

# **YEAR 1 WRITING AND GHASP**

**TERM 5 WEEK 2**

# THIS WEEK

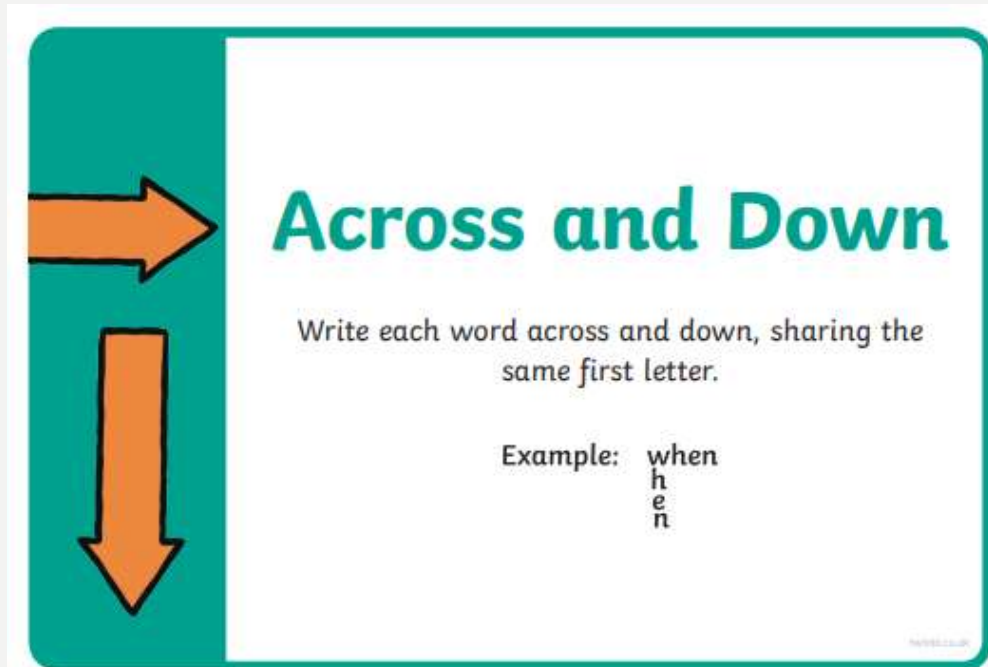
- There are 3 GHaSP sessions and 3 writing sessions to work through this week.
- Each GHASP session should take about 10 minutes and each writing session should take about 30 minutes.
- There are also some spelling and handwriting activities to try. These should take between 5 and 10 minutes.
  
- GHaSP: Adding – ing to root words.
- Writing: Pirate adventure story.

# SPELLING

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

**make            don't            house**

- Below are some ideas for practising your spellings:

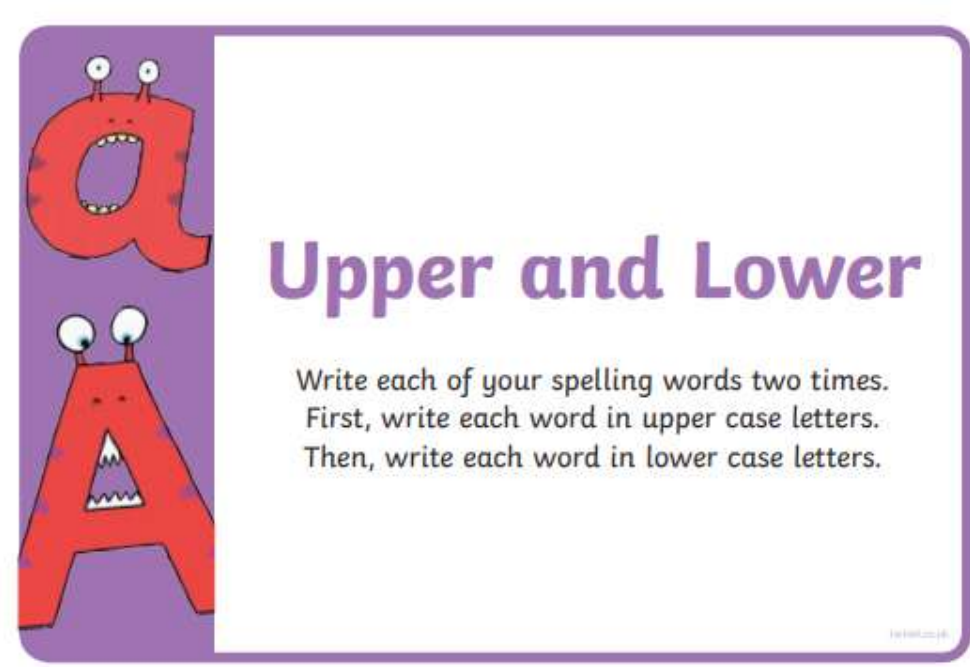


**Across and Down**

Write each word across and down, sharing the same first letter.

Example: when  
h  
e  
n

This worksheet features a green header with two orange arrows: one pointing right and one pointing down. The text is in a simple, child-friendly font.



**Upper and Lower**

Write each of your spelling words two times. First, write each word in upper case letters. Then, write each word in lower case letters.

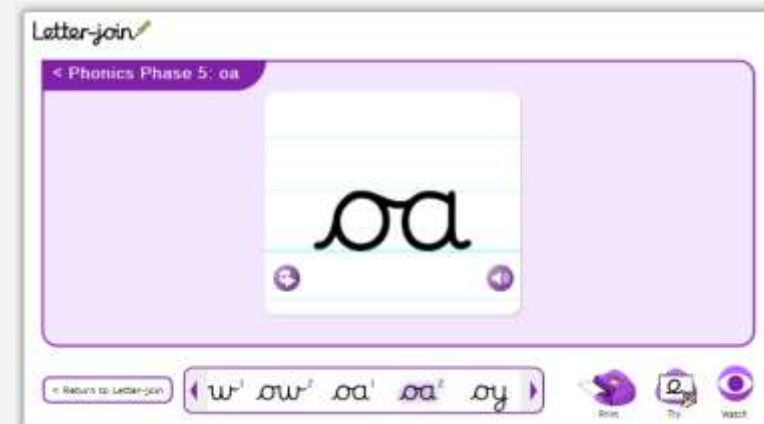
This worksheet features a purple header with two red, cartoonish letters: a lowercase 'a' and an uppercase 'A', both with eyes and mouths. The text is in a simple, child-friendly font.

# HANDWRITING

- Practise writing your spelling words using the 'Magic Words' game on:  
[www.letterjoin.co.uk](http://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

oa

oa

boat

boat

oe

oe

potatoes

potatoes

o\_e

o\_e

cone

cone

make

make

don't

don't

house

house

# GHASP – SESSION 1 - 3

- This week we are learning to add the suffix –ing to verbs.
- Watch this video to see the different rules you need to know when adding –ing: <https://youtu.be/JIUwR97CUYY>
- 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-ing/>

## 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 'ing' is added to the end of verbs to show that something is happening in the present...

e.g. I kick the ball.

I am kicking the ball.





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

e.g. walk – I am walking to the shops.

stick	pick	pour
sing	play	say

# GHaSP – Session 2

These words have a **short vowel sound** in the middle. Look what happens!



run + ing

runn ing



shop + ing

shopp ing

Can you see what is happening ?

If the word has a **short vowel**, then you must add a **double letter** before the 'ing'.

# GHaSP - Session 2

## SPELLING RULE FOUR

Double the consonant before adding 'ing' to words that have a short vowel followed by a consonant at the end



Grandad was sitting in his chair all morning.

stop	→	stopping	slam	→	slamming
wrap	→	wrapping	nod	→	nodding
step	→	stepping	skip	→	skipping

Try these ...

trap	→	_____	beg	→	_____
rip	→	_____	map	→	_____
chop	→	_____	rub	→	_____

# GHASP - SESSION 3

- Watch Mrs Janman's video to recap the spelling rule for words that end in 'e' when adding -ing: <https://youtu.be/gjjKxk8MIJA>
- Join in with Mrs Janman's snap game during the video and keep track of the points you score.
- Can you try adding -ing to these words?

make →

move →

dance →

live →

race →

shake →

Answers on the next page.

# GHASP - SESSION 3

- Answers:

make → making

dance → dancing

race → racing

move → moving

live → living

shake → shaking

# **YEAR 1 WRITING**

**TERM 5 WEEK 2**

# WRITING – SESSION 1

- This week we are going to write a repetitive pirate adventure story.
- Start by reading Captain Plank's Pirate Adventure – This story can be found on Lemur Class webpage.
- Then watch Mrs Janman's actions for the story: <https://youtu.be/PAic8lqvpQ8>
- Can you create your own actions for the rest of the story?
- Remember to include Mrs Janman's actions for words that are repeated, e.g. 'Captain Plank' or 'pirate'.
- It is really important to know the story well before writing in session 3 so practise reading the story with your actions a few times. Once practised you could perform it to your family!
- Lastly, record each part of the story by creating a Captain Plank's Pirate Adventure story map. This means drawing a picture for each key event in the story. Mrs Janman's example can be seen on the next page.

# CAPTAIN PLANKS PIRATE ADVENTURE STORY MAP

Monday



Tuesday



Wednesday



Thursday



Friday



Saturday and Sunday





# WRITING – SESSION 2

- Today we are going to plan out our ideas for writing our own pirate adventure.
- On each day of his adventure Captain Plank was faced with a new problem. For example, *“On Tuesday, Captain Plank was nearly ready to start his adventure. But then he realised he had another problem. He didn’t have a ship. So he looked around the harbour and stole a speedy ship with three sails while no one was looking.”*
- When we write our stories we are going to change some key parts of the story. So for this example we would change, *“speedy ship with three sails”*.
- Use the planning template on the next page to help and follow the instructions on the pages after. You can draw pictures to show your planning ideas or you can write words to remind you.
- Watch Mrs Janman’s video for extra details: <https://youtu.be/Kv2z8LtjMlc>
- Can you now retell the story using your new ideas?

## Captain Plank's Pirate Adventure Planning Template

Story start - Describe Captain Plank

Monday Problem: Didn't look like a pirate. Solution: He found a ...	
Tuesday Problem: Didn't have a ship Solution: He stole a ...	
Wednesday Problem: They got lost. Solution: He found a ...	
Thursday Problem: His pirate flag was stolen. Solution: He made a flag with a ...	
Friday Problem: He dug for treasure Solution: He found ...	

Story ending (Saturday and Sunday) - Had a party with all the crew.

## Story opening



## Story ending (Saturday and Sunday)



## Monday



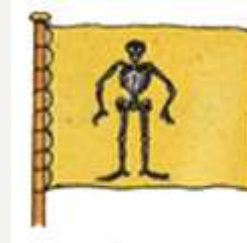
## Tuesday



## Wednesday



## Thursday



## Friday



# WRITING – SESSION 3

- Today you are going to write your own version of Captain Planks Pirate Adventure. Start by going through the Captain Plank story, using the actions to help remind you of the key events.
- Then watch Mrs Janman’s video: <https://youtu.be/I4MgzSF6kWI>
- Use your planning from the last session to help remind you of your ideas.
- You can see Mrs Janman’s 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](mailto:lemurs@bratton.wilts.sch.uk)
- We can’t wait to read your pirate adventure stories!
- Extra challenge: You could also perform your story to your family. Can you remember the actions?

# WRITING – SESSION 3

## Captain Planks Pirate Adventure

Once upon a time there lived a jolly but scary pirate named Captain Plank. He had a colourful parrot named Nelson. On Monday he decided that he didn't look like a pirate so he found a sharp sword.