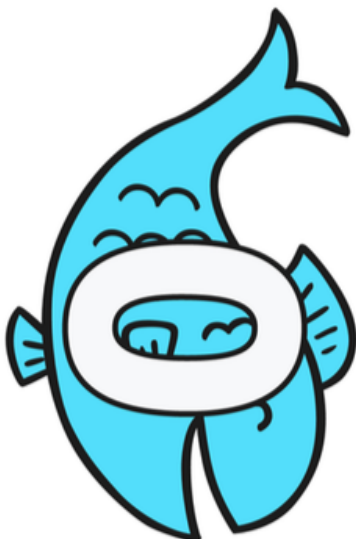
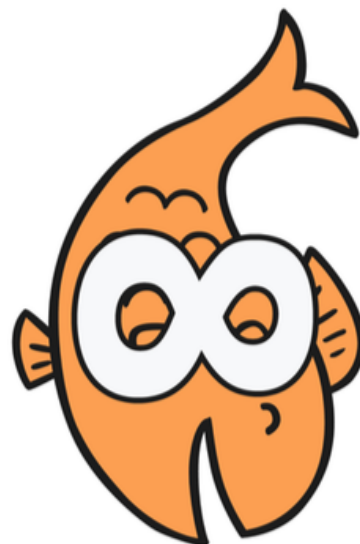
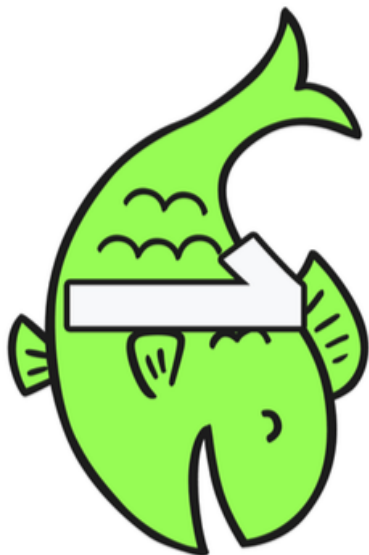
Number bond bingo! - Print and play!

Game Board 4









Number Bonds



Number bonds to learn this year:

Facts within 20

Story of 11

$0 + 11 = 11 \quad 9 + 2 = 11$

$1 + 10 = 11 \quad 10 + 1 = 11$

$2 + 9 = 11 \quad 11 + 0 = 11$

$3 + 8 = 11$

$4 + 7 = 11$

$5 + 6 = 11$

$6 + 5 = 11$

$7 + 4 = 11$

$8 + 3 = 11$

11

Story of 12

$0 + 12 = 12 \quad 9 + 3 = 12$

$1 + 11 = 12 \quad 10 + 2 = 12$

$2 + 10 = 12 \quad 11 + 1 = 12$

$3 + 9 = 12 \quad 12 + 0 = 12$

$4 + 8 = 12$

$5 + 7 = 12$

$6 + 6 = 12$

$7 + 5 = 12$

$8 + 4 = 12$

12

Story of 13

$0 + 13 = 13 \quad 9 + 4 = 13$

$1 + 12 = 13 \quad 10 + 3 = 13$

$2 + 11 = 13 \quad 11 + 2 = 13$

$3 + 10 = 13 \quad 12 + 1 = 13$

$4 + 9 = 13 \quad 13 + 0 = 13$

$5 + 8 = 13$

$6 + 7 = 13$

$7 + 6 = 13$

$8 + 5 = 13$

13

Story of 14

$0 + 14 = 14 \quad 9 + 5 = 14$

$1 + 13 = 14 \quad 10 + 4 = 14$

$2 + 12 = 14 \quad 11 + 3 = 14$

$3 + 11 = 14 \quad 12 + 2 = 14$

$4 + 10 = 14 \quad 13 + 1 = 14$

$5 + 9 = 14 \quad 14 + 0 = 14$

$6 + 8 = 14$

$7 + 7 = 14$

$8 + 6 = 14$

14

Story of 15

$0 + 15 = 15 \quad 9 + 6 = 15$

$1 + 14 = 15 \quad 10 + 5 = 15$

$2 + 13 = 15 \quad 11 + 4 = 15$

$3 + 12 = 15 \quad 12 + 3 = 15$

$4 + 11 = 15 \quad 13 + 2 = 15$

$5 + 10 = 15 \quad 14 + 1 = 15$

$6 + 9 = 15 \quad 14 + 0 = 15$

$7 + 8 = 15$

$8 + 7 = 15$

15

Story of 16

$0 + 16 = 16 \quad 9 + 7 = 16$

$1 + 15 = 16 \quad 10 + 6 = 16$

$2 + 14 = 16 \quad 11 + 5 = 16$

$3 + 13 = 16 \quad 12 + 4 = 16$

$4 + 12 = 16 \quad 13 + 3 = 16$

$5 + 11 = 16 \quad 14 + 2 = 16$

$6 + 10 = 16 \quad 15 + 1 = 16$

$7 + 9 = 16 \quad 16 + 0 = 16$

$8 + 8 = 16$

16

Story of 17

$0 + 17 = 17$	$11 + 6 = 17$
$1 + 16 = 17$	$12 + 5 = 17$
$2 + 15 = 17$	$13 + 4 = 17$
$3 + 14 = 17$	$14 + 3 = 17$
$4 + 13 = 17$	$15 + 2 = 17$
$5 + 12 = 17$	$16 + 1 = 17$
$6 + 11 = 17$	$17 + 0 = 17$
$7 + 10 = 17$	
$8 + 9 = 17$	
$9 + 8 = 17$	
$10 + 7 = 17$	

17

Story of 18

$0 + 18 = 18$	$11 + 7 = 18$
$1 + 17 = 18$	$12 + 6 = 18$
$2 + 16 = 18$	$13 + 5 = 18$
$3 + 15 = 18$	$14 + 4 = 18$
$4 + 14 = 18$	$15 + 3 = 18$
$5 + 13 = 18$	$16 + 2 = 18$
$6 + 12 = 18$	$17 + 1 = 18$
$7 + 11 = 18$	$18 + 0 = 18$
$8 + 10 = 18$	
$9 + 9 = 18$	
$10 + 8 = 18$	

18

All a number bond is a pair of numbers that up to another number. The bonds of 7 for example are - 0+7, 1+6, 2+5, 3+4. A child who learns these will quickly see that if you reverse them to 7+0, 6+1, 5+2, 4+3 also equal 7. Number bonds provide a mental picture of the relationship between 2 numbers. These are the key to enabling your child to do mental arithmetic.

Story of 19

$0 + 19 = 19$	$11 + 8 = 19$
$1 + 18 = 19$	$12 + 7 = 19$
$2 + 17 = 19$	$13 + 6 = 19$
$3 + 16 = 19$	$14 + 5 = 19$
$4 + 15 = 19$	$15 + 4 = 19$
$5 + 14 = 19$	$16 + 3 = 19$
$6 + 13 = 19$	$17 + 2 = 19$
$7 + 12 = 19$	$18 + 1 = 19$
$8 + 11 = 19$	$19 + 0 = 19$
$9 + 10 = 19$	
$10 + 9 = 19$	

19

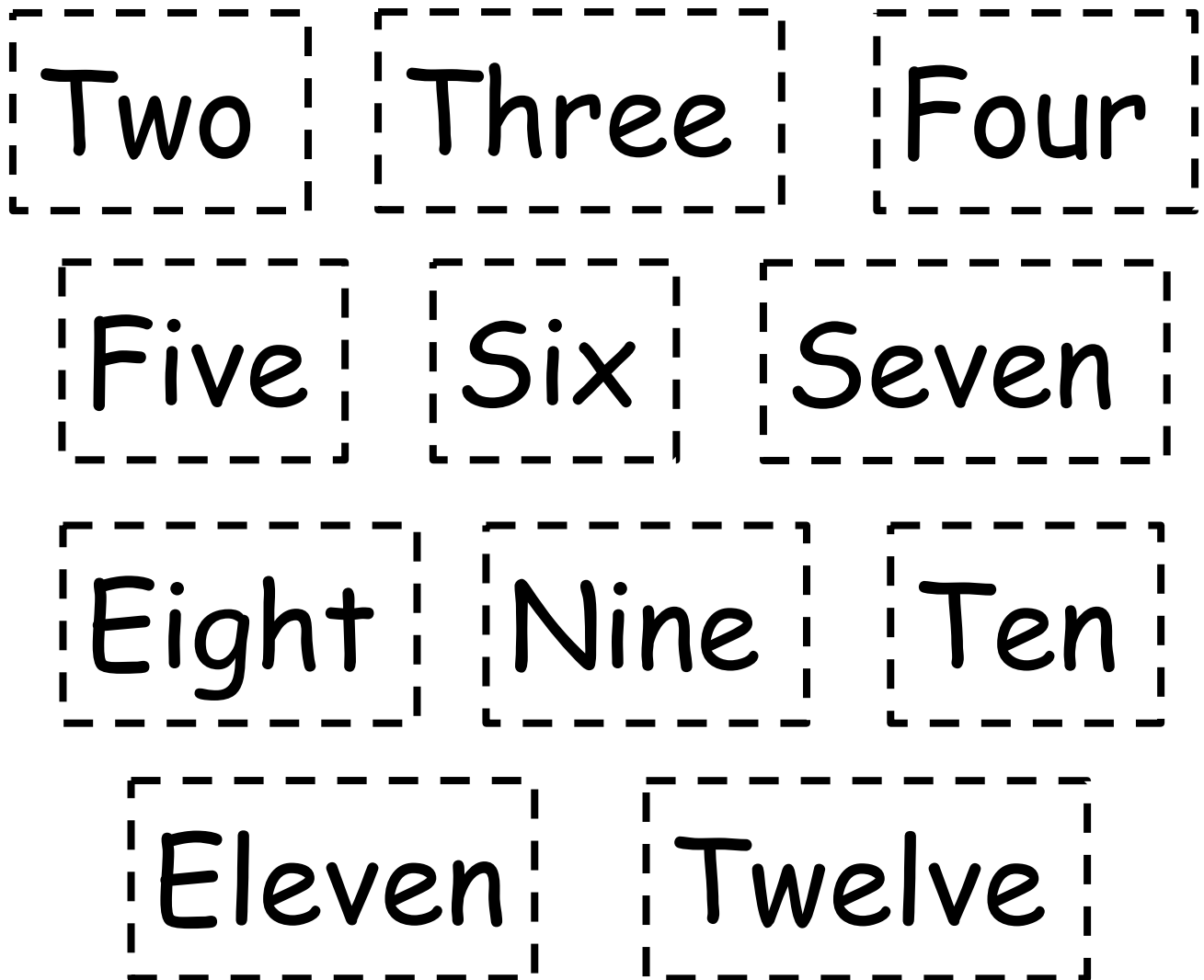
Story of 20

$0 + 20 = 20$	$11 + 9 = 20$
$1 + 19 = 20$	$12 + 8 = 20$
$2 + 18 = 20$	$13 + 7 = 20$
$3 + 17 = 20$	$14 + 6 = 20$
$4 + 16 = 20$	$15 + 5 = 20$
$5 + 15 = 20$	$16 + 4 = 20$
$6 + 14 = 20$	$17 + 3 = 20$
$7 + 13 = 20$	$18 + 2 = 20$
$8 + 12 = 20$	$19 + 1 = 20$
$9 + 11 = 20$	$20 + 0 = 20$
$10 + 10 = 20$	

20

Number bond dice game

Get them to count the total number of dots shown on both dices, or ask them to do mental addition of the two numbers. Then match the sum total number to the correct number card. You can also introduce number bonds statements "One and Five Make Six", or addition sentences like $4 + 3 = 7$



Number Bonds to 20 - A game for 2 or more players

What you will need:

- 2 or more players
- 2 dice (1-6)
- Game board, below
- Games pieces for each player (Each player should have their own colour game pieces)

How to play:

- Decide who will go first
- Player 1 rolls the 2 dice and announces what they equal. Player 1 thinks what number needs to be added to the sum to equal 20. E.g Player 1 rolls 4 and 3. The sum of 4 and 3 is 7. Player 1 thinks, $7 + \underline{\quad} = 20$? Player 1 knows that $7+13=20$ and covers the number 13 on the board.
- Player 2 takes a turn and continues in the same manner.
- The 1st player to have 4 numbers in a row (diagonal, horizontal, vertical) is the winner
- The Skill of the game is not only winning, but blocking their opponent from making 4 in a row too.

Equal 20 - Connect four

10	14	13	16	12
16	9	8	15	11
12	15	10	17	14
15	14	16	11	13
14	18	12	11	13

Number Bond APPs

Maths Facts: number bonds and fact families £0.99



Bubble Pop Number Bonds £1.99

Numberjacks - Addition Facts up to 10
£1.99



Bonbon Number Bonds £0.00 (In app purchases)

Money



Facts to learn this year:



The small denomination coins listed above are often overlooked as technology advances and the value of them becomes less and less. As parents we often use contactless payments where no actual money is exchanged. Our children are not very familiar with money and its uses in the real world; particularly coins and particularly those with the least value.

Activities to explore money:

- Give your children small amounts of pocket money each week. Give them a different amount each week in a variety of small denomination coins. Their challenge is to count and add...how much have they received this week?
- During the week, assign a 'salary' to various tasks or jobs around the house. For example; 16p for picking up toys; 27p for making own bed; 67p for getting ready for bed by themselves. Again, pay the children in small denomination coins...their 'salaries' make up pocket money for the week.
- On the way to or from school give your child the task of buying a small item from the shop. A punnet of strawberries; a packet of envelopes; fresh bread etc. Look at the price tags together and find the money from a purse/wallet of small denomination coins.

The Alphabet

Children in year one are required to know the order of the alphabet and also to know the name and sound of each of the letters.

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

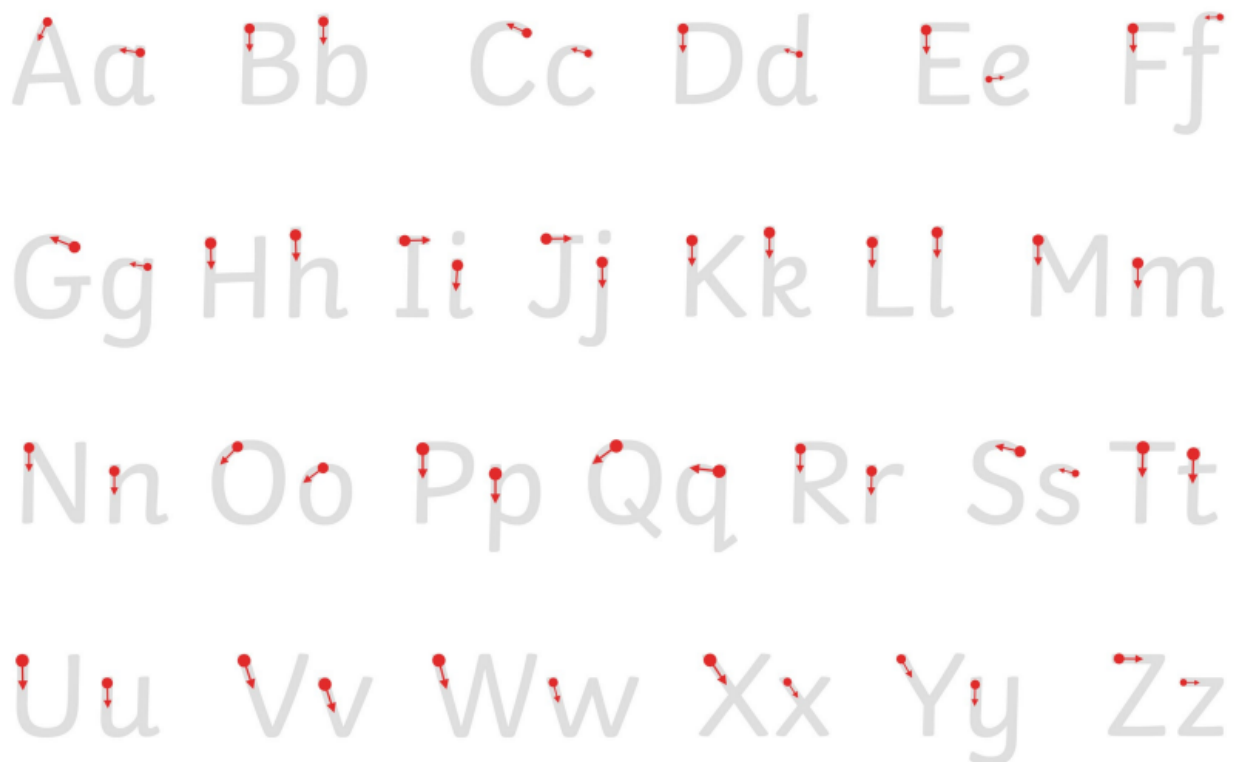
Activities

Sing the alphabet with your child.

Make lower and upper case letter cards and play a matching pairs games.

Kim's Game: Choose some of the letter cards and put them on a tray. Cover the tray and take one away. Your child has to say what has gone and state the name and sound.

Write the letters of the alphabet in as many different ways as you can i.e. sand, chalk, paintbrush and water, collage, dough.



Level 3, 4 & 5 Phonics

Children in year one should be familiar with the terminology:

Phoneme – The sound a single/group of letters make.

Grapheme – The letters which are written to make the phoneme.

Diagraph – Two letters making a phoneme.

Trigraph – Three letters making a phoneme.










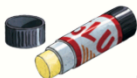
Vowel – a, e, i, o, u

Consonant – The rest of the alphabet.

These are the graphemes the children should recognise at the start of Year 1:

Level 3


















ai  aim	ee  eel	-igh  knight	oa  goat
-oo  cook	oo  spoon	ar  arm	or  fork
ur  purse	ow  owl	oi  oil can	ear  ear
air  hair	-er  builder	er  herbs	-ue  rescue
-ue  glue	-ure  pure	-ture  picture	

Throughout Year 1 they will be taught these graphemes amongst other less common ones.

Level 4



-ay  tray	oy  toy	ea  eat	-ie  pie
ow  bow	ew  newspaper	-ew  screw	ou  mouth
ir  bird	aw  yawn	eer  deer	-are  scarecrow
-ce  dance	-ea  bread	o  onion	-ed  dropped  rained

Level 5 split digraphs



a-e



cake

e-e



compete

i-e



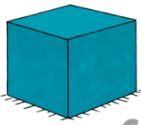
ice

o-e



rose

u-e



cube

u-e



flute

We encourage children to use their alphabetic code when they are unsure of the sound and to help with spelling.



Mini Alphabetic Code Chart

Level 1+ Level 2 Level 3 Level 4 Level 5

Floppy's Phonics

Sounds and key pictures

Graphemes and key words

/s/



s

sun

-ss

dress

ce

centipede

ci

circle

cy

cycle

-ce

dance

-se

house

sc

scissors

-st-

whistle

/a/



a

apple

/t/



t

teddy

-tt

letter

-ed

dropped

/p/



p

pan

-pp

puppet

/i/



i

insect

-y

crystal

/n/



n

net

-nn

funny

kn

kneel

gn

gnaw

/m/



m

man

-mm

hammer

-mb

lamb

-mn

column

/d/



d

dog

-dd

puddle

-ed

rained

/g/



g

gate

-gg

juggle

gu

guitar

gh

gherkin

-gue

catalogue

/o/



o

octopus

wa

watch

qua

quad

alt

salt

/k/



c

cat

k

key

-ck

duck

ch

school

qu

mosquito

que

antique

/e/



e

egg

ea

bread

/u/



u

umbrella

-er

builder

o

onion

-our

flavour

-ou

touch

-ough

thorough

-re

centre

Sounds and key pictures

Graphemes and key words

/r/



r

rabbit

-rr

arrow

wr

wrist

rh

rhinoceros

/h/



h

hat

/b/



b

bone

-bb

bubble

/f/



f

fish

-ff

cuff

ph

phone

-gh

cough

/l/



l

lion

-ll

hill

/u/



-le

bottle

-el

parcel

-il

pencil

-al

hospital

/j/



j

jug

-dge

bridge

-ge

orange

ge

gentleman

gi

giraffe

gy

gym

/v/



v

van

-ve

glove

/w/



w

web

wh

wheel

-u

penguin

/ks/



-x

fox

-cks

ducks

-ks

books

/gz/



-x

exam

/y/



y

yo-yo

/z/



z

zip

-zz

buzz

-s

fries

-se

cheese

-ze

breeze

Sounds and
key pictures

Graphemes and key words

/kw/



qu
queen

/ch/



ch
chick

-tch
hatch

/chu/



-ture
picture

/sh/



sh
ship

ch
chef

-ti
potion

-ci
musician

-ssi
expression

-sci
unconscious

voiced

/th/



th
this

/th/



th
thumb

/ng/



-ng
ring

/ngk/



-nk
ink

/ai/



ai
aim

-ay
tray

a
angel

a-e
cake

-ae
sundae

eigh
eight

-ey
grey

-ea
break

/eel/



ee
eel

-y
happy

ea
eat

e
me

e-e
compete

-ey
donkey

-ie
shield

-ine
sardines

/igh/



-igh
knight

-y
cry

-ie
pie

i
find

i-e
ice

/oa/



oa
goat

ow
bow

o
old

o-e
rose

-ough
dough

-ou
shoulder

-oe
toe

-eau
plateau

short

/oo/



oo
cook

oul
should

-u
push

Sounds and
key pictures

Graphemes and key words

long
/oo/



oo
spoon

-ue
glue

-ew
screw

-o
move

-ou
soup

-ough
through

u-e
flute

-ui
fruit

-u
super

/ar/



ar
arm

a
father

al
palm

/or/



or
fork

aw
yawn

-our
four

au
laundry

-al
walk

oar
oars

-oor
door

ore
sore

-augh
caught

ough
bought

war
wardrobe

quar
quarter

a
water

/ur/



ur
purse

er
herbs

ir
bird

ear
earth

wor
worm

/ou/



ow
owl

ou
mouth

-ough
plough

/oi/



oi
oil can

oy
toy

/eer/



ear
ear

eer
deer

-ere
sphere

-ier
skier

/air/



air
hair

-are
scarecrow

-ear
bear

-ere
there

/yoo/



-ue
rescue

ew
newspaper

u
uniform

u-e
cube

eu
feud

/yoor/



-ure
pure

/zh/



-s
treasure

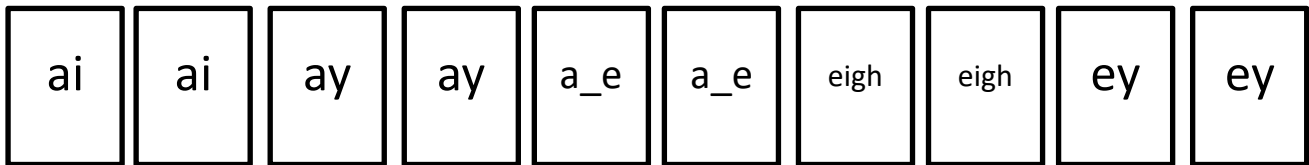
-si
television

-ge
collage

Phonics Games for Reading

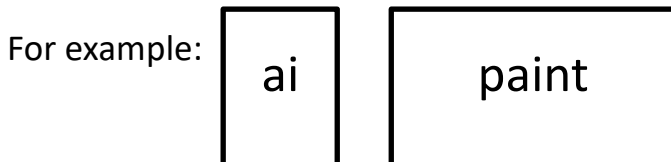
Memory Pairs

Using the grapheme families make a set of cards. You will need 2 of each grapheme:



Lay all the cards face down on the floor. Take it in turns to turn 2 cards over to find a matching pair. You could do this with just one of the families or a mixture of families to encourage your child to recognise the graphemes.

This game could also be played using the example word cards for each family or to make it harder the grapheme cards and words so they need to identify the grapheme in the word.

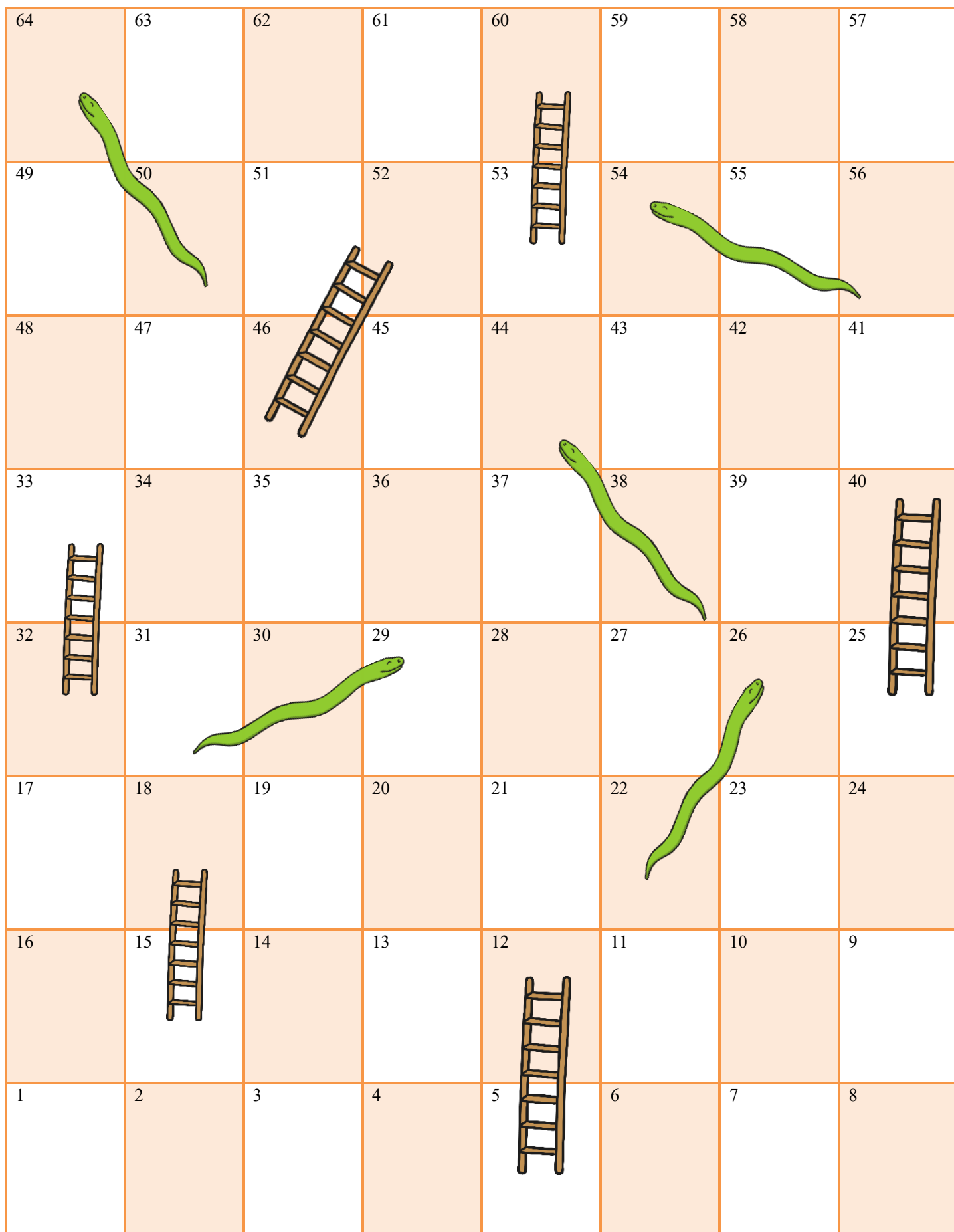


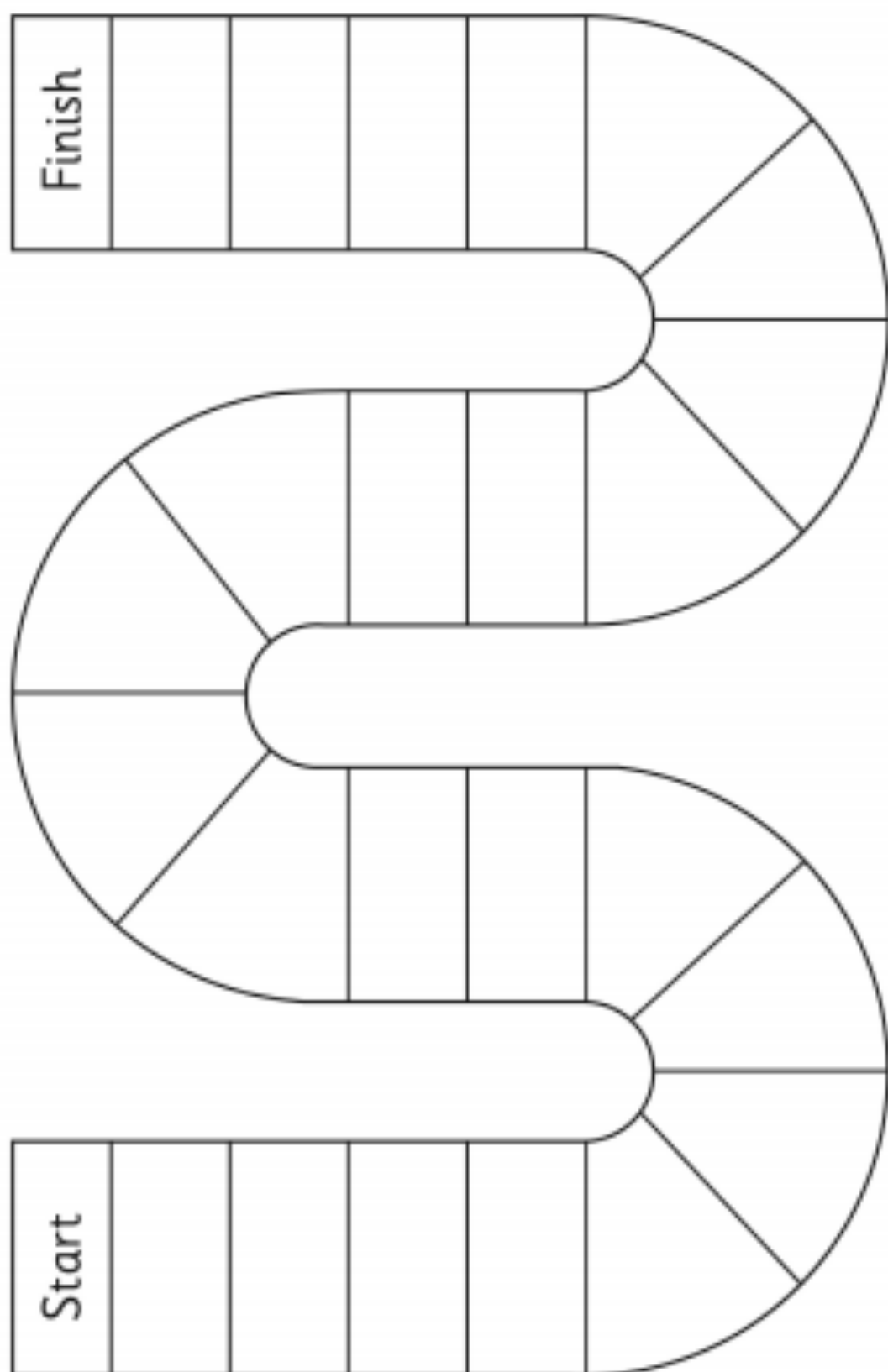
Time Challenges

Choose a selection of word cards from one of the families. Sort the words into the different graphemes and then time your child reading all of the word cards. Repeat the activity to see if they can improve their timings.

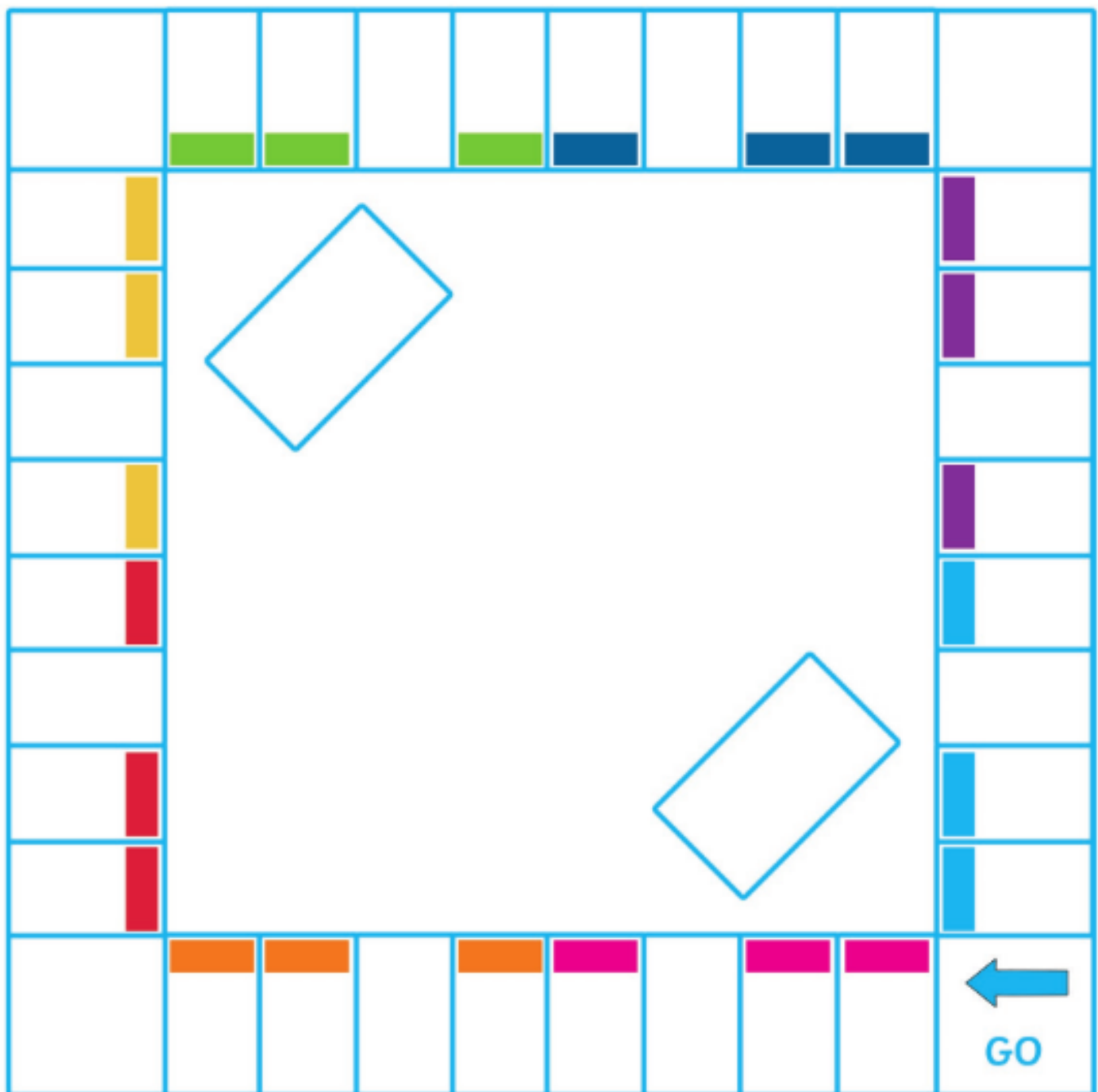
Board Games

Use the blank board game templates and write words on each of the spaces. Children have to read the words they land on to stay on the space. It is a fun way to continue to read words. As an additional challenge you could ask the children to say the word in a sentence.





For this game make word cards to collect and read on the colored spaces.



Pseudo Words and Stories

Pseudo words are nonsense words and are a fun way to check your child recognises the grapheme when blending words. Ask your child to read the alien names below and then have a go at making up pseudo words for the aliens favourite foods, hobbies, homes, etc...

plood



grint



theest



dreet



bamp



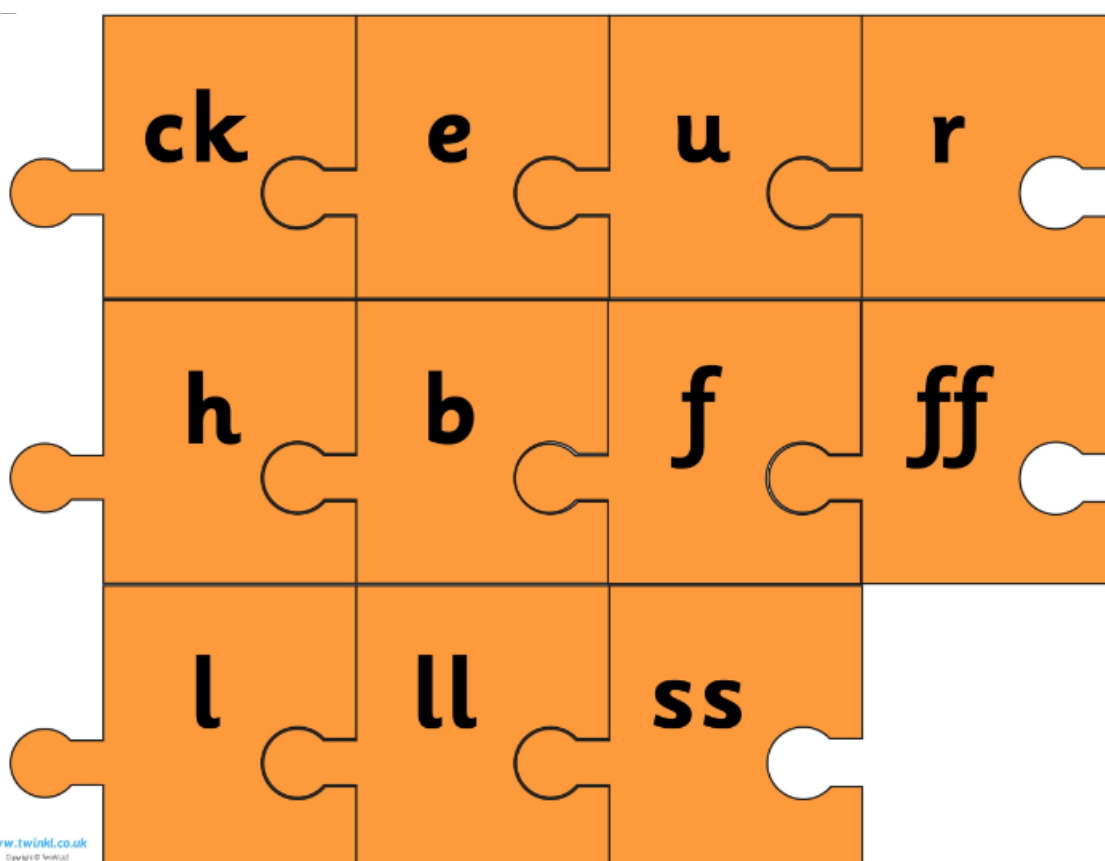
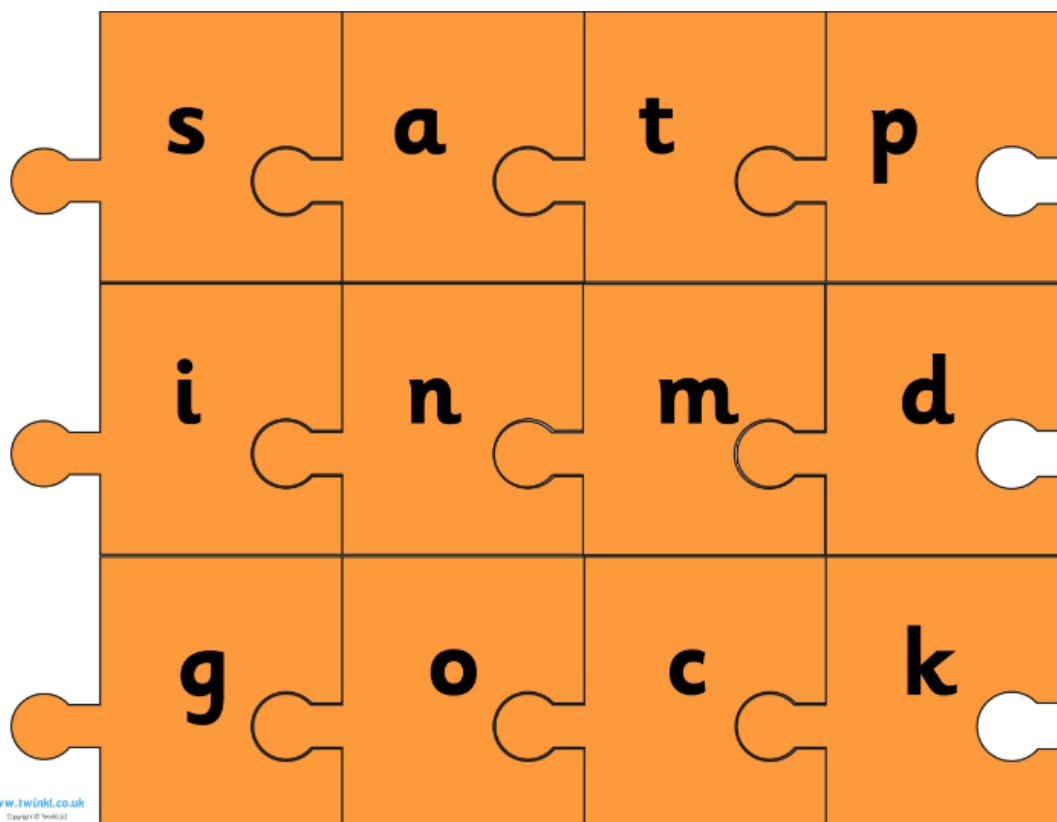
fowspring

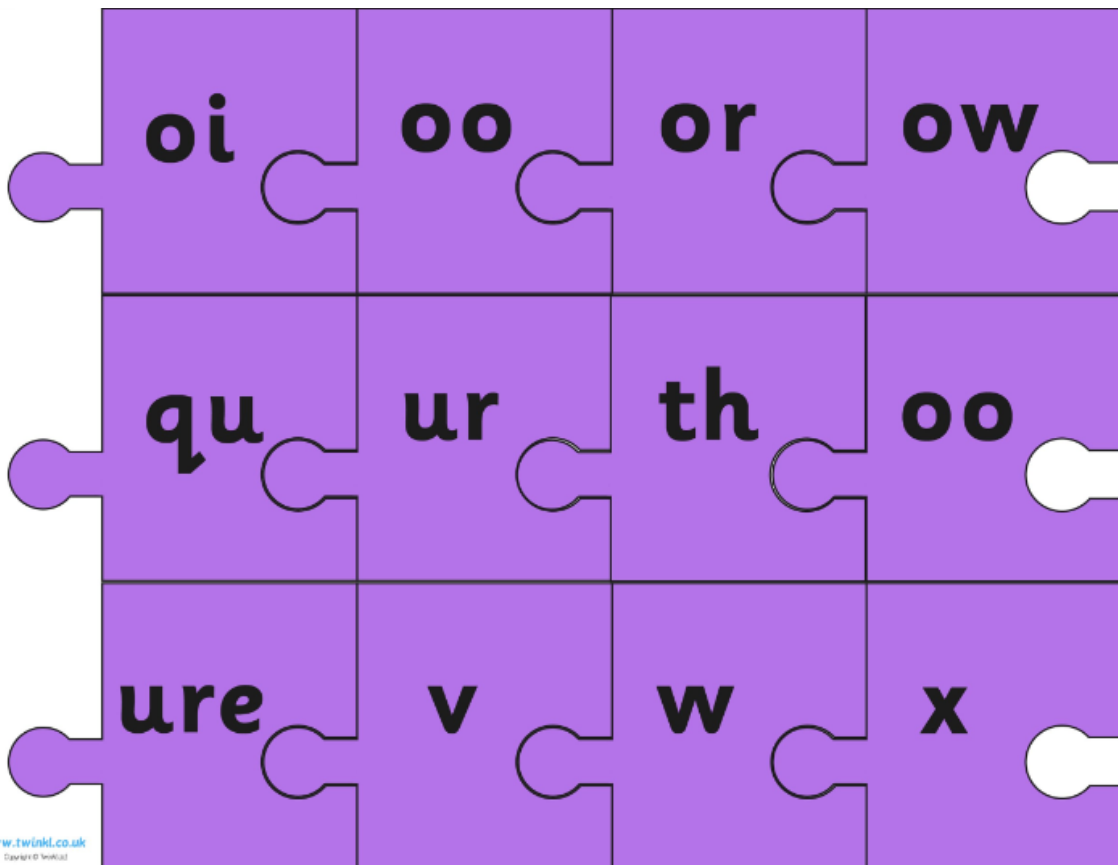
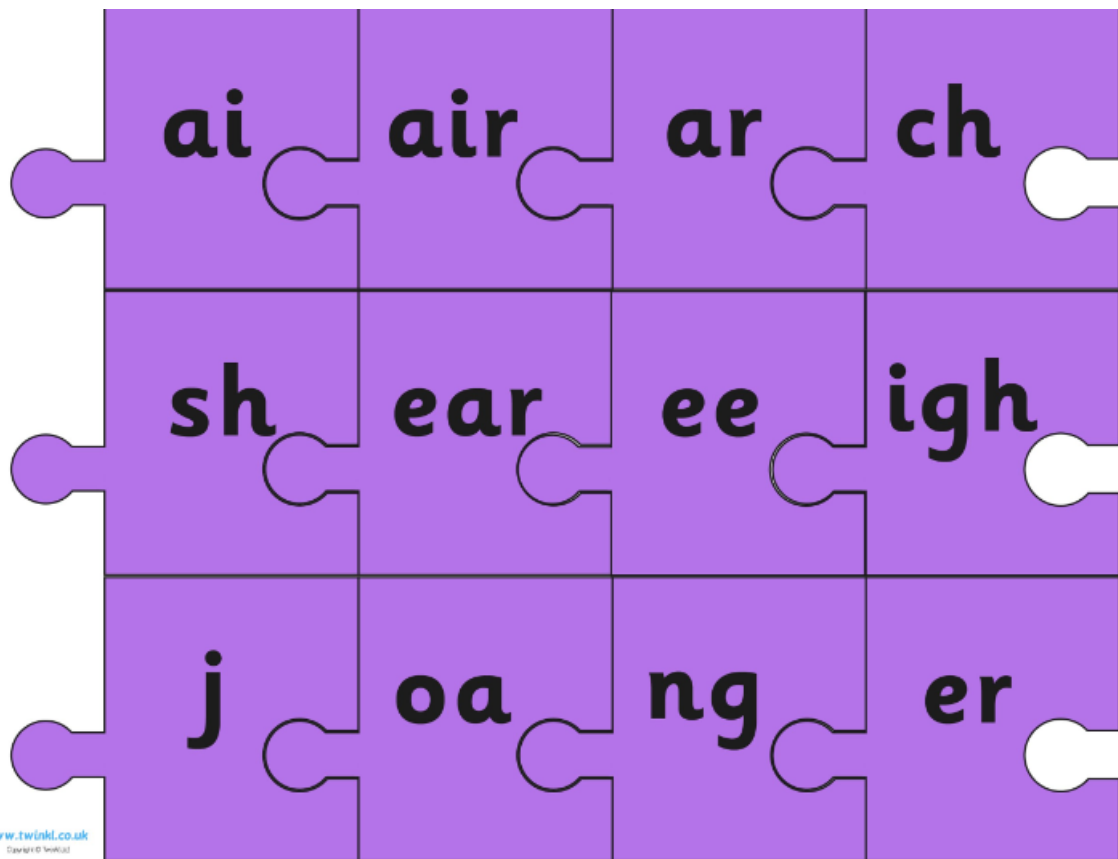


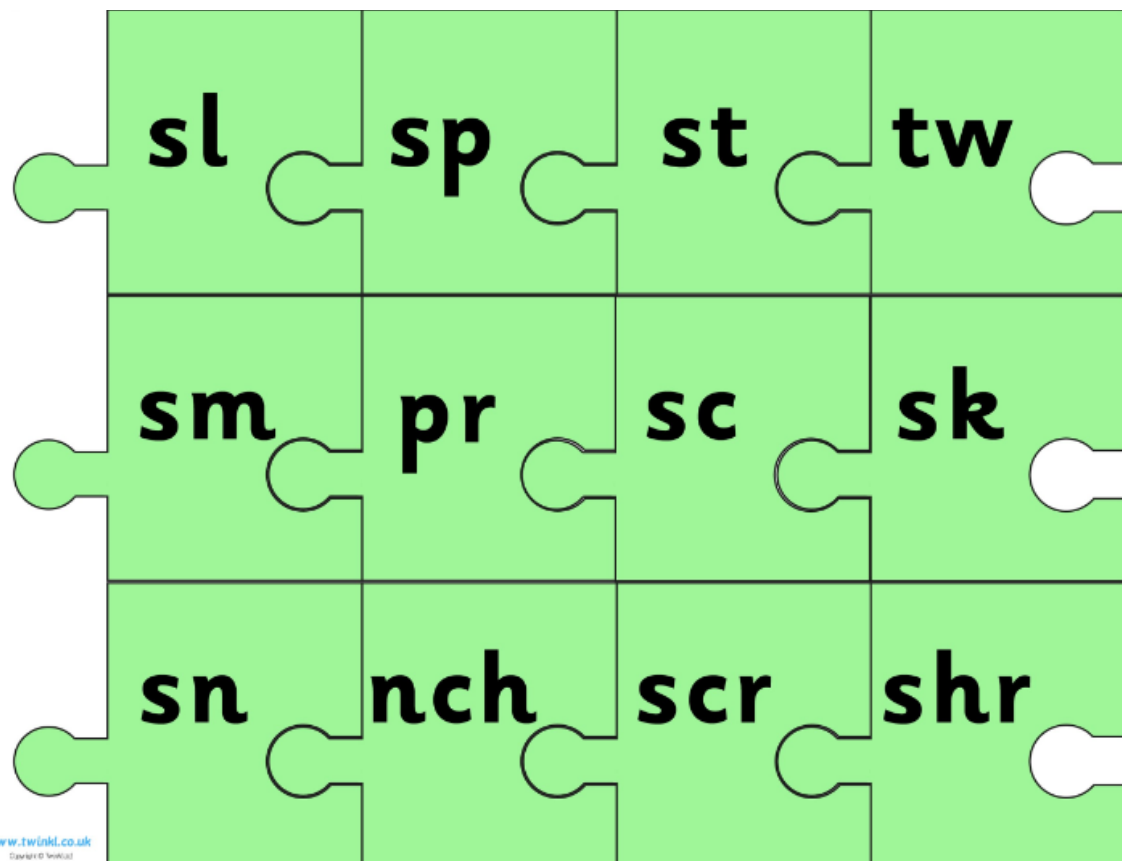
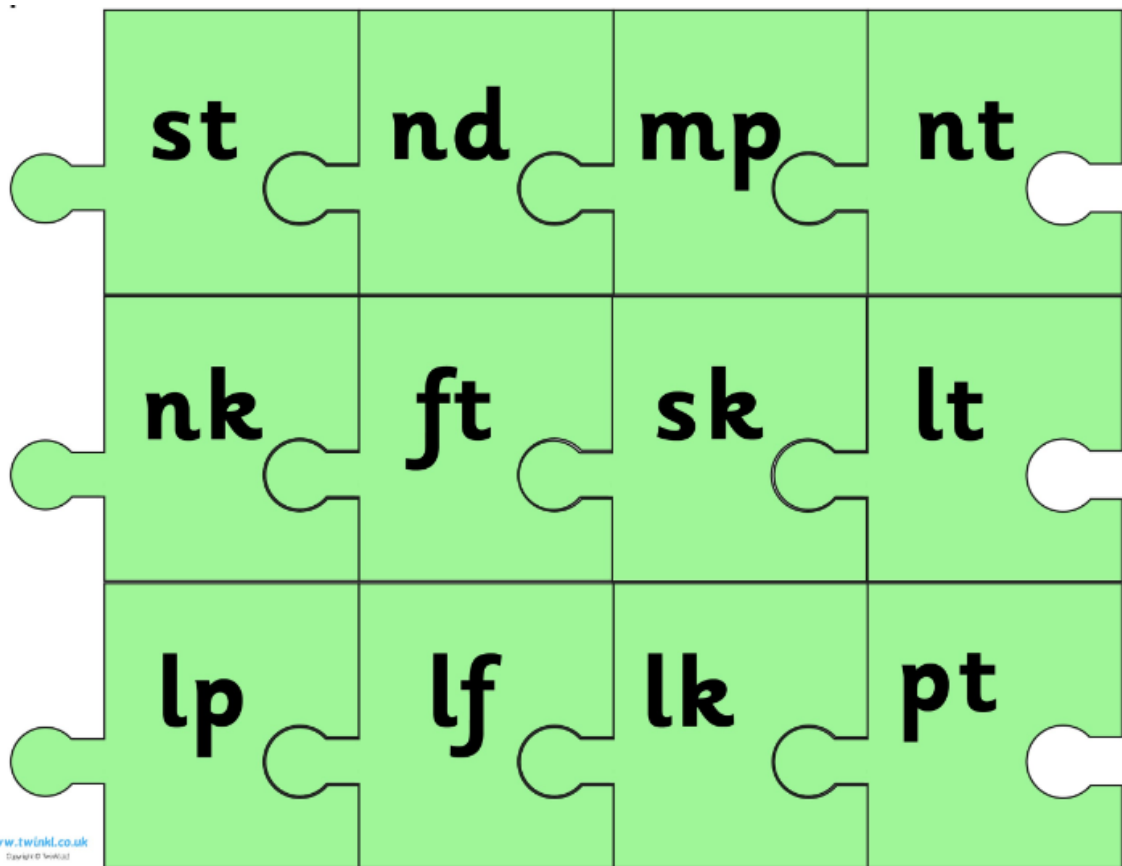


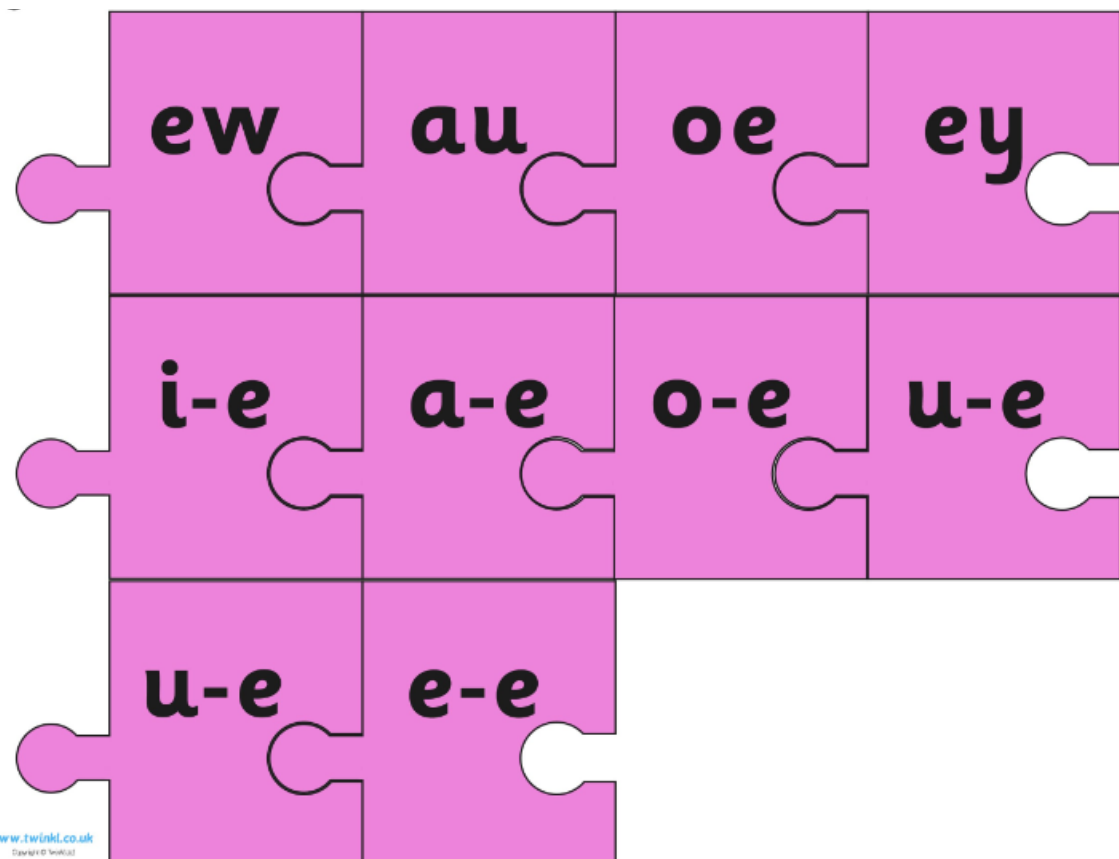
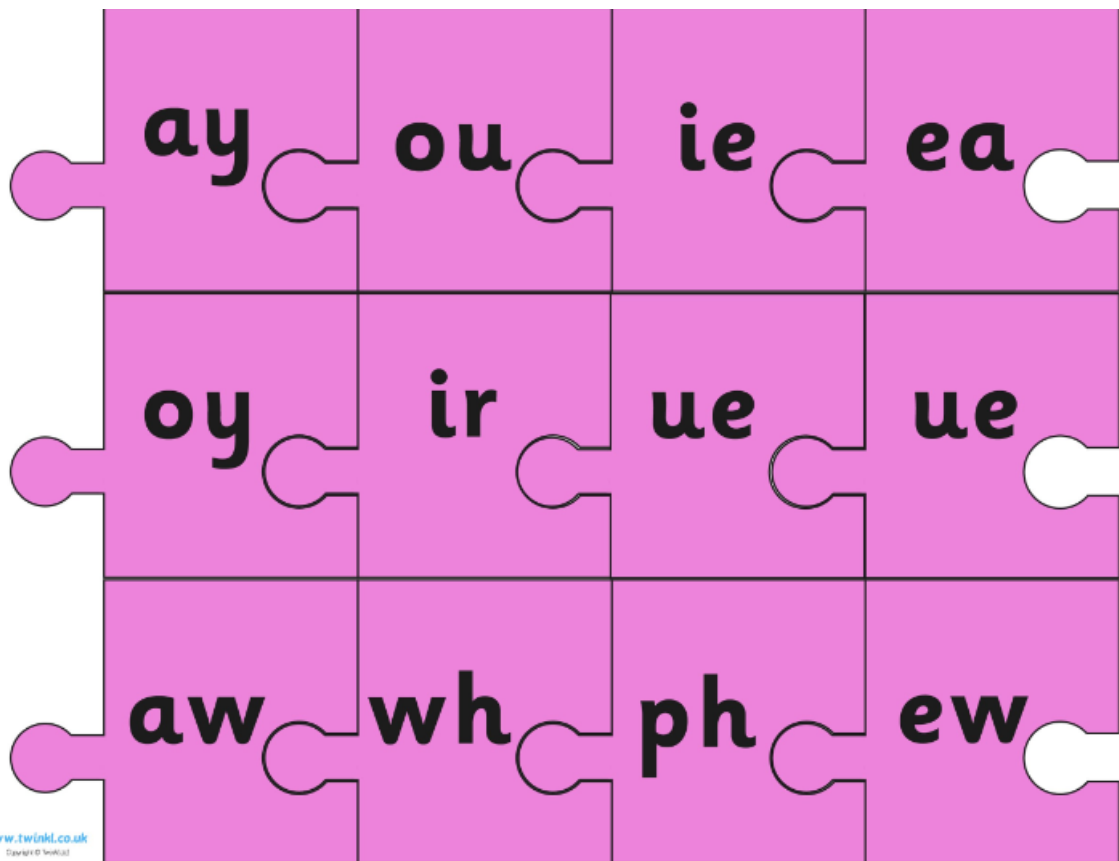
You could use the jigsaw pieces on the following pages to cut up the graphemes for your child to piece together to make words. Use the words you have made to sort into real or pseudo words.

Children could have a go at writing a story about their Pseudo character and bring it to school to read to the class.









List 1	List 2	List 3	List 4	List 5	List 6	List 7
I	is	she	are	said	out	their
the	his	we	again	like	mother	does
to	has	he	be	so	brother	Mrs
of	put	you	my	do	sister	eight
into	pull	was	why	some	looked	where
no	push	they	sky	come	ask	called
go	six	all	by	were	asked	shoes
ten	seven	me	three	there	love	people
off	when	her	too	one	today	cry
little	which	have	look	what	says	try

List 8	List 9	List 10	List 11	List 12	List 13	List 14
two	four	Monday	once	zero	eleven	January
our	five	Tuesday	friend	one	twelve	February
could	nine	Wednesday	school	two	thirteen	March
should	because	Thursday	full	three	fourteen	April
would	ball	Friday	house	four	fifteen	May
who	small	Saturday	door	five	sixteen	June
oh	call	Sunday	poor	six	seventeen	July
Mr	your		floor	seven	eighteen	August
goes	father		children	eight	nineteen	September
liked	here		every	nine	twenty	October
			beautiful			November
						December

List 15		List 16		List 17	
most	hold	find	wild	any	hour
both	gold	mind	climb	many	move
old	only	kind	great	after	half
cold	clothes	behind	break	father	money
told	whole	child	steak	water	everybody

Overarching Objective: I can spell the helpful/tricky words

The children will be taught the following words throughout the year. They will be expected to be able to read, spell and correctly use them in their writing.

Strategies to help...

Apps!

Spellosaur (Free): A great tool for self testing. You enter the words and the app creates tests and puzzles to help your child learn them.



Loo Cover Write Check (£1.99): A silly spelling game. You enter the words and after completing each level your child can play 'Germ Attack'.

Magnetic words!

Give your child a set of magnetic letters or mini sticky notes. Ask your child to spell one of the words using the magnetic letters.

Challenge: You could even write one of the words incorrectly for them to check and correct.



Use the Look—Say—Cover—Write—Check method



Look at the word you are trying to spell, say the word out loud, cover the word with a piece of paper. Write the word down, check you have spelt it correctly.



Overarching Objective: I can use the correct letter formation and know which letter family they belong to

In Year 1, we expect secure writers to be able to:

- Sit correctly and hold pencil correctly
- Form lower-case letters in the correct direction
- Form capital letters
- Form numbers 0-9
- Understand which letters belong to which handwriting 'families'

It is important that when they are writing at home they continue to practice the correct formation.

Writing Inspiration...

Silly Sentences

Write a silly sentence, these could include the Common Exception words from earlier.



For example: The snake fell down the stairs.

Challenge: Can you add an adjective?

Adjectives describe a noun or pronoun e.g. blue, enormous, beautiful etc.

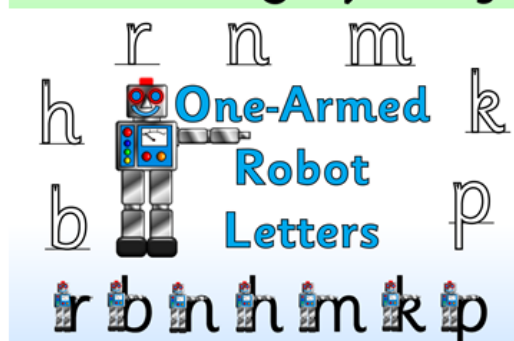
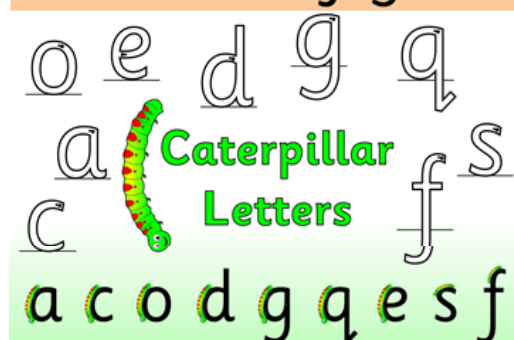
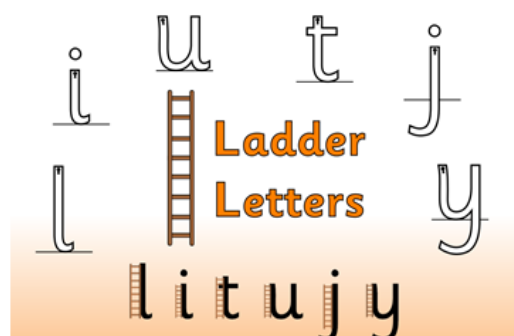
Diary Writing

Write about what you have been doing over the holidays, weekend or day.

For example: I went to the park to play with my friends.

Challenge: Can you add a conjunction?

Conjunctions extend a sentence e.g. and, because, but etc.



The children will be introduced to these Letter Families during their Handwriting sessions.

Challenge your child to teach you them as they learn them!

Overarching Objective: I can use and apply plurals, adding the suffix 's' and 'es' to words

A suffix is a letter or group of letters added to the end of a word to change its meaning. To make a word plural, or to describe the action someone else is doing, we usually add 's' to the end. If the ending of a word is 's', 'x', 'z', 'ch' or 'sh', we add 'es', which forms an extra syllable or beat and makes the ending sound like /iz/ and e.g. catches.

Strategies to help...

Clap my syllables!

Write the singular word, ask your child to clap the syllables in this word. Then change it into a plural and clap the syllables in this word. If it changes into two syllables put it in a different pile to the ones that stay the same.

Remind them that words that change syllables as a plural have 'es' as an ending and the ones that don't only have a 's'.



Exceptions!

It is important your child understands that some words do not follow these rules. For example:

Mouse- Mice

