

# Year 1 Reading

Term 5 Week 2

# Reading Books

Please go to <https://www.oxfordowl.co.uk/for-school/oxford-owl-ebook-collection> and select 1 or 2 books for your child to read this week. You will need to create your own log in to be able to do this, however this is currently free to do. The ebooks are the same stages as the books that your child reads at school. You can find out what stage your child is on by looking on their school reading books. If you're not sure, please email Mrs Janman at [lemurs@bratton.wilts.sch.uk](mailto:lemurs@bratton.wilts.sch.uk).

For a challenge, please also try a book from the next stage up.

**As well as reading the texts, please use the following ideas to support discussions about what he or she has read:**

- Before reading, talk about what they think will happen in the story or what the text will be about.
- Talk about whether he or she likes or dislikes a text, explaining why.
- Stories: Ask your child to re-tell the story in sequence. Talk about the main characters and talk about words to describe the characters.
- Non-fiction: Ask your child to talk about the key facts that he or she can remember.

**Please also work through the activities assigned to your child on [www.readingeggs.co.uk](http://www.readingeggs.co.uk)**

There are also lots of great stories online to listen to and discuss:

Cbeebies Stories - <https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories>

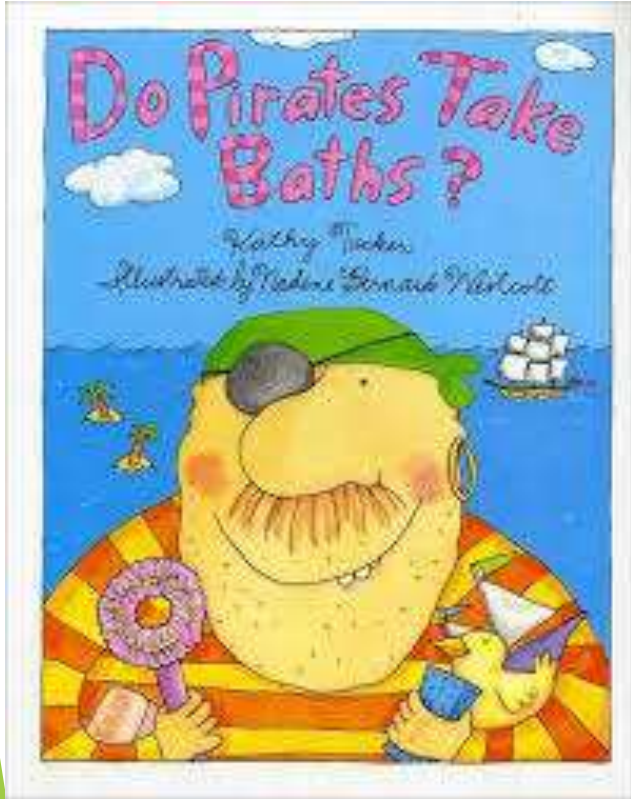
David Walliams - elevenses story time daily - <https://www.worldofdavidwalliams.com/elevenses/>

# This week

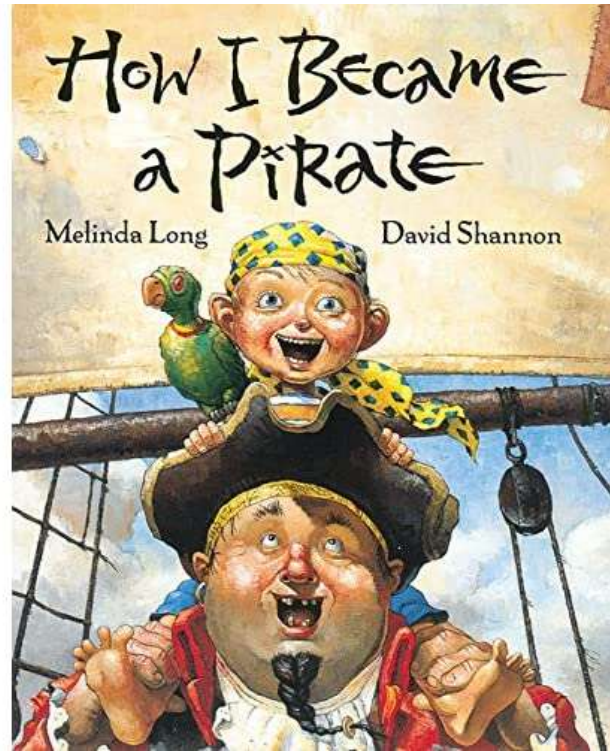
- ▶ Each of these reading sessions should take about **20 minutes**. You do not need to write anything down, just talk about each task with a grown-up.
- ▶ Sessions 1-3 : Sharing our opinion of stories and making reading choices.

# Session 1 - Sharing our opinion of stories.

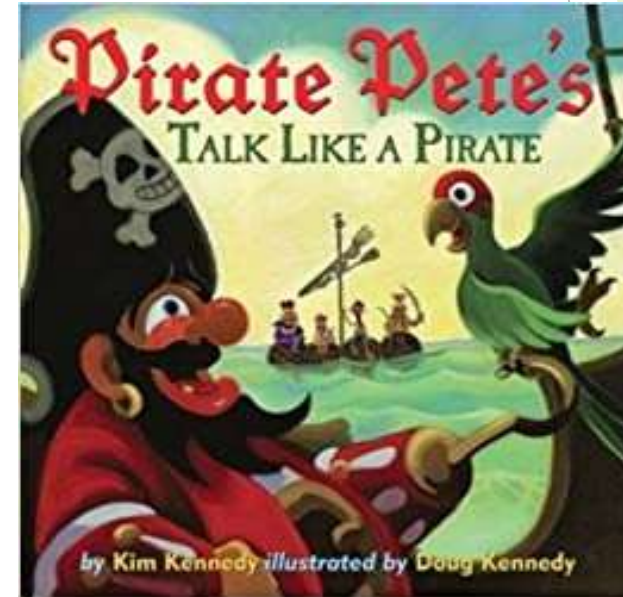
- ▶ In Year 1 children need to be able to talk about their reading choices and their opinions of books.
- ▶ Today I would like the children to look at the front covers of the pirate books on the next page.
- ▶ Which one would you choose to read? Why?
- ▶ What do you think will happen in the story you have chosen?
- ▶ Once they have chosen a story they can click on the link below their chosen book to watch it being read.
- ▶ Do you think you've made a good reading choice? Did you enjoy the story? Why or why not?



<https://www.youtube.com/watch?v=J0Q9ugEzeSs>



[https://www.youtube.com/watch?v=y4m\\_BW5yddU](https://www.youtube.com/watch?v=y4m_BW5yddU)

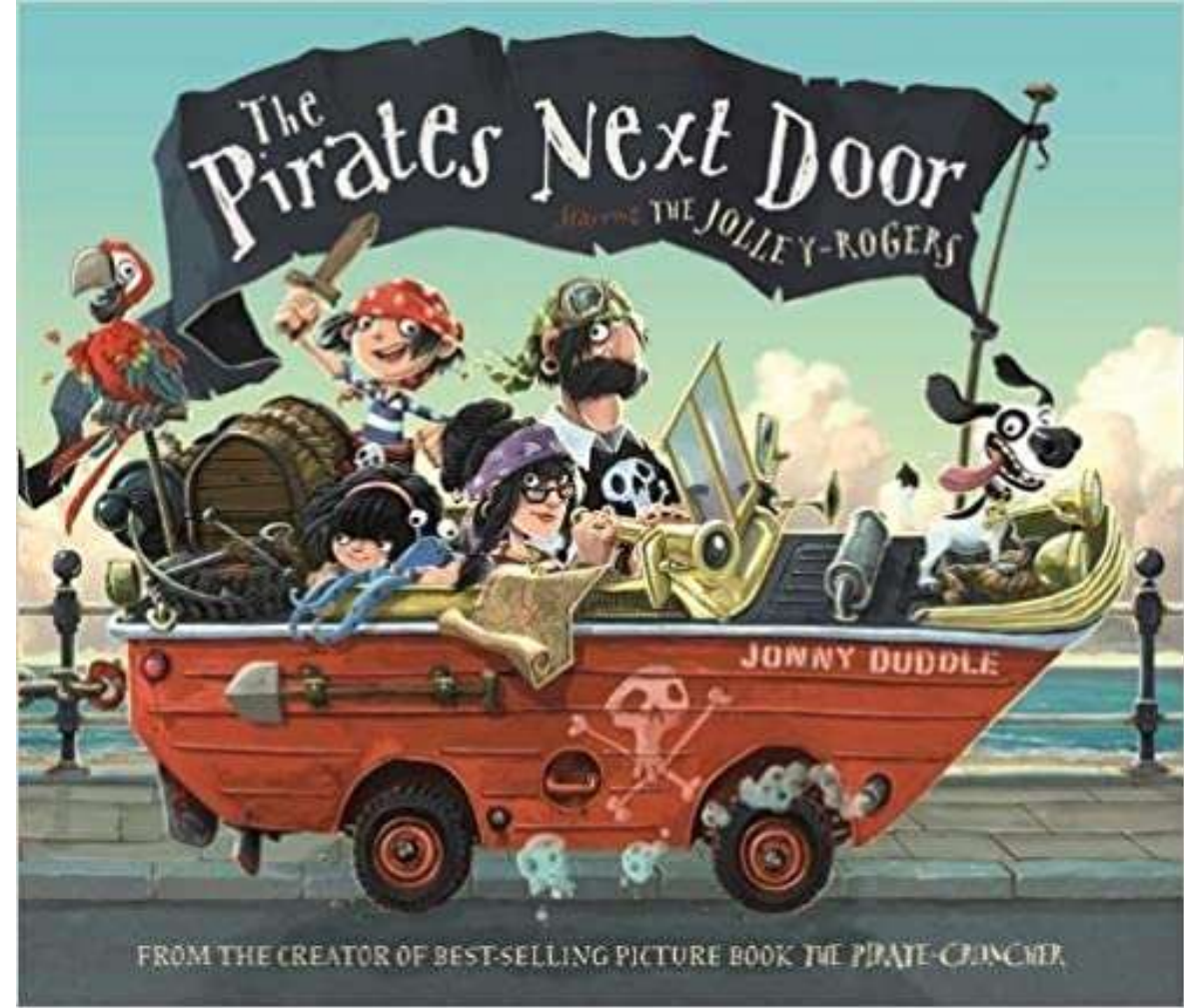


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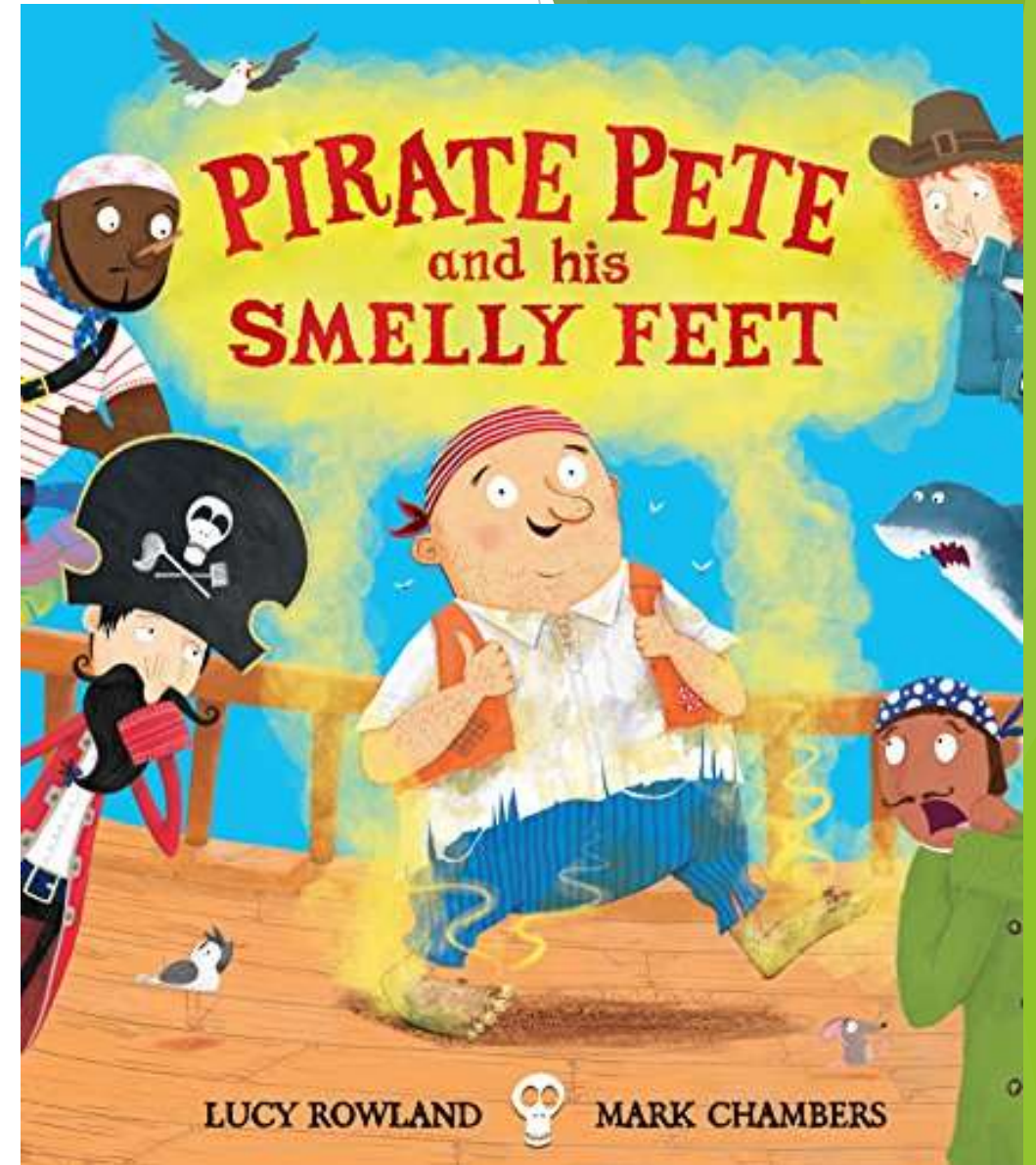
## Session 2 - Making reading choices

- ▶ It is also important to not just look at the front cover when making your reading choice. Today we are going to look at the blurb (the short description of a book - often found on the back cover) as well.
- ▶ Look at the front cover of the pirate story on the next page and ask an adult to read the blurb to you.
- ▶ Do you think this is a story you would like to read? Why or why not?
- ▶ What do you think will happen in the story?
- ▶ Repeat this for the story on the page after and answer the same questions.
- ▶ Finally, talk about which of the 2 stories you would prefer to read. Can you explain why you have made your choice?

When pirate family the Jolley-Rogers move to Dull-on-sea, rumours of shocking behaviour start spreading around the town. Only little Matilda can't wait to meet the fascinating family next door!



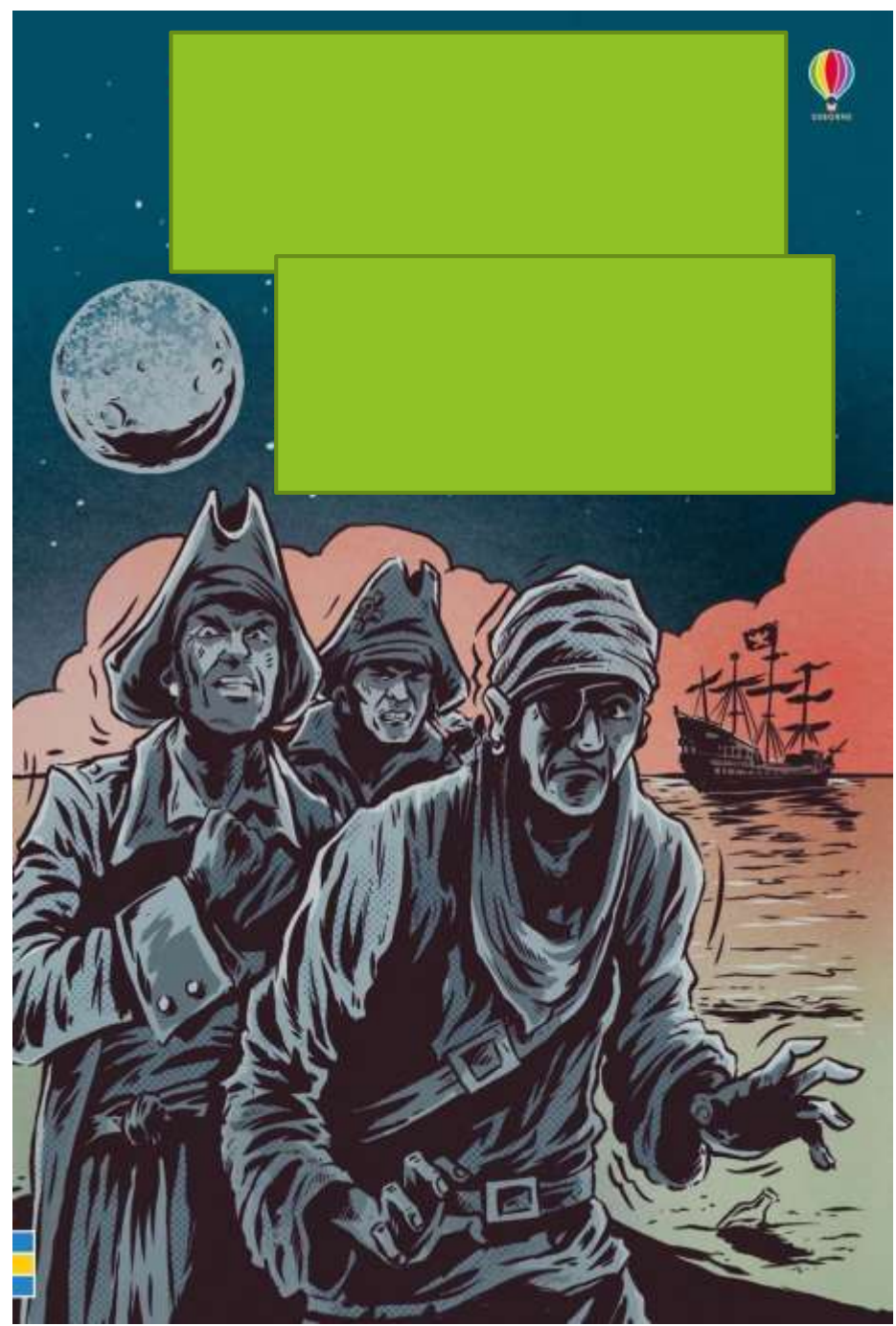
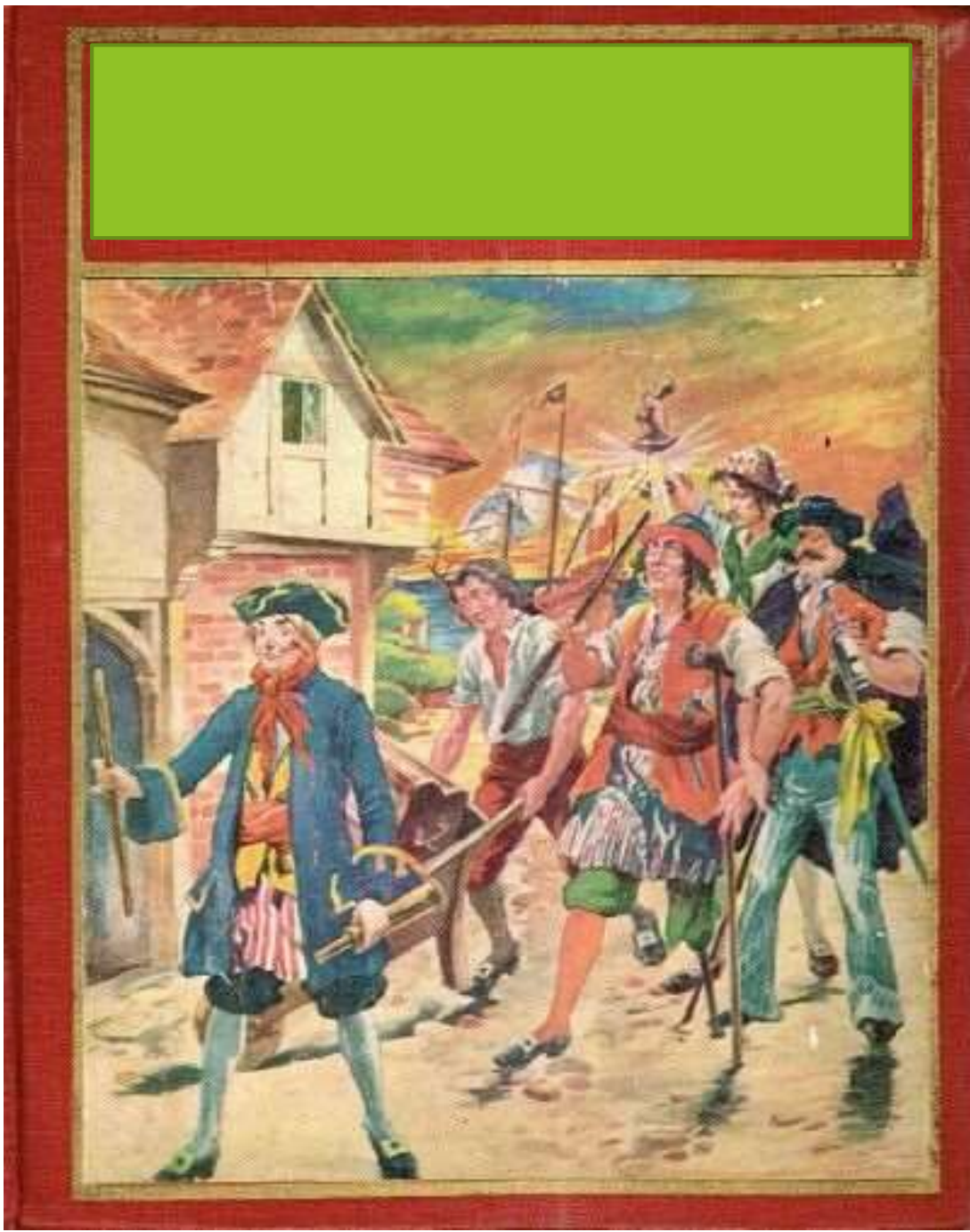
This spick and span crew of pirates have had enough of Pete's pongy feet! So he's been ordered to walk the plank. But it turns out that hungry sharks didn't like the smell of cheese either. ...





# Session 3 - Making reading choices

- ▶ Today I would like you to think about how it is more important to focus on the blurb than the front cover of a book when making reading choices.
- ▶ On the next page are 2 front covers. Which book would you prefer to read and why?
- ▶ Now you have made your choice please look at the blurb on the page after.



- ▶ Both of these front covers are a version of the same book!
- ▶ It is called 'Treasure Island' and was written by Robert Louis Stevenson.
- ▶ This is the blurb:

When Jim Hawkins sets sail searching for buried treasure and adventure, he finds himself caught up in a deadly mutiny where he must outwit the cunning pirate Long John Silver in order to stay alive.

- ▶ There is a famous saying, "Don't judge a book by its cover." This is really important to think about when choosing books as we often only look at the front cover and do not think about what will be written inside. The blurb and sometimes reading a little bit of the story can really help us to decide if it is the right book for us.
- ▶ Fun extension - Can you design your own front cover or write a blurb for the book you are reading at moment?

# Year 1 Phonics

Term 5 Week 2

# This week

- ▶ Each phonics session should take about 15-20 minutes.
- ▶ There are 3 phase 5 sessions - These are for the children who would normally be with Mrs Janman for phonics.
- ▶ There are also 3 phase 6 sessions - These are for the children who were working with Mrs Gray last term.
- ▶ If you and your children would like to work on some consolidation activities to build confidence, then please do look over some of the phonics activities on Zebras page as well.

# Phase 5 - Session 1

- ▶ The sound for this session is 'oa'.
- ▶ Watch this short video:  
<https://www.youtube.com/watch?v=KCJyHN0IFE8>
- ▶ Practise reading the words on the next pages with the 'oa' sound.
- ▶ Try drawing the sound buttons for the words given, this has been modelled on the activity as a reminder.
- ▶ Lastly, can you write a sentence using at least 2 'oa' words.



boat



coat



loaf



toast



roast



toad



road

Name \_\_\_\_\_ Date \_\_\_\_\_

Draw the **sound buttons** - *sausages* [—] and *beans* [•]

under these **'oa'** words.

coat

load

goat

loaf

road

soap

oak

toad

foal

boatman moat

foam

goal

roast

float

throat

Now press the **sound buttons** as you  
*sound out* each word to **read** them.





# Phase 5 - Session 2

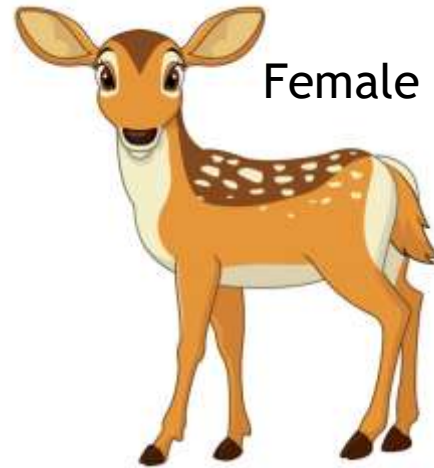
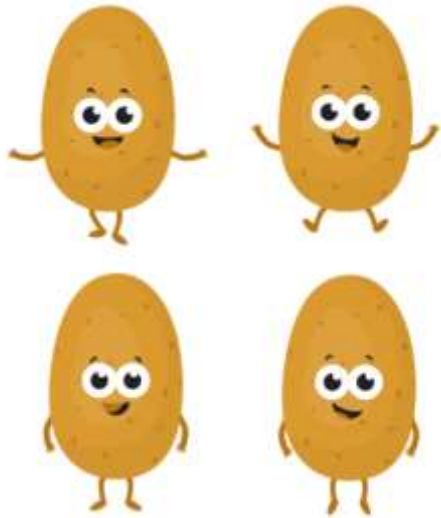
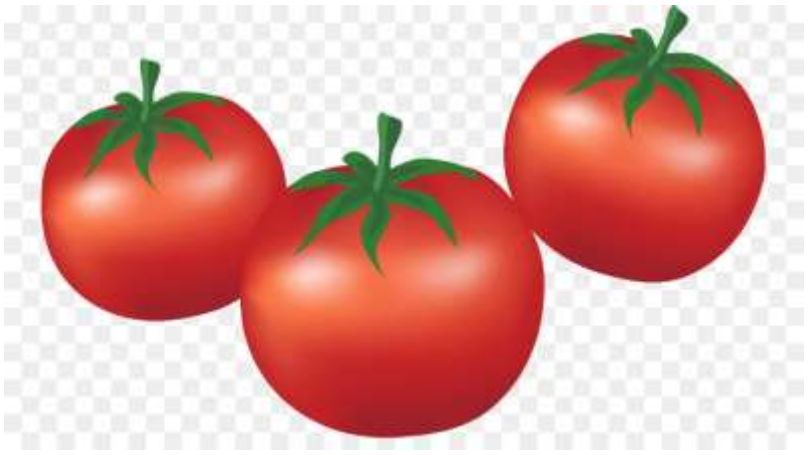
- ▶ The sound for this session is 'oe'.
- ▶ Practise reading the 'oe' sound in these words.
- ▶ Try labelling the 'oe' word pictures on the next page.
- ▶ Play the 'Roll and Read' game with 'oe' words.
  - First roll the dice and choose a word from that numbered row.
  - If you read the word correctly you can place a counter (or other small object) on that word.
  - The aim is to get 4 words in a row.
- ▶ Alternatively try some 'oe' words on the 'Picnic on Pluto' game:  
<https://new.phonicsplay.co.uk/resources/phase/5/picnic-on-pluto>

goes

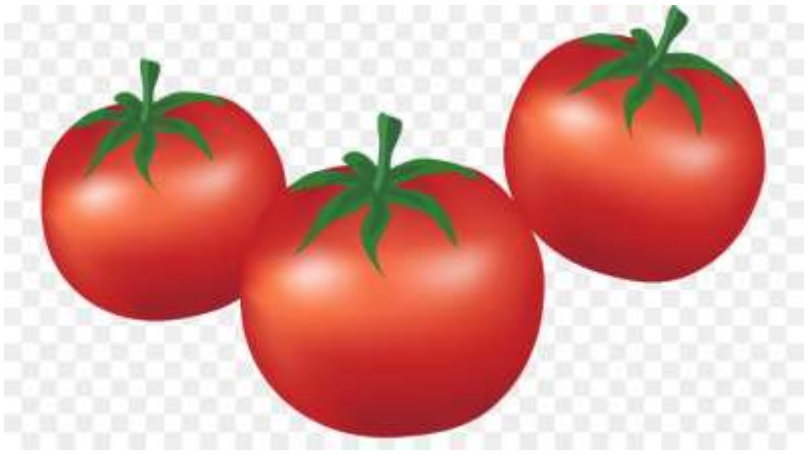
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heroes

troe 



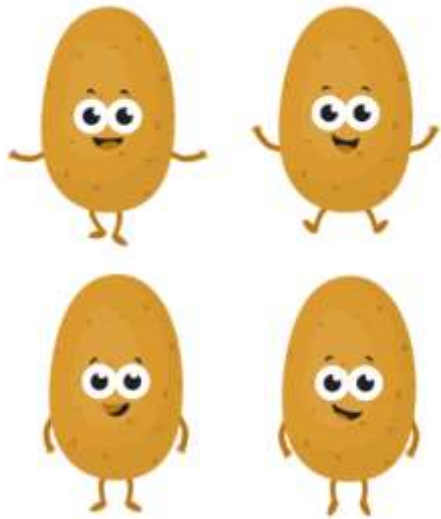
Female deer



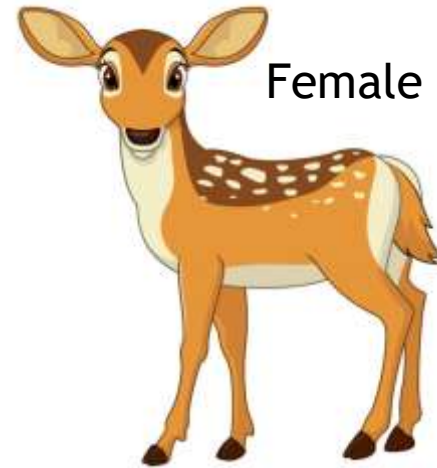
tomatoes



toes









potatoes



Female deer

doe

	hoe	toe	cargoes	dominoes	foe
	woe	goes	hoe	toe	cargoes
	toe	cargoes	dominoes	foe	hoe
	dominoes	hoe	toe	cargoes	toe
	cargoes	toe	foe	hoe	dominoes
	foe	woe	cargoes	dominoes	goes

# Phase 5 - Session 3

- ▶ The sound for this session is 'o\_e'.
- ▶ Watch this 'o\_e' word story:  
<https://www.youtube.com/watch?v=-48G217E0fQ>
- ▶ Can you come up with your own funny 'o\_e' word story? You can write it down, act it out or draw pictures of your story.
- ▶ Here are some 'o\_e' words that you could include.
- ▶ Can you think of any different 'o\_e' words?



# Phase 6 - Session 1

- ▶ This week we are learning about mnemonics.
- ▶ These are ways we can remember the spelling of tricky words.
- ▶ Watch this video by Oxford Owl which explains mnemonics in more detail: <https://www.youtube.com/watch?v=AcUoW1ek5zU>
- ▶ Our favourite mnemonic from this year is for the word 'people'.



**People**

**P**eople **E**at **O**melettes

**P**eople **L**ike **E**ggs



# Phase 6 - Session 1

► Here are some more mnemonics for the tricky words:

would, could and should

colour

**W**ould **O**ld **U**ncle **L**ike **D**ancing?



**C**ould **O**ld **U**ncle **L**ike **D**ancing?



**S**hould **O**ld **U**ncle **L**ike **D**ancing?

**C**olour  
**O**f  
**L**ight  
**O**pened  
**U**p  
**R**ainbows



► Can you create your own mnemonics poster for these words?

## Phase 6 - Session 2

- ▶ Mnemonics are short lines that help us remember the spelling of tricky words.
- ▶ Can you work out what word each of these mnemonics is spelling out? The answers can be found on the next page.
- ▶ **Laugh and u get happy**
- ▶ **Mrs d Mrs i Mrs ffi Mrs c Mrs u Mrs lty** - (This one works a bit differently to other mnemonics. Can you work out the pattern?)
- ▶ **Every new ostrich uses green hats**
- ▶ **Silly Alice is dancing**



## Phase 6 - Session 2

- ▶ Answers:
- ▶ **Laugh and u get happy - laugh**
- ▶ **Mrs d Mrs i Mrs ffi Mrs c Mrs u Mrs lty - difficulty**
- ▶ **Every new ostrich uses green hats - enough**
- ▶ **Silly Alice is dancing - said**
  
- ▶ Write out these mnemonics on your page and draw a picture to go with each one.

## Phase 6 - Session 3

- ▶ Our spelling words this week are:

**make            don't            house**

- ▶ Can you create a mnemonic for one or all of these words?
- ▶ This video demonstrates how to make your own mnemonic:  
<https://www.youtube.com/watch?v=4nOacQTElik>
- ▶ You could create a poster to share your mnemonic. You could do this by hand or you could create your poster on the computer.
- ▶ Send your posters to: [lemurs@bratton.wilts.sch.uk](mailto:lemurs@bratton.wilts.sch.uk) by Friday 1<sup>st</sup> May and I will share them on the school website next week!