

# Year 1

# Home Learning

# Booklet

2024-2025



## HOME LEARNING

The purpose of Home Learning at Pirbright is to ensure that pupils have the necessary skills to reach their potential in school. We want to guarantee that pupils all the way through the school practice their reading, mental arithmetic, rapid recall of maths facts and spellings four or five times a week, every week. We also want to continue to foster the love of learning that our pupils have and so you will find activities for pupils to engage in, these are classed as 'optional' for parents (not pupils) allowing parents to manage their children's time effectively. If you have a family gathering over the weekend and fitting in extra activities is going to be tricky, then you can choose to leave these activities until a more convenient time, if you have a child that has a particularly busy schedule outside of school, perhaps they swim or train regularly, then again you can make the decision as to how and when these tasks can be completed and which ones to tackle.

In summary, the learning is split into two key areas:

- Essential Learning - relating to regular activities that should be completed four or five times a week every week.
- Further Learning - relating to activities to allow pupils to extend and further their interest in aspects that have already been covered in school.

It will also contain key information to remember (including dates), a learning synopsis and a space for you to add any comments. In Year 1, Home Learning will be sent home every **Friday** and needs to be returned to school the following **Thursday**. Please ensure Home Learning folders and sheets are returned so we can keep you informed about spelling test results. Please only keep the current week's home learning in the folder. All previous sheets can be kept at home once we have seen them. We love to see what the children have been doing at home so please encourage them to bring in their learning to show and share at school.

Within this booklet you will find further information and guidance on how to support your child with their Home Learning.

If you need any help or if you have any questions please pop in and see us.

Miss Russell, Mrs Hemsworth & Mrs Everard

# Phonics

ee ur ow  
wh y au



Phonics plays a very important role in learning to read and spell in Year 1 and we teach Phonics through a scheme called Little Wandle Letters and Sounds Revised. This is a complete systematic synthetic phonics programme (SSP) developed for schools by schools. It is based on the original Letters and Sounds, but has been extensively revised to provide a complete teaching programme which meets all the expectations of the National Curriculum and Early Learning Goals.

## Here are some other ideas to help you support your child at home:

- ✓ Frequently listen to your child read their phonics matched reading book.
- ✓ Use the Phonics Home Learning sheet sent home weekly to recap the week's learning.
- ✓ Read every day materials e.g. shopping lists and road signs.
- ✓ How many words can you find with a certain phonics sound in your reading book?
- ✓ Play word bingo. Make your own bingo board with tricky words or sounds.
- ✓ Practice writing your child's spellings in fun ways. In the mud in the garden or sand pit.
- ✓ Make letter-sounds and ask your children to draw the matching letters in sand, with a paint brush and water on the ground or shaving foam.

## Below you will find helpful links and resources that you can use to support your child with their phonics learning at home:

- The parent section of the Little Wandle Website: The resources on this page will help you support your child with saying their phonemes (sounds) and writing their graphemes (letters). There are also useful videos so you can see how your child is taught at school, to be able to confidently support their reading at home. <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- The Phonics page on our school Website: <https://www.pirbrightvillageprimaryschool.com/phonics-2/>

**Little Wandle - Letters and Sounds**  
Year 1 Phonics Home Learning  
Phase 5 - Summer 1 Week 3  
Focus - 'ee' grapheme and 'ee' digraph revision!

**ue** (end hand)    **ew** (end hand)    **li-e** (end hand)    **aw** (end hand)

**Phonics we have been reading this week**  
blue true today new flew  
their use rule people  
saw straw your think stair

**We have been reading videos and spelling words with digraphs. Can you find the words that use the digraphs?**  
Is it true that you had to rescue the blue kite?  
The stick flew so high because I threw it hard.  
I can fill the tube with water if you hold it still.  
The dog was giving me its paw to shake hands!  
We fixed the leg of the chair with glue.

**We have been practicing reading tricky words. Can you spot the words that use the digraph?**  
today their people your any

\*Digraph - A digraph is two letters that make one sound within a word.

**Phase 2 grapheme information sheet**      **Autumn 1**

Grapheme and phoneme	Phase 2 word	Phoneme grapheme	Phoneme grapheme
s s s	ss	ss	ss
a a a	at	at	at
t t t	tt	tt	tt
p p p	pp	pp	pp
i i i	it	it	it
n n n	nn	nn	nn
m m m	mm	mm	mm
ch ch ch	ch	ch	ch
sh sh sh	sh	sh	sh
th th th	th	th	th
ng ng ng	ng	ng	ng
nk nk nk	nk	nk	nk
a a a	at	at	at
e e e	et	et	et
i i i	it	it	it
o o o	ot	ot	ot
oa oa oa	oa	oa	oa
ie ie ie	ie	ie	ie
oy oy oy	oy	oy	oy
ow ow ow	ow	ow	ow
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo
ou ou ou	ou	ou	ou
oi oi oi	oi	oi	oi
oy oy oy	oy	oy	oy
oo oo oo	oo	oo	oo



Read a range of texts with your child at home, including school phonics-matched books, sharing books, children’s magazines and e-zines, children’s newspapers (such as First News), simple instruction manuals for their games and toys such as Lego instructions, etc...

To support your child in a love of reading you might find that they have a favourite story or non-fiction text they like to reread. This can be a home-school book, one from their personal collection, or from the local or school library. Encourage this to develop their comprehension skills and also their enjoyment for reading. This will also give them a confidence boost!

Here are a few ideas:

<p>If you could change something about the story, what would it be?</p>	<p><u>TRICKY WORD HUNT</u> Look though the book and hunt the tricky words.</p>	<p><u>NON-FICTION</u> What information can you find out from a non-fiction book? How is it different from a story?</p>	<p><u>MY FAVOURITE PART</u> Talk about your favourite part of your book and explain why you like it.</p>
<p><u>STORY SNAKE</u> Draw a big S and retell your story from start to finish using drawings.</p>	<p>Improve expression when reading—You could try putting different voices on for the characters in your book.</p>	<p><u>WHAT NEXT?</u> Predict what might happen in the next part of the story.</p>	<p><u>DRAW</u> Draw a picture of a part of the story.</p>
<p>Talk about the characters’ feelings and thoughts. Ask children to back up their ideas with evidence from the text and pictures.</p>	<p>Who is the main character?</p>	<p><u>STOP!</u> Stop after looking at the front cover and predict what will happen next. Stop at any point within in the book, review your prediction.</p>	<p>Would they recommend this book to their friend? Why/not?</p>

**Online Ideas**

- <https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/owl>
- <https://www.teachyourmonstertoread.com/>



### Writing in Year 1

This year the children will be continuing to learn to segment and write words using their phonic skills and understanding. The children will also be extending and applying their understanding of sentence structure, using 'and' to extend sentences and punctuate them appropriately.

### Ways to help your child at home

#### Spellings

- Help your child practise their spellings each week in a range of different ways. Look, cover, write, check can be beneficial, but also consider turning this into an active game;
- Hide the words on pieces of paper around the house for them to find like a treasure hunt and then get them to write them on a list each time they find one.
- Practise sounding them out for 5 minutes on your walk to school each morning.
- Build a 'Word Wall' in your home to add to each week.
- Write the words on Jenga blocks and play this with your child. Each time you pull out a block, talk about the word, the spelling patterns and write it down 3 times each.
- You could even use playdough or salt dough to shape or write the words in using fingers and other tools.
- If you have bathroom letters which stick to the tile on your wall, try making the spelling patterns with your child during bath time. They could try to find the letters in the water and fish them out before putting them on the walls.

#### Sentence Structure

- Encourage your child to help you write shopping lists.
- Choose a simple sentence from the book you have been reading together and change one word in the sentence before writing it. These can become new sentences or even nonsense sentences.
- Give your child a range of writing materials, including pens, paper, paints, playdough, chalks, etc.
- Children love writing outside on the floor. If they use chalk this can be washed away after written. You could even surprise them with a sentence on the ground as they come home from work. Could they fill in the missing words or punctuation? Could they improve the sentence or write their own to add to it?
- Leaving words on cards around the home or garden which form a sentence can again become a fun treasure hunt to build and see if it makes sense.
- Children also love writing using different materials. Consider making writing boards which include playdough, tin foil on a flat surface or other fun materials and see what your child can write using their fingers or some tools from in the home.

### Letter Formation

- We will begin to encourage the children to focus on their letter formation throughout the year in order to prepare them for later in KS1
- Practice in some informal, fun ways e.g. water on the pavement, big chalks outside, forming letter in playdough or sand etc...

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz



# YEAR 1: WRITING WISH LIST



- ✓ Use a **capital letter** to begin a sentence.
- ✓ Leave consistent **spaces** between their words.
- ✓ Use capital letters for **proper nouns**.
- ✓ Use a **question mark** at the end of a question.
- ✓ Correctly **spell** year 1 tricky words.
- ✓ Have neat and clear **handwriting**.
- ✓ Keep their writing on the lines.
- ✓ Use their **phonics** to make phonetic attempts at unknown words.
- ✓ Use **adjectives** to describe.
- ✓ Use **time connectives**.
- ✓ Use 'and' to join two sentences together.
- ✓ Read aloud their own writing to a group or the whole class.

Superstar editors will...



- ✓ **Re-read** their work to check it makes sense.
- ✓ **Correct** their 'marvellous mistakes' by putting a neat line through them and trying again.



In Year 1 the children will be learning to use and apply a range of mathematical knowledge, skills and reasoning techniques:

Number bonds to 10, extending to 20 and then 100

Ordering, recognising and writing up to 100, saying 1 more and 1 less

Addition and subtraction

Counting in 2'S, 5'S and 10'S

Recognising 2D and 3D shapes and talking about their properties

Telling time to o'clock and half past

Discussing and solving worded problems

### **Ways to help your child at home:**

- In the coming weeks, your child will receive their computer login and password to access Mathletics and Numbots. This is an online resource full of games and activities to engage your child in the different areas of Maths and the number system.
- During your walk to school take 'giant steps' and count in 2s, 5s, or 10s together as you step.
- Talk about the times your child goes to clubs, has friends over, has dinner each night and ask them to check the time on the clock to see if it is ready yet.
- Create your own 'Snap' card game version using number bonds or addition and subtraction calculations.

### **Online Ideas:**

<https://www.topmarks.co.uk/maths>

<https://www.primarygames.co.uk/pg2/splat/splatsq100.html>