Homework in year 1 at St. Mary's RC Primary School



KEY STAGE 1

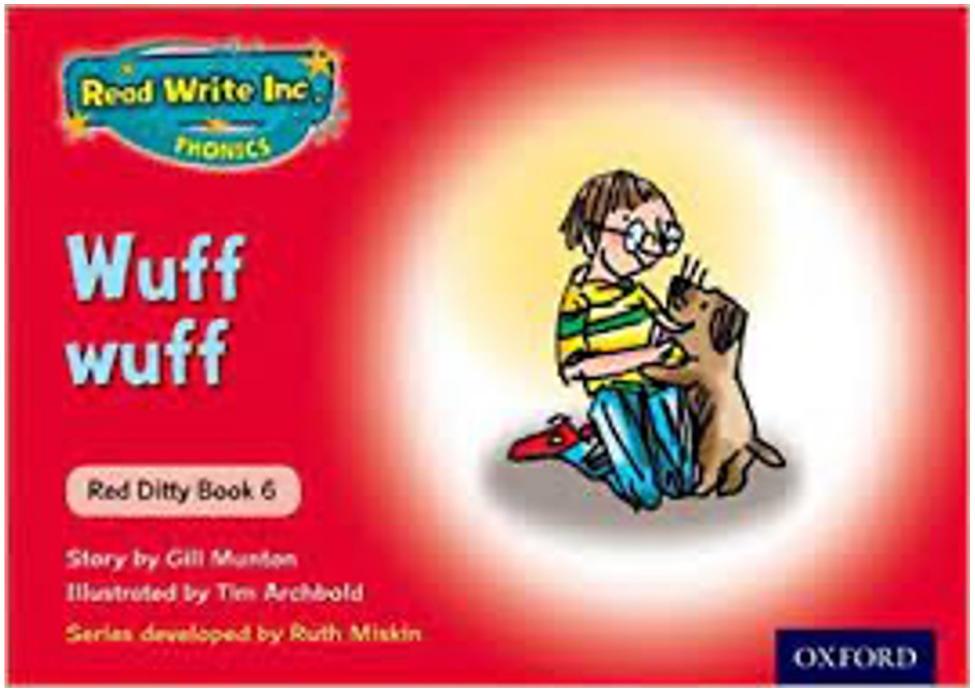
Books

How to read using RWI at home

Book Bag Book



Phonics Lesson Book



How to read using RWI at home

Phonics lesson book

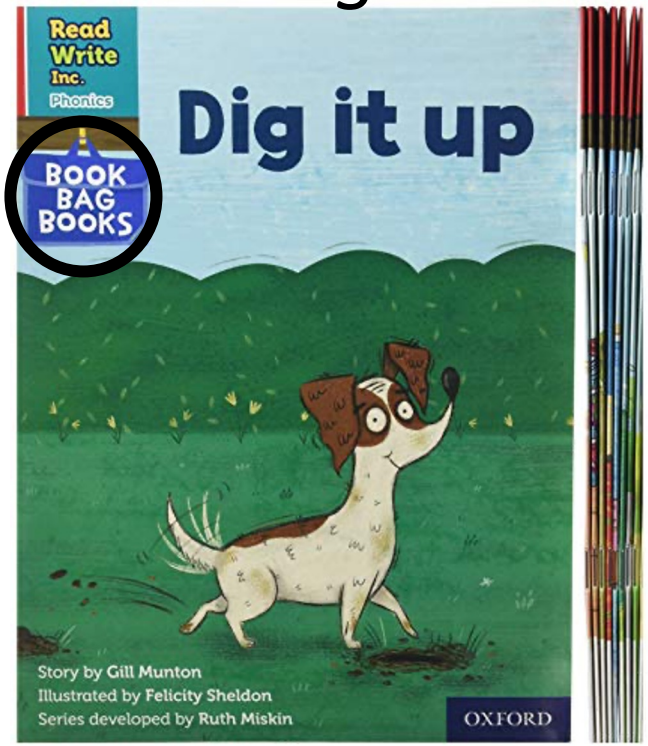


This book will be the story that your child reads each day in their phonics lesson. For all the children to take part in the phonics lesson, each child ***MUST have this book with them each day.***

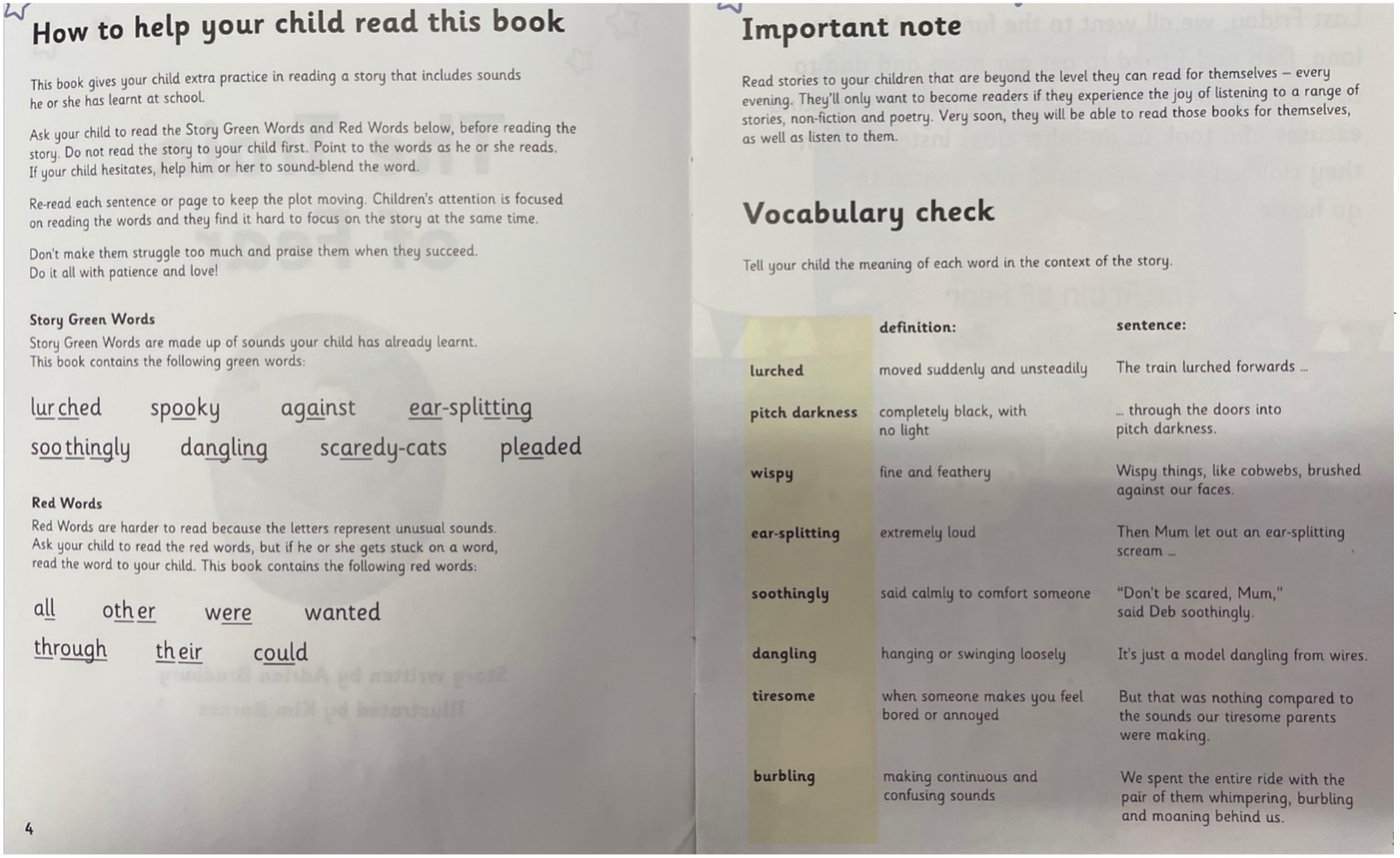
Their fluency (speed) should increase by the end of the week.

How to read using RWI at home

Book Bag Book



This book is individual to your child's ability. These are matched to the sound that your child is already confident with. They should be able to read this book independently.



How to help your child read this book

This book gives your child extra practice in reading a story that includes sounds he or she has learnt at school.

Ask your child to read the Story Green Words and Red Words below, before reading the story. Do not read the story to your child first. Point to the words as he or she reads. If your child hesitates, help him or her to sound-blend the word.

Re-read each sentence or page to keep the plot moving. Children's attention is focused on reading the words and they find it hard to focus on the story at the same time.

Don't make them struggle too much and praise them when they succeed. Do it all with patience and love!

Story Green Words

Story Green Words are made up of sounds your child has already learnt. This book contains the following green words:

lurched spooky against ear-splitting soothingly dangling scaredy-cats pleaded

Red Words

Red Words are harder to read because the letters represent unusual sounds. Ask your child to read the red words, but if he or she gets stuck on a word, read the word to your child. This book contains the following red words:

all other were wanted through their could

4

Important note

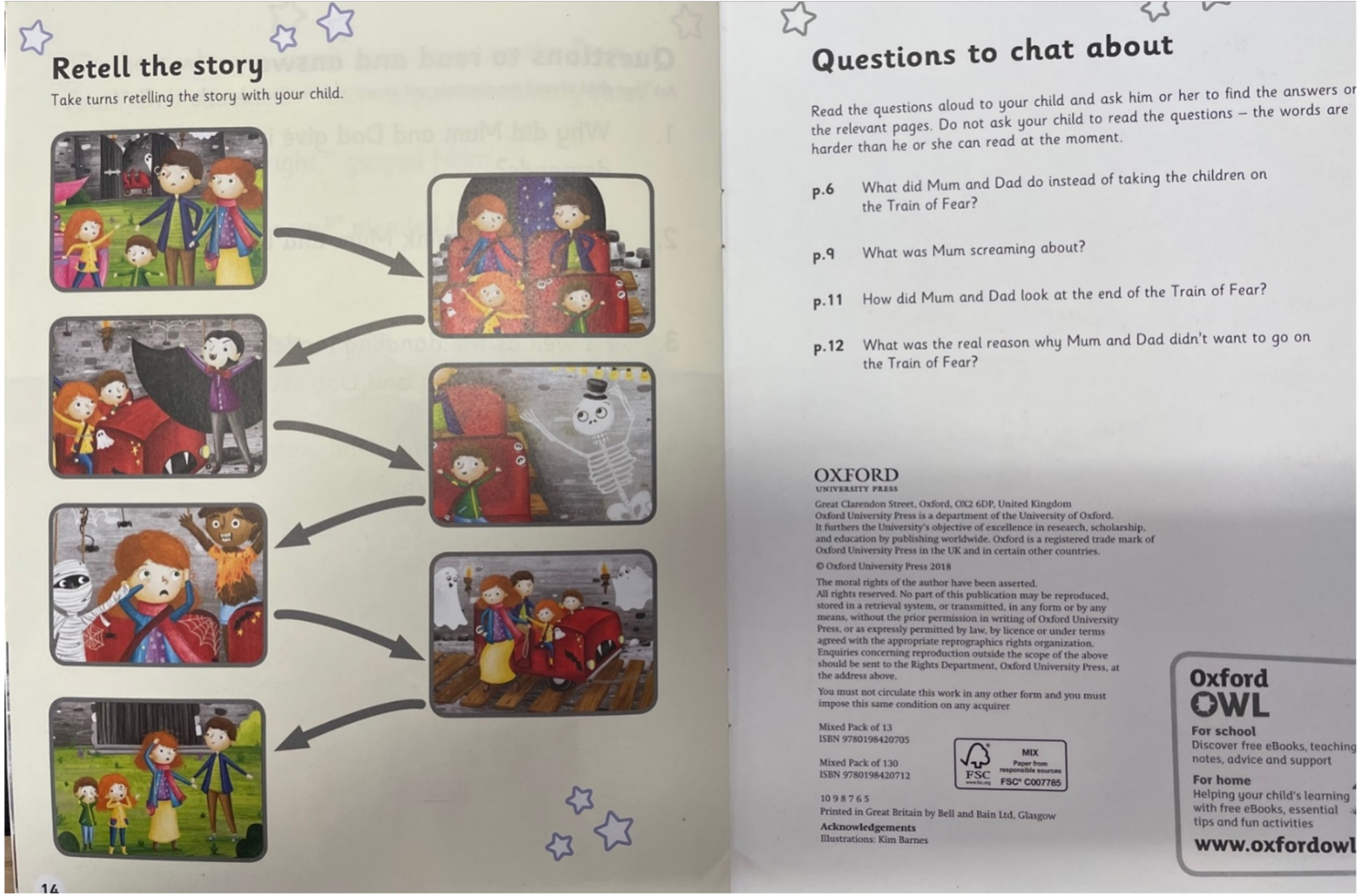
Read stories to your children that are beyond the level they can read for themselves – every evening. They'll only want to become readers if they experience the joy of listening to a range of stories, non-fiction and poetry. Very soon, they will be able to read those books for themselves, as well as listen to them.

Vocabulary check

Tell your child the meaning of each word in the context of the story.

	definition:	sentence:
lurched	moved suddenly and unsteadily	The train lurched forwards ...
pitch darkness	completely black, with no light	... through the doors into pitch darkness.
wispy	fine and feathery	Wispy things, like cobwebs, brushed against our faces.
ear-splitting	extremely loud	Then Mum let out an ear-splitting scream ...
soothingly	said calmly to comfort someone	"Don't be scared, Mum," said Deb soothingly.
dangling	hanging or swinging loosely	It's just a model dangling from wires.
tiresome	when someone makes you feel bored or annoyed	But that was nothing compared to the sounds our tiresome parents were making.
burbling	making continuous and confusing sounds	We spent the entire ride with the pair of them whimpering, burbling and moaning behind us.

At the front of the book it will have the Story Green words and the Red Words. These are words which will feature in the story that will need practising beforehand. It also will have tricky vocabulary you may wish to read over to ensure the children understand what all the vocabulary means.



Retell the story

Take turns retelling the story with your child.

Questions to chat about

Read the questions aloud to your child and ask him or her to find the answers on the relevant pages. Do not ask your child to read the questions – the words are harder than he or she can read at the moment.

p.6 What did Mum and Dad do instead of taking the children on the Train of Fear?

p.9 What was Mum screaming about?

p.11 How did Mum and Dad look at the end of the Train of Fear?

p.12 What was the real reason why Mum and Dad didn't want to go on the Train of Fear?

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At the back of these books are comprehension questions. These are very important to complete with your child to ensure that they understand what they have just read.

Spellings

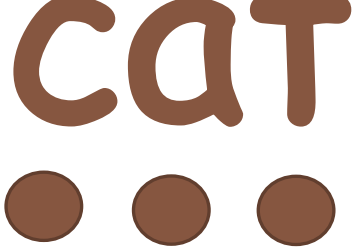
The children's spellings link to the **year 1 common exception words.** These are words that the children must know by the end of year 1. In addition, there may be words that feature in the reading books of their expected colour in phonics.
We will **revisit spellings** as this retrieval practise will help the children remember spellings in the future.

We have a spelling test **each Friday** and give out the new spellings on this day also. This is why it is essential that your child has their diary.

Fred Talk

In school, we use the term ‘Fred Talk’ to encourage the children to sound out each sound they see. This ensures that they are not missing out sounds or misreading the word.

cat



park





What we need from you

- *Your child must have their **diary and both books** with them each day for our phonics lessons to run.*
- *Sign your child's home reading diary each time they have read. This does not need to be a lengthy comment, it can be as simple as a signature or a smiley face. This helps us to track how often your child is reading and put interventions in place at school if necessary.*
- *Practise phonics, reading or spellings with your child as much as possible.*

ClassDojo

St Mary's R.C. Primary School

KS1 Diary

Arithmetic

To improve arithmetic skills, we are introducing a weekly arithmetic test.

The test will take place on a Friday and it will consist of 5 questions.

The questions will be very similar each week as we hope that the repetition will improve memorisation.

This is a low stakes test and should not be anything that your child should worry about. We know that continual practice and retrieval is key and we think that this test is an effective way to help them.

Arithmetic test

The arithmetic questions will be stuck on a label underneath the spellings.

Questions that are incorrect will be circled for you to work on at home.

1. 1 more than 2 is ____.
2. 1 less than 5 is _____.
3. 1 more than 8 is _____.
4. 1 less than 1 is _____.
5. 1 less than 10 is _____.