

YEAR 1 WRITING AND GHASP

TERM 5 WEEK 5

THIS WEEK

- There are 3 GHaSP / Phase 6 phonics 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: Recap of the suffixes learnt this term.
- Writing: Pirate Information Page

SPELLING

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

what there their

- Here are some ideas for practising your spellings:

Blue Vowels!

Write EACH of your spelling words.

You will need a blue colored pencil.
Trace over the vowels in each word with your blue colored pencil.

Vowels = A E I O U

Spelling Scribble

Relief Teaching Ltd

Rollin' Rainbow Spelling

Roll the dice and write your spelling word that number of times in the color listed.

	Spell the word in red.	
	Spell the word in orange.	
	Spell the word in yellow.	
	Spell the word in green.	
	Spell the word in blue.	
	Spell the word in purple.	

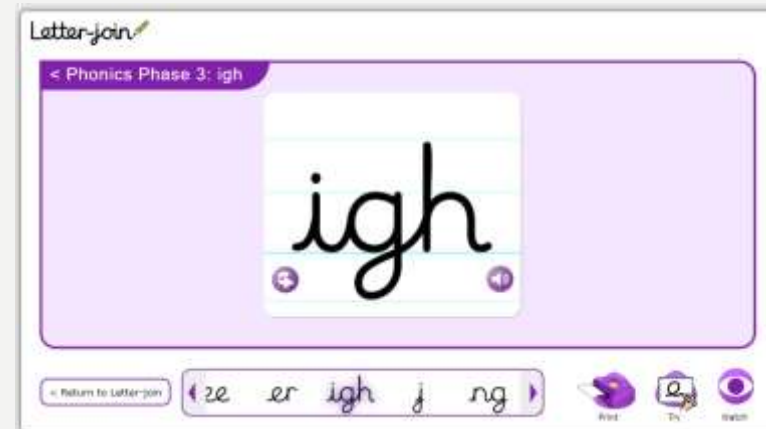
www.layers-of-learning.com

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

what

what

there

there

their

their

igh

igh

ie

ie

happier

happier

strongest

strongest

skipping

skipping

GHASP/PHASE 6 PHONICS – SESSION 1

- For this first session we are recapping the suffixes –er and –est.
- Both of these can be used to show you have more or the most of something. For example:

great → greater → greatest

There is an extra challenge on the next page if needed.

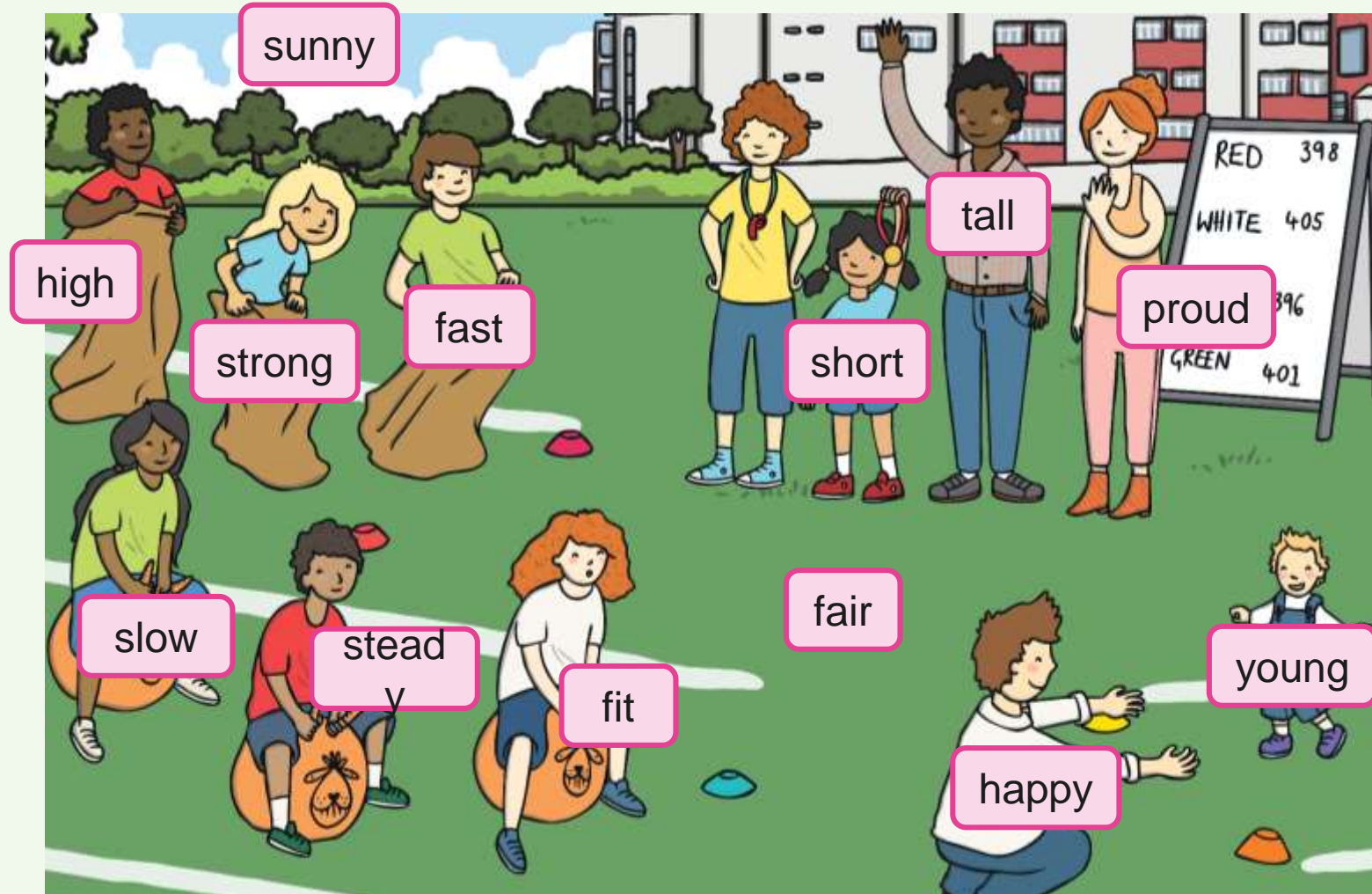
- Use these video links to recap the spelling rules for these suffixes:
 - Adding –er: <https://www.youtube.com/watch?v=IBmKCYA-RTE&t=2s>
 - Adding –est: <https://www.youtube.com/watch?v=QTnqGRNiww8&t=6s>
- Can you choose one of the words below. Add –er and then –est to the word. Then try to use it in a sentence, for example:

“The dog was happy, but the cat was happier and the mouse was the happiest.”

small	funny	slow	close	brave
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- Then try this word search. It can be done online or printed if you would prefer: <https://thewordsearch.com/puzzle/2196/words-with-er-est-ending/>

What can you see happening at Sports Day? Can you write sentences to describe what you can see, using adjectives ending in **-er** or **-est**? You can use the root words to help you.



GHASP – SESSION 2

- Today we are going to recap the rules when adding the suffix –ed to verbs.
- Remember: Verbs are doing words and when we add –ed this changes them into the past tense (talking about things that have already happened).
- Top tip: Not all verbs can be changed by adding –ed.
- First watch Mrs Janman’s video to recap the spelling rules for adding -ed: <https://youtu.be/MkkC5ZxpBWw>
- Next try the one of the 3 activities on the next pages. (You can do more than 1 of them if you would like to.)

Session 2 – Activity 1

Suffix -ed

Mrs Gray has found some verbs. Can you turn them into the past tense? Remember when we do this we add -ed to the end of the word. If you can put any of them into a sentence that would be fantastic!



wait



start



laugh



fix



relax



search



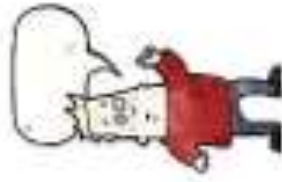






brush



look

Session 2 – Activity 1 continued

 <p>walk</p>	 <p>kick</p>
 <p>ask</p>	 <p>pass</p>
 <p>work</p>	 <p>talk</p>
 <p>crash</p>	

The Messy Magpie Adding the Suffix -ed

Can you sort the past-tense verbs into the correct columns?

Some verbs just add -ed .	If the verb already ends in the letter ' e ', remove the ' e ' and add -ed .	If the verb ends in a consonant and a ' y ', the ' y ' becomes an ' i ' before you add -ed .	If the verb ends with one vowel and one consonant , double the consonant before adding -ed .

dropped polished carried expanded noticed stopped
 damaged followed returned recycled reused

Now, see if you can add any of your own -ed words to the correct columns.

Answers on the next page.

The Messy Maggie Adding the Suffix -ed Answers

Some verbs just add -ed .	If the verb already ends in the letter ' e ', remove the ' e ' and add -ed .	If the verb ends in a consonant and a ' y ', the ' y ' becomes an ' i ' before you add -ed .	If the verb ends with one vowel and one consonant , double the consonant before adding -ed .
expanded polished returned followed	damaged recycled reused noticed	carried	dropped stopped

SESSION 2 – ACTIVITY 3

<p>Add 'ed' to make the past tense of these words. Don't forget to take off the e first!</p> <p>like _____</p> <p>love _____</p> <p>dance _____</p> <p>change _____</p> <p>hope _____</p>	<p>Do not add 'ed' for past tense in these words. Do you know the correct word?</p> <p>come _____</p> <p>make _____</p> <p>write _____</p> <p>slide _____</p> <p>shine _____</p>
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Answers on the next page.

SESSION 2 – ACTIVITY 3 CONTINUED

<p>Add "ed" to make the past tense of these words. Don't forget to take off the e first!</p> <p>like <u>liked</u></p> <p>love <u>loved</u></p> <p>dance <u>danced</u></p> <p>change <u>changed</u></p> <p>hope <u>hoped</u></p>	<p>Do not add "ed" for past tense in these words. Do you know the correct word?</p> <p>come <u>came</u></p> <p>make <u>made</u></p> <p>write <u>wrote</u></p> <p>slide <u>slid</u></p> <p>shine <u>shone</u></p>
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Can you draw a picture and write a caption using any of these words? For example:



She slid down the slippery slide.

GHASP - SESSION 3

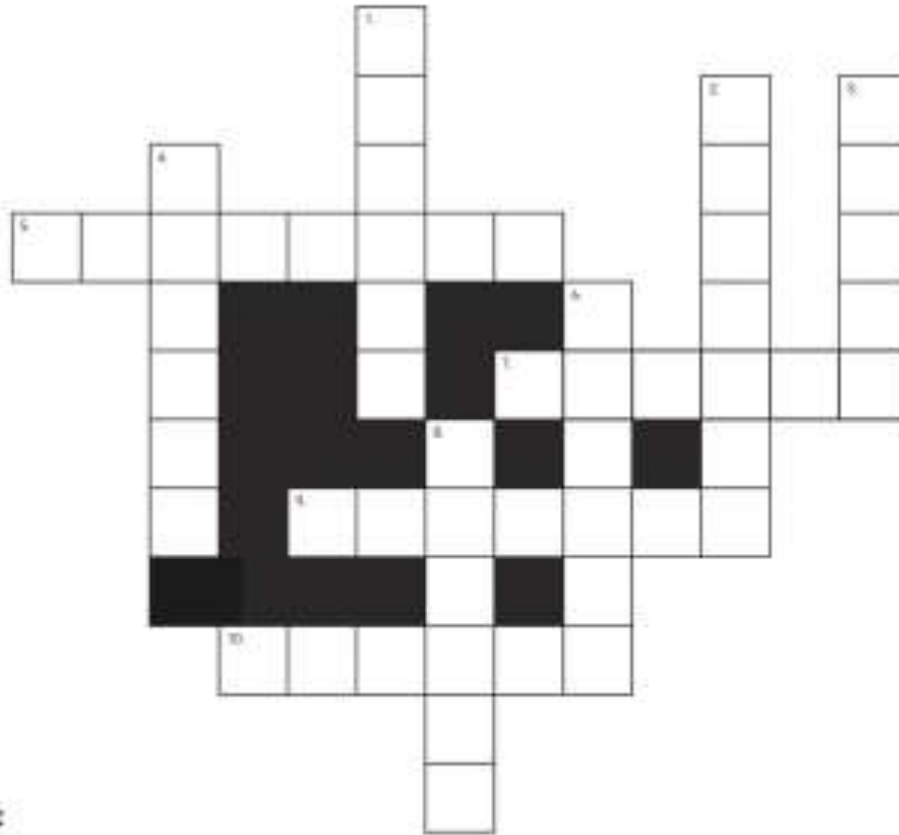
- In this session we are recapping adding the suffix –ing to verbs or adjectives.
- Please start by watching Mrs Janman’s adding the suffix –ing video:
<https://youtu.be/BbkMmA8qPwc>
- Below is a selection of words. Can you add –ing to these words? Can you then say a sentence using each –ing word?

annoy	come	surprise	stay
paint	interest	wait	worry

- On the next page is an –ing word crossword. If you cannot print this then please just write out the answers.

Adding 'ing' Spelling Crossword

Fill in the missing letters and complete the crossword.



Down:

1. h_k__g (walk for a long distance)
2. c_c_____ (ride a bike)
3. _s___ (make use of something)
4. __x___ (a hard task)
6. __v___ (to own something)
8. l___ng (showing affection)

Across:

5. __a_g___ (make something different)
7. m_____ (to create something)
9. sc_____ (winning a point in a game)
10. s_____ (travel over snow on skis)

YEAR 1 WRITING

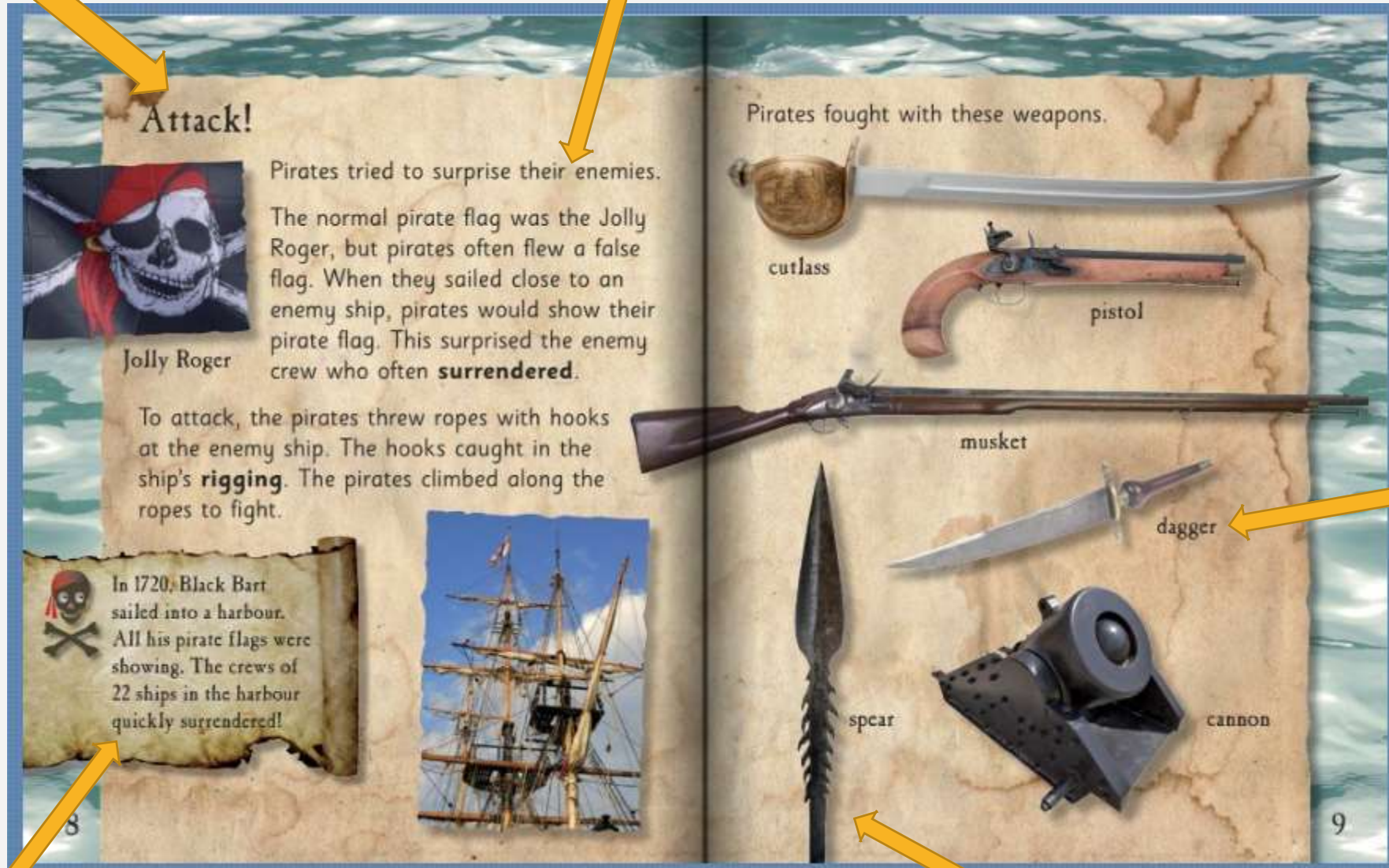
TERM 5 WEEK 5

WRITING – SESSION 1 - 3

- For each session this week we are going to write one of the pages for our pirates information book.
- First, we would like you to watch Mrs Janman's video:
https://youtu.be/_fq5wg5rh6Y
- Now look at the next slide and remind yourself of the features we need to include on each page. Mrs Janman's example can be found on the page after this.
- There are 2 different writing templates to use if you can print them. They can be found separately on the Lemur Class webpage.
- As an extra task you could create a front cover and contents page for your pirate information book.
- Please send in pictures of your finished information books to:
lemurs@bratton.wilts.sch.uk

Title

Facts – Written in full sentences.



Labels

Caption – A sentence about a picture.

Pictures

Pirate Treasure

Pirates liked to steal treasure from other ships.

Sometimes pirates would call treasure loot or booty.

Their favourite things to steal were gold, silver and jewels.

Often they would steal clothes, food or tools to use on their ship.

