



## Year 1 English Week 2

Year 1 English Week 2					
	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Reading</b>	Make sure you have some quiet time for daily reading.				
	Read – <a href="#">Hairy Maclairy</a>	Watch – <a href="#">The Rainbow Fish</a>	Read – <a href="#">Oh No George</a>	Watch – <a href="#">Harry the Dirty Dog</a>	Read – <a href="#">Owl Babies</a>
<b>Phonics</b> 10 minutes a day	Watch <a href="#">this video</a> . Write and sound button some of the 'soft c' and 'hard c' words from it.	How many phase 3 mixed vowel words can you read? <a href="#">Click here</a> .	Watch this <a href="#">video</a> . Write and sound button some of the 'ph' words from it.	Read 'wh' and 'ph' words and sort them into groups.	Watch this <a href="#">video</a> . Write and sound button some of the 'soft g' and 'hard g' words from it.
<b>Writing</b>	<p><b>Read, learn and perform a poem</b></p> <p>Read 'I slipped on a Banana Peel' by Kenn Nesbitt with an adult.</p> <p>What features of poetry can you find? Does it have a rhythm? Is there rhyme and/or repetition?</p> <p>Try and spot the rhyming words.</p> <p>Then learn and perform the poem for or with your family.</p>	<p><b>Rewrite your own version of the poem</b></p> <p>Read yesterday's poem again.</p> <p>Write your own version of the first 2 verses.</p> <p>You could use one of these verbs instead: Slid, fell, stumbled, tripped, tumbled.</p> <p>Think of different things you might fall over and what might happen.</p>	<p><b>Read a poem and plan your own version</b></p> <p>Read 'Dark, dark wood'</p> <p>Do you notice any features of poetry? Remember to look for rhyme and repetition.</p> <p>Plan your own version of the poem. Write and draw your ideas.</p> <p>You'll need to think of a new adjective, a new place, and a new creature to find!</p> <p>I've had a go at a version for you to read.</p>	<p><b>Write and draw</b></p> <p>Use your ideas from yesterday to write your own version of the poem.</p> <p>Draw a picture to illustrate your final version.</p>	<p><b>Read, learn and perform a poem</b></p> <p>Learn your poem off by heart and have a go at performing it with actions for your family.</p>

<b>Spelling</b>	Practise spelling the days of the week : <b>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</b> Say the letter names, have a look, cover up the word and have a go at spelling it correctly.
-----------------	---

## Spelling Words to help with your writing

### Reception Words to learn

a	at	<b>go</b>	<b>is</b>	in	<b>my</b>	<b>she</b>	<b>they</b>
<b>all</b>	<b>be</b>	<b>he</b>	<b>has</b>	it	<b>no</b>	<b>so</b>	<b>you</b>
and	<b>by</b>	her	<b>have</b>	<b>like</b>	<b>of</b>	<b>to</b>	<b>was</b>
<b>are</b>	<b>do</b>	<b>his</b>	I	<b>me</b>	<b>said</b>	<b>the</b>	<b>we</b>

### **Tricky words (bold)**

Tricky= Cannot be spelt correctly using the usual representation of sound  
eg '**is**' will be pronounced but not spelt '**iz**'

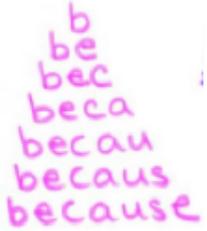
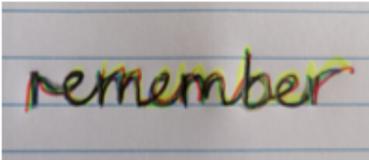
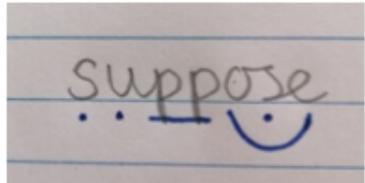
## Year 1 Words to learn

ask	full	little	people	today	<b>Monday</b>	zero	
asked	here	looked	pull	want	<b>Tuesday</b>	one	eleven
called	house	love	push	were	<b>Wednesday</b>	two	twelve
come	I'll	Mr	put	what	<b>Thursday</b>	three	thirteen
does	I'm	Mrs	says	when	<b>Friday</b>	four	fourteen
eye(s)	it's	once	school	where	<b>Saturday</b>	five	fifteen
friend		our	some	who	<b>Sunday</b>	six	sixteen
			their	why		seven	seventeen
			there	your		eight	eighteen
			these			nine	nineteen
						ten	twenty

## Year 2 Words to learn

again	dear	parents	warm	January	twenty
any	even	please	water	February	thirty
beautiful	every	pretty	were	March	forty
because	hour	sugar	whole	April	fifty
both	laugh	sure	which	May	sixty
busy	many	teacher	witch	June	seventy
child	money	towards	word	July	eighty
children	most		work	August	ninety
Christmas	only		world	September	hundred
clothes			write	October	
				November	
				December	

## Spelling Strategies

<p><b>Pyramid Writing</b></p> 	<p><b>Rainbow writing</b></p> <p>Write the word over and over again using different colours.</p> 	<p><b>Create a mnemonic</b></p> 
<p><b>Sound Buttons</b></p>  <p><b>**Note, this may not work for words you cannot 'sound out'</b></p>	<p><b>Underline the tricky part</b></p> <p>se<u>p</u>arate</p> <p>lib<u>r</u>ary</p> <p>na<u>u</u>ghty</p>	<p><b>Look, Say, Cover, Write, Check</b></p> <p><b>Look</b> at the word <b>Say</b> it out loud <b>Cover</b> it up <b>Write</b> it <b>Check</b> whether it is spelt correctly</p>

## Writing Day 1 Support

### Which parts in the poem repeat?

-Are written again and again

### I Slipped On A Banana Peel

I **slipped** on a banana peel  
and fell and hit my head.

I **slipped** upon a patch of ice  
which nearly killed me dead.

I **slipped** upon a roller skate  
and tumbled into space.

I **slipped** inside the bathtub  
and I landed on my face.

I **slipped** upon the basement stairs  
and on the kitchen floor.

I wish that I could stop myself  
from slipping anymore.

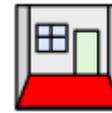
So now I only wear my shoes  
or boots or clogs or flippers,  
but I don't want to slip again  
so I don't wear my slippers!

By Kenn Nesbitt



### Can you match the words that rhyme?

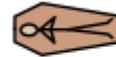
-Sound the same



floor



head



dead



space



face

anymore



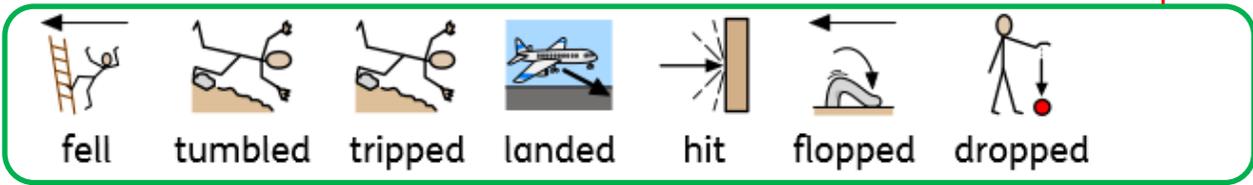
flippers



slippers

Day 2 support

Use the word bank and sentence starters to help you write your own poem.



slipped on a \_\_\_\_\_

and \_\_\_\_\_

I slipped \_\_\_\_\_

and \_\_\_\_\_

I slipped \_\_\_\_\_

and \_\_\_\_\_

I slipped \_\_\_\_\_

and \_\_\_\_\_

## Writing Day 3

### Dark, dark wood

*Traditional rhyme*

In the dark, dark wood, there was a dark, dark house.

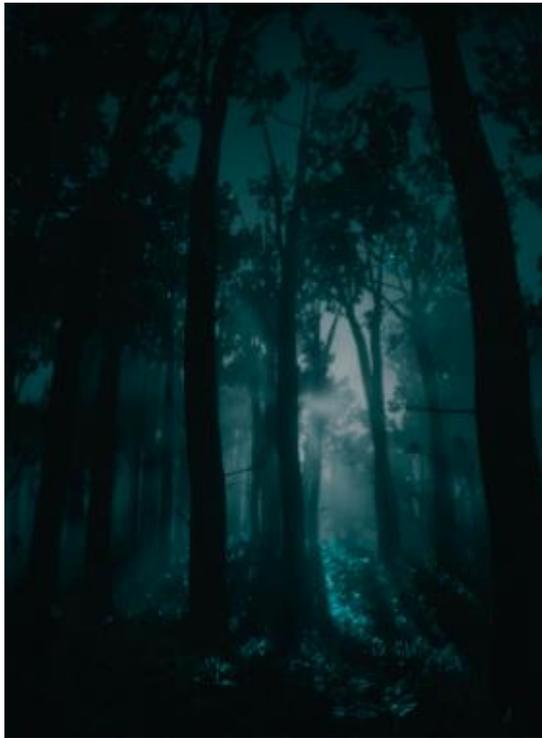
And in that dark, dark house, there was a dark, dark room.

And in that dark, dark room, there was a dark, dark cupboard.

And in that dark, dark cupboard, there was a dark, dark shelf.

And on that dark, dark shelf, there was a dark, dark box.

And in that dark, dark box, there was a.... mouse!



### Hot, hot beach

On the hot, hot beach, there was some hot, hot sand.

And in the hot, hot sand, there were some hot, hot pebbles.

And in the hot, hot pebbles, there was a hot, hot shell.

And in the hot, hot shell, there was a crab!



## Day 3 support

Draw and write your plan for your poem. Use the word banks to help you.

<p>Where?</p>  <p>mountain</p>	
<p>What is the mountain like?</p>     <p>cold rainy freezing quiet</p>	
<p>What was there?</p>     <p>snowflake glove hat snowball</p>	
<p>Who was there?</p>     <p>rabbit fox eagle goat</p>	

# Day 4 support

Use the word bank and sentence starters to help you write your own poem.



On a cold, cold mountain there was a cold, cold

On a cold, cold mountain

On a cold, cold mountain

On a cold, cold mountain