



**John Randall**

Be Ready, Be Respectful, Be Safe

# Year 1 Homework



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# Weekly homework

This powerpoint presentation contains your weekly homework as well as ideas and resources to help you complete the tasks set.



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# Spellings for this week

## Year 1 Weekly Spelling Practise

	Monday	Tuesday	Wednesday	Thursday
here				
were				
where				
they				
there				

You will be tested on these spellings on Friday in school.



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# Maths to learn this week:

Can you half (2 groups) and quarter (4 groups) these numbers into equal groups?

4, 8, 12, 16, 20

Can you see a pattern with the answers?



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Remember to read at least three times this week please and bring your reading diary to school on Wednesday morning.



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# Suggestions to help you learn your spellings

## Highlight the hard bit

Frequently, there will be one part of a word that trips up your child each time. Look at the word together and highlight the part that they find particularly tricky. For example:

Night Separate Was Receive Weird

What Two Friend Said Cheap

Or there may be two parts that need attention, for instance;

Accommodate Address Necessary

Once you've done the highlighting together, get them to write out the word again without looking. This time they'll be more focused on getting that tricky bit right, and will be able to remember how it looks.

## Make the spelling stick

If one or two parts of a particular word just don't seem to 'sink in' by simply highlighting them, try to think of other ways to help them stick.

For example:

- With weird, people often get the i and e confused. Help by saying **we** are weird, so your child remembers that **we** is the first part of the word.
- For the double s in dessert: desserts are both **sweet** and **sugary**.
- For a word with two 'tricky' parts, like necessary, think **Cats Eat Salty Sardines** to remember the c and the double s (see 'Make it an acronym' below).



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# Suggestions to help you learn your spellings

## Break it down

Try breaking down polysyllabic words to make each **syllable** easier to remember. Even young children may be doing this at school – they might call syllables 'beats'. Help them decipher how many 'beats' or syllables there are in a word by clapping the word together, one clap per syllable.

So, for **two-syllable** words...

Danger Dan / ger

Windmill Wind / mill

Option Op / tion

And for **three-syllable** words...

Relation Re / la / tion

Beautiful Beau / ti / ful

It may help to segment the words into a chart like this:

Syllable 1   Syllable 2   Syllable 3

Re   la   tion

## Copy it, copy it, recall it

Use a chart like this:

Copy it   Copy it   Recall it

What   What   What

After your child has copied the word twice, fold the paper over so they can't see what they've written and ask them to have a go at writing the word unaided. They should be able to recall the spelling without looking.

Another classic technique is known as **Look, cover, Write and Check**.

So, they **look** at the word...

**Cover** the word...

**Write** the word...

And finally **check** it.

Download our **Look, Cover, Write and Check blank template** to apply this method to your child's spelling words.



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# Suggestions to help you learn your spellings

## Create pictures in your mind

It's a well-researched memory trick: if you can conjure up a visual image, what you're trying to remember (in this case spellings!) may come more readily.

For example, if your child is learning 'bank' but writing 'banc', help them remember it's a 'kicking K' by saying, "I kicked my legs into the bank". If they're writing 'cat' as 'kat' remind them it's a 'curly c' by saying, "The cat likes to curl up and go to sleep". Encourage your child to invent their own ways of remembering words; if they have thought up the image themselves, it will be a more powerful tool.

## Say it as it's spelled

To remember **double s**, really stress and extend the sound: fussssssss.

To remember **double z**, again stress and extend it: buzzzzzzzzz.

Same for **double e**: seeeeeeeem.

To remember **ea** instead of **ee**, pronounce it as two separate sounds: cre - a - m.



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# Suggestions to help you learn your spellings

## Make it an acrostic

Sometimes, visualising a difficult word in a different way can suddenly make it stick. Create a phrase from each letter of a word and turn it into an acrostic, which can be easier to remember than the word itself. Try these, or have your child make up their own!

**Because:**

Big

Elephants

Can

Always

Understand

Small

Elephants

**Ocean:** Only Cats' Eyes Are Narrow

**Rhythm:** Rhythm Helps Your Two Hips Move

**Necessary:** Never Eat Chips Eat Salad Sandwiches And Raspberry Yoghurt

If this strategy really works with your child, our [Thinkalink!](#) book is essential further reading.

## In the palm of your hands

If your child is a **kinaesthetic learner** (in other words they learn best through doing), ask them to write each letter of the word into the palm of their hand or onto their leg with their finger. With enough repetitions, they'll remember how the word felt to write (this is known as muscle memory).

## Sing the word

This is reportedly one of the most popular methods used by contestants at **American Spelling Bees**. Simply learn the word by saying or singing the letters out loud, developing a melody. This melody should then imprint in your child's memory; if they forget a spelling they will still remember how the word's rhythm and sound, which will serve as a prompt.

Try some more unusual, yet effective methods to **help your child learn how to spell**, then reinforce what you've learned with our range of **spelling worksheets**.





# Other activities you can do with your spellings

- If you do not know the meaning of a word, check the definition of the word in a dictionary.
- Use your spellings in a sentence. Can you write them in a short sentence, compound sentence, complex sentence or a passive sentence.
- Could you use a thesaurus to find and locate better synonyms for these words.



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# Reading at home

Reading is an extremely important and vital life skill!

Please can we actively encourage you to read with your child at least three times a week at home. If you can do it more than three times all the better. It can only help them become a better reader quicker.

When you have read with your child, please write:

- the date when reading took place
- the title and author of the book
- a comment about your child's reading

Please strongly encourage them to read quietly to themselves too. Older children can also make these comments in their diaries.

We ask that your child's reading diary is brought into school on a Wednesday morning in order for staff to see how often your child is reading and to see any comments you have written. It will then be sent back home with your child on a Friday so reading can take place over the weekend and into the following week.



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# Questions grown-ups can ask after reading

## Reading Question Grid

Each time you read your book can you answer two questions from the grid?

What is the main idea of the story?	Retell a main event within the story.	Find an unfamiliar word in the story and look it up in the dictionary.	What questions do you have about the story?	Is the book fiction or non-fiction? How do you know?
Predict what will happen in the story.	How might you end the story differently?	Identify one problem or conflict in the story.	Which character can you relate to so far? Why?	What do the pictures in the book tell you about the story?
How was a problem solved?	Who is the illustrator? Who is the author?	How would you attempt to solve a problem in the story?	How does the story relate to your life?	What do the pictures on the cover tell you about the story?
Write a summary of the story.	What lessons can you learn from the story?	Who are the main characters?	Choose a problem in the story. How could this problem have been avoided?	What questions do you have about the story?
How does the story end?	How are you and the main character alike?	What does the title tell you about the story?	What questions do you have about the story?	How might this story relate to your own life?
How can you relate to the story?	How are you and the main character different?	Where does the story take place?	Did the solution to one problem make another problem?	Identify any unfamiliar words that you found in the book.



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# Read Write Inc. phonics

If your child is currently receiving lessons in phonics, there are website links to videos on the next page which are designed to help parents support phonics learning at home.



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# Read Write Inc. phonics

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Read Write Inc. homepage which contains links to videos and resources for parents.

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/understanding-phonics-video>

Parent tutorial which explains what phonics is.

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video>

Parent tutorial demonstrating how to say the letter sounds.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Parent tutorial explaining how to use Read Write Ink resources.

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/set-1-sound-phonics-video>

Parent tutorial explaining how to teach Set 1 sounds.

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/independent-blending-phonics-video>

Parent tutorial explaining how to blend sounds.

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/two-letters-one-sound-phonics-video>

Parent tutorial teaching two letters, one sound.

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/sound-blending-phonics-video>

Parent tutorial teaching sound blends.