

Year 1 Reading

Term 5 Week 5

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.

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.

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/>

Reading Eggs

- ▶ Please also work through the activities assigned to your child on www.readingeggs.co.uk
- ▶ New activities are set each week including lessons and ‘driving’ tests.
- ▶ This is a great way for us to keep track of your child’s progress and to assess their reading.

This week

- ▶ Each of these reading sessions should take about **20 minutes**.
- ▶ Sessions 1 - 3: Noticing and finding out the meaning of unfamiliar or interesting words.

Session 1: Finding the meaning of unfamiliar words - using a dictionary.

- ▶ Our first session this week is a recap on using a dictionary.
- ▶ If you have a dictionary at home then please look through and remind yourself of the features, e.g. *in alphabetical order; the first and last word on the page are normally in bold at the top of the page; underneath each word is a description of its meaning; sometimes there are examples of the word in a sentence.*
- ▶ If you do not have a dictionary then you could use this online children's dictionary for the activity on the next page:
<https://kids.britannica.com/kids/browse/dictionary>
- ▶ On the next page is a selection of unusual and interesting words.
- ▶ We would like you to use a dictionary to find and write down the meaning of each word.

Session 1: Finding the meaning of unfamiliar words - using a dictionary.

Word	Meaning
jovial	Full of or expressing good humour.
curious	
sufficient	
ancient	
pretentious	

Session 2: Noticing unfamiliar or interesting words.

- ▶ For this session we would like you to read through the short extract from the story “Greenbeard’s Gold” on the next page.
- ▶ As you read through this extract you will need to underline or note down any words that you do not know the meaning of. We would call these unfamiliar words because they are new to you.
- ▶ Next, we would like you to find out what these words mean. If you have a dictionary at home then please work with an adult to look up the words. If not, then try this online children's dictionary: <https://kids.britannica.com/kids/browse/dictionary>
- ▶ Lastly, can you try to use the words you find in sentences?

"Swim for it!" hollered Sally.

"Well, that's that, I suppose," sighed Joe, as they heaved themselves back onto their ship.

"We'll never get past that shark," agreed Barney.

"Bilge wash!" snorted Crackpot. "I didn't get to be a pirate captain by giving in to an overgrown sardine."

He scuttled down to the ship's workshop. For the next hour, the air was filled with bangs and crashes. Finally, the captain emerged, staggering under a pile of old junk.

"I knew the rubber we stole from that last merchant ship would come in useful," he grinned.

Session 3: Noticing unfamiliar or interesting words - 'WOW Words'.

- ▶ Today, we would like you to choose one of your own books from home.
- ▶ We would like you to read it through and note down any interesting or unfamiliar words you come across.
- ▶ You are going to start a 'WOW Words' list. This is something you can use when reading and writing.
- ▶ Watch Mrs Janman's video to see how to do this:
<https://youtu.be/WNxIDRd9qLU>
- ▶ Now that you have started your 'WOW Words' list, you can use this whenever you come across a new or interesting word when reading. This is a great way to build your vocabulary!

Year 1 Phonics

Term 5 Week 5

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.
- ▶ This week's phase 6 phonics sessions are included in the GHaSP home learning.
- ▶ 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

- ▶ This week we are learning about different ways to make the long 'i' sound.
- ▶ The sound for this session is 'igh'.
- ▶ Watch this short video:
https://www.youtube.com/watch?v=8Qy0VtMS_FM
- ▶ Practise reading and writing 'igh' words using the activities on the next pages.
- ▶ If you cannot print these activities then please just write the words or sentences on your own paper.

right

fight

light

Choose the correct word to write under the picture.



Choose from the following words to fill the gaps.

tonight

high

light

tight

right

1. It was windy and we held on to our hats.
2. When it got dark Jan put the on.
3. At the end of the street turn
4. The plane was up in the sky.
5. We are sleeping in a tent

Draw a little picture of one of the sentences.



Draw the picture to go with the caption.



a bright light on the table



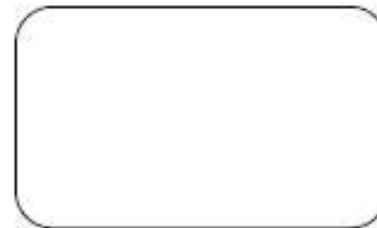
the moon high up in the sky



I got the sum right



the boys had a fight



a boy with a pen in his right hand

Extra challenge:
Can you correct the punctuation for these captions?

Phase 5 - Session 2

- ▶ The sounds for this session are ‘ie’ and ‘i_e’.
- ▶ Both of these make the long ‘i’ sound.
- ▶ To recap the ‘ie’ sound, please sound talk the words on this video:
<https://www.youtube.com/watch?v=esc6yoAU5yU>
- ▶ Then try the ‘ie’ activity on the next page.
- ▶ To recap the split digraph ‘i_e’, please watch this video:
<https://www.youtube.com/watch?v=o9JSTYL7vyc>
- ▶ Then try the ‘i_e’ activity on the page after the ‘ie’ sheet.

die lies pie tie friend

1. Do not tell _____ to us.

2. Water the plant or it will _____



3. He ate a slice of _____.

4. I will _____ a bow on the gift.



5. I like to visit my best _____.

cried lied tied dried fried

1. She _____ her shoe laces.

2. He _____ about his age.

3. I _____ my hands.

4. Dad _____ the meat.

5. The baby _____ for his milk.

Can you fill in the missing 'ie' words?

Extra task:

Follow this link to play the Phonics Frog game. Select 'ie' words:

<https://www.phonicsbloom.com/uk/game/phonics-frog?phase=5>

Target: to identify and use the 'i-e' split digraph sound.

Can you choose the correct 'i_e' word to complete the sentence?

1. I must wear my helmet if I want to ride my _____ to school.
2. My sister has a red and blue _____ that flies high in the sky.
3. The postman said my dog likes to _____ him when he tries to deliver letters!
4. My favourite game is _____ and seek. Your friend covers their eyes and then you run and _____.
5. There is a leak coming from under the bathroom sink. I think it must be coming from a _____.
6. To play snakes and ladders you must first roll the _____ to see how many spaces you should move.

Extra task:

Follow this link to play the Odd and Bob game. Select 'i_e' words:

<https://www.phonicsbloom.com/uk/game/odd-and-bob?phase=5>

Phase 5 - Session 3

- ▶ The sound for this session is ‘y’.
- ▶ Last week we learnt that sometimes a ‘y’ can make the long ‘e’ sound at the end of a word, e.g. happy.
- ▶ This week we will explore words where the ‘y’ makes a long ‘i’ sound instead, e.g. my, by, why.
- ▶ First watch this video: <https://www.youtube.com/watch?v=s-E8nKLJjoM>
- ▶ Then try the activities on the next page.
- ▶ Finally, here is an animated story using lots of ‘y’ as the long ‘i’ sounds: <https://www.youtube.com/watch?v=Ew5gLUbejSs>
- ▶ Can you think of your own ‘y’ as a long ‘i’ story?

spy fly cry

Choose the correct word to write under the picture.



.....



Choose from the following words to fill the gaps.

fly my dry sky try

1. After my bath I had to myself.
2. I my best when I am at school.
3. There were lots of stars in the
4. We saw a plane across the sky.
5. 'Look at bike,' said Max.

Draw a little picture of one of the sentences.



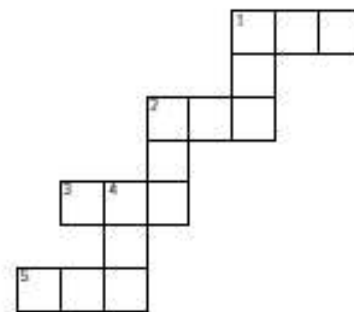
Complete the crossword by answering the clues with 'y' (long 'i') words.

Across

1. The air above us.
2. To cook in hot fat.
3. Where a pig lives.
5. Opposite of wet.

Down

1. To watch someone.
2. Birds do this.
4. I must to get my work done.



Find these words:
(across and down only.)

- by
cry
dry
fly
my
sky
spy
sty
try
why

m	y	a	g	i	l	d	w
c	h	c	r	y	o	a	h
a	d	r	m	f	l	y	y
y	r	w	k	n	z	o	e
g	y	e	b	y	p	s	y
r	p	t	s	p	y	t	s
t	r	y	v	m	o	y	k
g	s	x	y	j	a	d	y