

# Year 1 Reading

Term 5 Week 3

# 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 1-2: Relating stories to their own experiences.
- ▶ Sessions 3: Contractions, e.g. don't, I'll, he's.

# Session 1 - Relating stories to their own experiences.

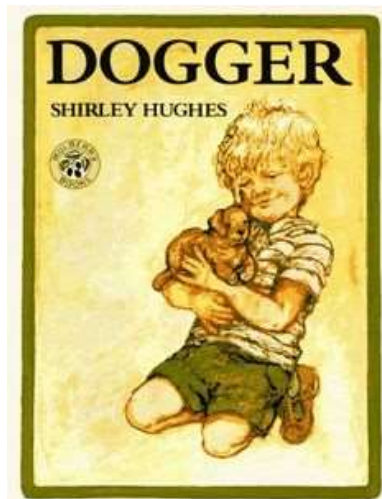
- ▶ In Year 1 children need to be able to talk about events, characters or settings in a book that are similar to their own experiences in every day life.
- ▶ Today I would like the children to listen to this story “How Full is your Bucket?”: <https://www.youtube.com/watch?v=1A1tyObgrZc>
- ▶ Can you think of a time when you have felt like Felix? Try to explain what happened in some detail.
- ▶ Have you ever met someone who has helped you to fill your bucket? Have you ever helped another person to fill their bucket?
- ▶ The story takes place in a few different settings. Can you name the settings? Have you ever been to a setting like this? (The setting is where a story takes place.)

# Session 2 - Relating stories to their own experiences.

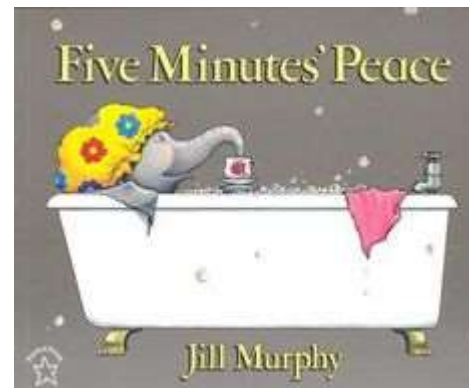
- ▶ In the last session you listened to the story ‘How Full is your Bucket?’”. Today I would like you to think about the stories you have at home. Are there any stories that make you think of things that have happened to you?
- ▶ Below are some books that take place in familiar settings. If you cannot find a book at home to talk about then click on the link below a book to hear it being read. Mrs Gray has filmed herself reading some of these for you!
- ▶ Once you have chosen a book try answering the questions on the next page.



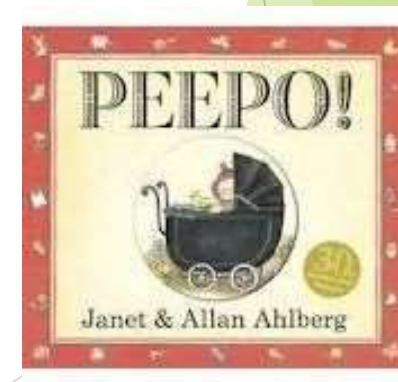
<https://www.youtube.com/watch?v=hRhpH7eZF7Y&list=PLmklshUg30v29WeKVkzzJcneB0R4xg9hE&index=9&t=0s>



<https://www.youtube.com/watch?v=HD3DURks15E>



<https://www.youtube.com/watch?v=cQy1hHr5GPU&list=PLmklshUg30v29WeKVkzzJcneB0R4xg9hE&index=7>



<https://www.youtube.com/watch?v=WEF5k7nHfkg>

## Session 2 - Relating stories to their own experiences.

- ▶ Who are the main characters in the story? Do you know anyone who is similar? It may be that they look similar or perhaps they behave in the same way.
- ▶ What are the settings in the story? Have you ever been anywhere similar?
- ▶ What are the main things that happen in the story? In school we call these the key events. Has anything like this ever happened to you or your family?

# Session 3 - Contractions, e.g. don't, I'll, he's.

- ▶ Today we are focusing on contractions but, what is a contraction?
- ▶ **Contractions** are 2 words joined together that have letters **missing**. An **apostrophe** shows where the letters have been missed out.
- ▶ Look at these examples. Can you tell which letters are missing?

he is = he's      she is = she's      I will = I'll  
could not = couldn't      should not = shouldn't

- ▶ Then try the activity on the next page.
- ▶ Lastly, can you find any contractions in one of your reading books?



# Contractions

Match the contractions to the correct word pairs.

do

not

did

not

it

will

she

will

he

will

will

not

can

not

has

not

didn't

it'll

hasn't

can't

she'll

won't

he'll

don't



# Year 1 Phonics

Term 5 Week 3

# 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.
- ▶ If your child would like to try some phonics games then log in to Phonics Play: <https://new.phonicsplay.co.uk/>  
Username = march20  
Password = home

# Phase 5 - Session 1

- ▶ The sound for this session is ‘ew’.
- ▶ Watch this short video:  
<https://www.youtube.com/watch?v=GJL84QOnGIA>
- ▶ Practise reading the words on the next pages with the ‘ew’ sound. Remember that there are 2 ways to say this and you may need to try both when sound talking.
- ▶ 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 ‘ew’ words.



stew



screw



blew



shrew



threw



brew



drew



chewing gum

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

Add the **sound buttons** - *sausages* [—] and *beans* [.]  
to these **'ew'** words.

---

blew

brew

chew

crew

dew

drew

few

flew

grew

Jew

jewels

mew

new

newer

phew

screw

stew

threw

skew

chews

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



# Phase 5 - Session 2

- ▶ The sound for this session is 'ue'.
- ▶ Watch this video to learn the 2 ways this sound can be said:  
<https://www.youtube.com/watch?v=JtbWNyyctzU>
- ▶ Practise reading the 'ue' sound in these words.
- ▶ Try labelling the 'ue' word pictures on the next page.
- ▶ Try some 'ue' words on the 'Buried Treasure' game:  
<https://new.phonicsplay.co.uk/resources/phase/5/buried-treasure>

glue

twinkl.co.uk

ganue



twinkl.co.uk

argue

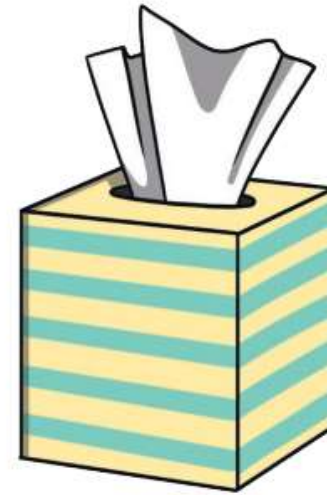
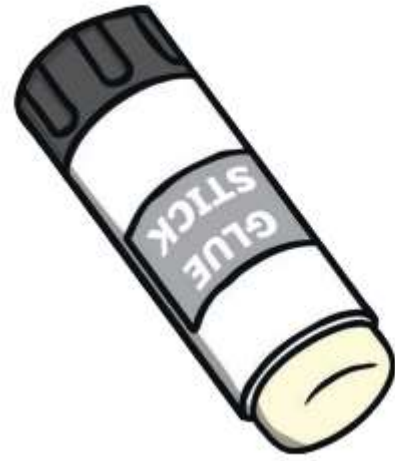
twinkl.co.uk

thue



twinkl.co.uk





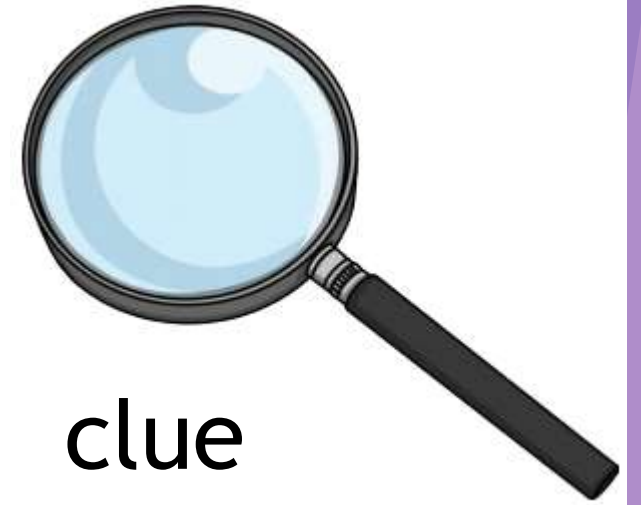




statue



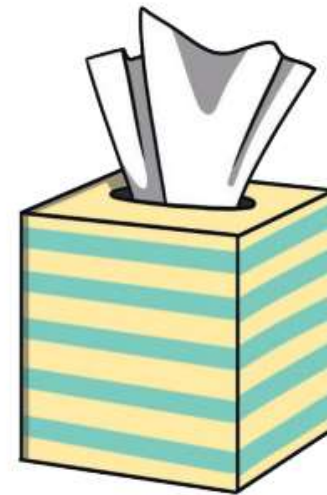
glue



clue



argue



tissue

## Phase 5 - Session 3

- ▶ The sound for this session is ‘u\_e’.
- ▶ Watch this Alphablocks video to recap all the sounds from this week. The important thing to remember is that they can all make 2 sounds:  
[https://www.youtube.com/watch?v=71d1f\\_\\_Je\\_o](https://www.youtube.com/watch?v=71d1f__Je_o)
- ▶ Try reading the ‘u\_e’ words on this page.
- ▶ Then try the activity on the next page.
- ▶ Lastly, can you write a sentence using 2, 3 or more of the ‘u\_e’ words? For example:


*“The cute cube used a flute.”*




# Find and Write the 'u-e' Words




Write the words and then colour the pictures with an 'u-e' sound in them.




\_\_\_\_\_




\_\_\_\_\_



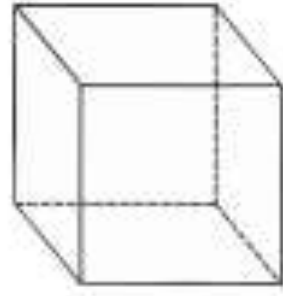
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\_\_\_\_\_



\_\_\_\_\_



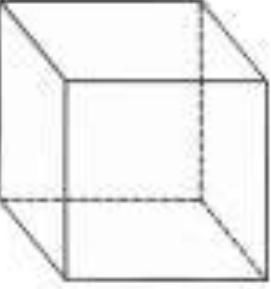



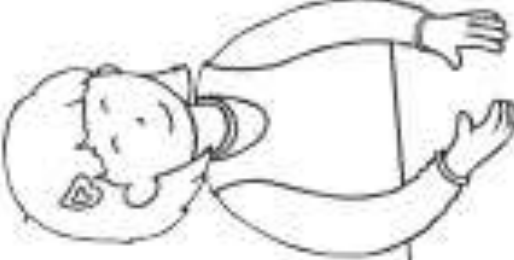
Answers on the next page.

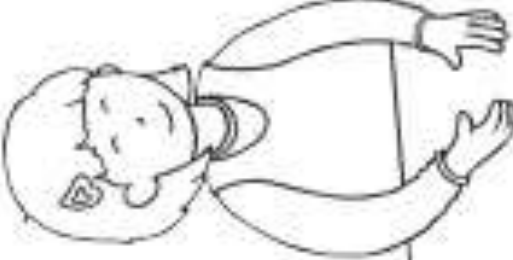
# Find and Write the 'u-e' Words Answers

Write the words and then colour the pictures with an 'u-e' sound in them.

		
f l u t e	p r u n e	J u n e

		
r u d e	t u b e	c u b e

	
h u g e	

# Phase 6 - Session 1

- ▶ This week we are learning about the 'or' sound spellings rule:  
**An /or/ sound before an /l/ sound is frequently spelled with the letter /a/ (e.g. all, ball, call, always)**
- ▶ Today practise the spelling of these words:

<i>(list 2:13)</i>	<b>Practise 1</b> <i>(copy into space)</i>	<b>Practise 2</b> <i>(copy again)</i>	<b>Practise 3</b> <i>(fold and hide)</i>	<b>Can spell word</b> <i>(check and correct)</i>
Spelling tip:	<i>The 'or' sound before 'll' is usually spelt as 'a'.</i>			
<i>all</i>				
<i>ball</i>				
<i>wall</i>				
<i>fall</i>				
<i>small</i>				

- ▶ Can you write a sentence using 2, 3 or more of these words?



# Phase 6 - Session 2

- ▶ This week we are learning about the ‘or’ sound spellings rule: **An /or/ sound before an /l/ sound is frequently spelled with the letter /a/ (e.g. all, ball, call, always)**
- ▶ Today practise the spelling of these words; you could write it each time in a different colour:

Spelling tip:	<i>The ‘or’ sound before ‘l’ is usually spelt as ‘a’.</i>			
<i>walk</i>				
<i>talk</i>				
<i>chalk</i>				
<i>stalk</i>				
<i>balk</i>				

- ▶ Can you write a short rhyming poem using these ‘alk’ words? Look on the next page for Mrs Janman’s example.

## Phase 6 - Session 2

### 'Alk' Poem

My dog and I went for a walk,  
But instead we decided to talk.

We picked the petals off flowers and were left with the stalk,  
Then we drew the flowers petals back on with chalk.

We planted the seeds and grew a beanstalk,  
Perhaps this was all a just a sleepwalk?

By Mrs Janman



# Phase 6 - Session 3

- ▶ This week we are learning about the 'or' sound spellings rule: **An /or/ sound before an /l/ sound is frequently spelled with the letter /a/ (e.g. all, ball, call, always)**
- ▶ Today practise the spelling of these words; you could write it each time in a different colour:

Spelling tip:	<i>The 'or' sound before 'l' is usually spelt as 'a'.</i>			
<i>also</i>				
<i>always</i>				
<i>alright</i>				
<i>almost</i>				
<i>already</i>				

- ▶ Can you write a sentence using each of these words?