

YEAR 1 WRITING AND GHASP

TERM 5 WEEK 1

THIS WEEK

- There are 3 GHaSP sessions and 3 writing sessions to work through this week.
- Each GHASP session should take about 10 minutes and each writing session should take about 30 minutes.
- There are also some spelling and handwriting activities to try. These should take between 5 and 10 minutes.

- GHaSP: Adding –ed to root words.
- Writing: Pirate poetry

SPELLING

- This week you will have 3 words to practise from the Year 1 common exception words list. These are:

about

children

here

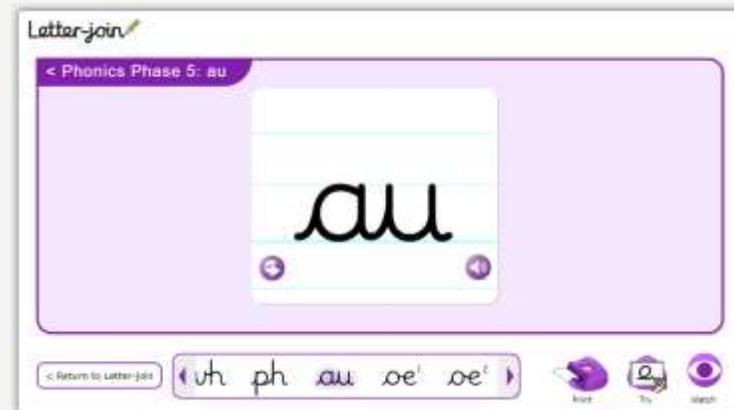
- Below are some ideas for practising your spellings:
 - Play a “What Letter Is Missing?” Game - This game is played by writing or typing the words, but leaving a blank space or two for key letters. Your child will have to put in the correct letters.
 - Highlight the Words in the Newspaper - Give your child a highlighter and an old newspaper and time them to see how long it takes to find all the words on the list. Alternatively try to find them in story books (without highlighting).
 - Trace the Words in Rainbow Colours - Your child can trace each word over and over in a different colour each time.

HANDWRITING

- Practise writing your spelling words using the 'Magic Words' game on www.letterjoin.co.uk



- You could do the same with your phonics sounds for this week or go into the phonics section to practise them:



Look

Trace

Copy

au

au

aw

aw

or

or

about

about

children

children

here

here

Look

Trace

Copy

watch

watch

was

was

world

world

work

work

give

give

have

have

love

love

above

above

GHASP – SESSION 1 - 3

- This week we are learning to add the suffix –ed to verbs.
- Watch this video to see how –ed changes a verb into the past tense: <https://www.youtube.com/watch?v=jxI28KQOHy4>
- Go through the next pages and try the activities over 3 separate sessions. Spend about 10 minutes on each activity.
- For an extra challenge try the quiz on this website: <https://www.educationquizzes.com/ks1/english-spelling/year-1-adding-ed/>

What is a suffix?

A **suffix** is a group of letters that can be added on to the end of a **root** word to slightly change its meaning.

e.g. **walking**

Walk is the root word.

ing is the suffix.

The suffix 'ed' is added to the end of verbs to show that something has already happened...



GHaSP - Session 1

Can you add 'ed' to these words,
then put them in a sentence?

e.g. walk – I walked to the shops.

| | | |
|------|--------|--------|
| lick | listen | watch |
| bang | play | sprint |



In the Past

I can add -ed to the end of a word to create a new word.



1. Add -ed to the words to finish the sentences.



wash

a) Tina _____ her hands.



pick

b) Fay _____ up the toys.



play

c) We _____ in the sand.

GHaSP - Session 2

2. Now add -ed to these words and write your own sentences.



clean

a)



brush

b)



kick

c)

GHASP - SESSION 3

- Can you write a few sentences or a short story about a pirate using –ed words.
- There are some pictures on the next page to help you or you can write your own short story using your own ideas.
- Use the activities on the previous pages to help you think of –ed words.
- You could take a picture of your story and email it to us at:
lemurs@bratton.wilts.sch.uk

Mrs Janman's Pirate Story

Pirate Wendy Weatherbones walked along the beach. She looked left and right, but could not see any ships. She skipped along a bit further, but still there were no ships. She picked up a pebble and threw it into the sea. She watched as finally a ship sailed around the corner!

GHASP - SESSION 3



WRITING – SESSION 1

- You need to complete this weeks reading sessions 1 and 2 before moving onto these writing sessions.
- In our writing sessions this week we are going to write a rhyming pirate poem and perform it as a song.
- On the next page is a copy of the words to the song.
- Can you underline any words that rhyme in the song?
- Watch this video to hear the tune. Try joining in with the song and the actions. Have fun!

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

PIRATE SONG

When I was one,
I played the drum,
The day I went to sea,
I jumped aboard a pirate ship
and the captain said to me,
"We're going this way, that
way, forwards and backwards,
Over the Irish sea,
A bottle of rum to warm my
tum,
And that's the life for me!"



When I was two, I buckled my shoe ...



When I was three, I grazed my knee ...



When I was four, I knocked on the door ...



When I was five, I learnt to dive...



WRITING – SESSION 2

- Today we are going to collect rhyming words for the numbers 1 to 5.
- We will use the rhyming words we collect to write our poems in the next session.
- On the next page is a sheet you can complete. I have filled in a few examples for you. Alternatively you can write each number on a piece of paper and make a list of rhyming words underneath.
- Don't forget to sound talk your spellings and you can use your phonics sound mats to help with any tricky sounds. These can be found in your home learning packs or in your red phonics folders.
- If you are really stuck then try this rhyming dictionary website to help you: <https://www.rhymezone.com/>

Collect rhyming words for each of these numbers.

One

bun

begun

Two

flew

blue

Three

tree

key

Four

poor

more

Five

alive

beehive

Extra challenge:

If you would like to write an even longer rhyming poem then try finding rhyming words for the numbers 6 to 10 as well.

WRITING – SESSION 3

- Today you are going to write your own version of the pirate song.
- First watch Mrs Janman’s video: “Writing a Pirate Rhyming Poem”. This can be found on the Lemur Class page of the school website.
- Use the rhyming words collected in the last session to write each line.
- You can see Mrs Janman’s finished example on the next page.
- When you are finished you could take a photo and email it to us at: lemurs@bratton.wilts.sch.uk
- We can’t wait to read your pirate poems!
- Extra challenge: You could also perform your poem to your family as a song. Can you think of any actions to go with each line?

When I was one, the fun begun ...

When I was two, I said achoo...

When I was three, I found a key...

When I was four, I sang some more...

When I was five, I was still alive ...

When I was six, I gathered sticks ...

When I was seven, I was in heaven ...

When I was eight, I closed the gate ...

When I was nine, I saw sunshine ...

When I was ten, I started again ...