

# Y1/2 Homework

## Booklet – Summer 1

In KS1, children are expected to complete the following homework tasks every week to support their development in the core subjects. Thank you for your support in helping your child.

### Reading

Please listen to your child read and ask them questions to support their comprehension of the text. Record any reading/discussion that you do in your child's reading diary for their class teacher to see.

Children are expected to read outside of school a minimum of five times a week. Diaries are checked in class weekly.

### Spelling

Y2: Your child will have a spelling list to learn every week. These will be sent home on a spelling sheet and be on the class webpage. Your child will not be given spellings to learn over half term breaks, in line with our homework policy. Y1: Please help your child to practise reading the phonemes that they are learning in phonics each week. (See section overleaf.)

### Times –Tables and division facts

By the end of Y2, children are expected to be fluent in their 2x, 5x and 10x tables and their related division facts (e.g. if  $2 \times 5 = 10$ , then  $10 \div 2 = 5$ )

Please practise these at least 5 times per week, but preferably daily.

### Rapid Number Recall (RNR)

In their reading diaries, children have their current RNR step stuck in, along with ideas for how you can help them achieve this target. Children are tested daily on this objective. When they answer each question correctly 3 times, they will move up a new step.

Please practise these at least 3 times per week, but preferably daily.

# Y1/2 common exception words

Although we teach children phonics to help them to accurately read and spell words using the phonics rules, we also need to teach the children the grapheme-phoneme correspondences that do not fit in with these rules (otherwise known as common exception rules). Please help your child to learn to read/spell these words accurately.

## Year 1 common exception words

the	
a	do
to	today
of	said
says	are
were	was
is	his
has	I
you	your
they	be
he	me
she	we
no	go
so	by
my	here
there	where
love	come
some	one
once	ask
friend	school
put	push
pull	full
house	our.

## Year 2 common exception words

door	floor	Mr
poor	because	Mrs
find	kind	parents
mind	behind	Christmas
child	children	
wild	climb	
most	only	
both	old	
cold	gold	
hold	told	
every	everybody	
even	great	
break	steak	
pretty	beautiful	
after	fast	
last	past	
father	class	
grass	pass	
plant	path	
bath	hour	
move	prove	
improve	sure	
sugar	eye	
could	should	
would	who	
whole	any	
many	clothes	
busy	people	
water	again	
half	money	

# Times Tables

<u>2</u> x
2 x 1 = 2
2 x 2 = 4
2 x 3 = 6
2 x 4 = 8
2 x 5 = 10
2 x 6 = 12
2 x 7 = 14
2 x 8 = 16
2 x 9 = 18
2 x 10 = 20
2 x 11 = 22
2 x 12 = 24

<u>5</u> x
5 x 1 = 5
5 x 2 = 10
5 x 3 = 15
5 x 4 = 20
5 x 5 = 25
5 x 6 = 30
5 x 7 = 35
5 x 8 = 40
5 x 9 = 45
5 x 10 = 50
5 x 11 = 55
5 x 12 = 60

<u>10</u> x
10 x 1 = 10
10 x 2 = 20
10 x 3 = 30
10 x 4 = 40
10 x 5 = 50
10 x 6 = 60
10 x 7 = 70
10 x 8 = 80
10 x 9 = 90
10 x 10 = 100
10 x 11 = 110
10 x 12 = 120

# Phonics: weekly phonemes

	Mr Ormiston/ Mrs Swan's group	Mrs Milward's group	Miss Cox's group	Mrs Carter's group	Miss King's group
Week 1	Suffixes care <u>ful</u> , hope <u>less</u>	Split diagraphs a_e, e_e, i_e, o_e, u_e	Split diagraphs a_e, e_e, i_e, o_e, u_e	other, <u>could</u>	a_e, e_e, i_e, o_e, u_e
Week 2	Suffixes dark <u>ness</u> , ship <u>ment</u>	Chief, <u>night</u> , kind, <u>coin</u> , <u>toy</u>	Chief, <u>night</u> , kind, <u>coin</u> , <u>toy</u>	<u>about</u> , doctor, <u>garden</u>	ur, er, ir, igh, oa
Week 3	Suffixes quick <u>ly</u>	<u>snow</u> , <u>clue</u> , <u>brew</u> , <u>cell</u> , <u>gem</u>	<u>snow</u> , <u>clue</u> , <u>brew</u> , <u>cell</u> , <u>gem</u>	<u>age</u> , <u>badge</u> , <u>house</u> , <u>ease</u>	ure, air, ear, oi, oy
Week 4	Final non-syllabic e pattern using suffixes –ed –er –est –ing loved baker safest hop <u>ing</u>	<u>haul</u> , <u>paw</u> , <u>more</u> , <u>chef</u> , <u>school</u>	<u>haul</u> , <u>paw</u> , <u>more</u> , <u>chef</u> , <u>school</u>	Gnat, knot, <u>limb</u>	ea, ie, ou, ay, or
Week 5	Revision week	Revision week	Revision week	Revision week	Revision week
Week 6	y to i pattern using suffixes –ed –er –es –est ly hurried parties skinn <u>ier</u> funn <u>iest</u> happ <u>ily</u>	<u>Chair</u> , <u>bear</u> , <u>care</u> , <u>catch</u> , <u>when</u>	<u>Chair</u> , <u>bear</u> , <u>care</u> , <u>catch</u> , <u>when</u>	<u>wrist</u> , <u>scissors</u> , <u>listen</u>	wh, aw, ue, ar, ow
Week 7	Consonant doubling pattern using suffixes –ed –er –est –ing –y hopp <u>ed</u> <u>fitter</u> hott <u>est</u> add <u>ing</u> runn <u>y</u>	<u>photo</u> , <u>by</u> , <u>very</u> ,	<u>photo</u> , <u>by</u> , <u>very</u> ,	<u>special</u> , <u>station</u> , <u>mission</u>	ey, au, oe, ew, ph,

# Voluntary Homework

This half-terms homework challenge is to learn about.....

## The History of the Seaside

As part of our history topic we will be learning about the seaside in the past. Your challenge is to create a project all about the seaside and its history. Find out information on who went to the seaside, where did they go, what activities did they participate in, how did they get there and much more.

This could be presented as a poster, a collage, a fact file or a show and tell of artefacts. These are just a few of the many ideas you could use for your homework.



*Need help with how to set out this project? Please ask your child's class teacher!*

If you choose to do this piece of homework, please have your homework projects in by the middle of the last week of this term.