

## July English Activities for Year One

<p>Grammar and sentence structure</p>	<p>We would like you to practise some of the skills that we have learnt during Year 1.</p> <p><b>Verbs</b>- Action words. These tell you the action that is happening or has happened. These are the verb songs that we have watched;</p> <p><a href="https://www.youtube.com/watch?v=ineCCpqpZrM&amp;safe=active">https://www.youtube.com/watch?v=ineCCpqpZrM&amp;safe=active</a> and <a href="https://www.youtube.com/watch?v=j3EYciNco58&amp;safe=active">https://www.youtube.com/watch?v=j3EYciNco58&amp;safe=active</a></p> <p><b>Adverbs</b>- these tell you how the verb is being done or has been done. They give more information.</p> <p><b>Past tense verbs</b>- these words tell you an action that has happened in the past. Lots of past tense verbs end in ed. We remember this by thinking of old Uncle Ed who likes to talk about the past! In Year 1 we only look at the verbs that don't need any changes to the root verb. That means the ones that can just have 'ed' added without changing anything else in the word. Some past tense verbs need to be changed so remember the ed rule doesn't always work! Here is a link to a video we have watched; <a href="https://www.youtube.com/watch?v=jxl28KQOH4&amp;safe=active">https://www.youtube.com/watch?v=jxl28KQOH4&amp;safe=active</a></p> <p><b>Connectives</b>- these words join a sentence and help to give more information. We don't want too many in one sentence so we aim to just use one. The ones we have used are; and, but, so, because.</p> <p><b>Noun</b>- this is the name of a person, place or thing. Remember places and people need to have a capital letter at the start.</p> <p><b>Plurals</b>- A singular noun is one object a plural noun is more than one. If the <b>singular noun</b> ends in -s, -ss, -sh, -ch, -x, or -z, add -es to the end to make it <b>plural</b>. If it doesn't end in these sounds then just add an s.</p>
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	<p>You DO NOT add an apostrophe when adding an s as a plural. The apostrophe is NOT needed! This is for showing belonging. (eg apples does <b>not</b> need to be apple's)</p> <p><b>Adjectives</b>- These words are describing words. They describe a noun.  The shiny key. (shiny is an adjective, key is a noun)  The fluffy cat (fluffy is an adjective, cat is a noun)</p>
Suggested activities to practise the skills	<p>Each task can be done over several days and added to each day.  If your child needs lots of practise on one of the skills it is worth repeating it lots of times before moving on to a new task. It is better to consolidate one skill and get it right than try to do everything too quickly.  Please encourage your child to write neatly and carefully using the lines in the book and remembering to use the correct punctuation (capital letters and full stops)</p> <p><b>Task 1</b>- Think of as many verbs as you can. Write each one in a different colour to make a verbs poster.  Act out the verbs and see if someone can guess what the verb is that you are miming.  Say some sentences using each verb.</p> <p><b>Task 2</b>- Now do the same for adverbs, How many can you think of?  Act them out again and this time do it in different ways by adding an adverb. See how it changes what you do.  Example. Clap (this is the verb).  Clap loudly  Clap quickly  Clap quietly  Clap slowly</p>

**Task 3-** Write some sentences to describe how some different animals move. Remember to use a capital letter and full stop in every sentence. Use a verb and an adverb in each sentence.

Eg; The cheetah **quickly** runs.

The lion **carefully** prowls.

Red = adverb

Green= verb

**Task 4 -** Now try adding more information by adding a connective (the connective is in blue)

The lion **carefully** prowls **because** he wants to catch his prey.

Remember to say the sentence before you write it.

**Task 5-** Now try writing the sentences in the past tense

The lion carefully **prowled** because he wanted to catch his prey.

Can you see how the verb has changed?

**Task 6-** Change the noun (this is the name of the animal) to make it plural. Think about whether you need an –s or an –es ending.

Eg; lion – lions

Elephant- elephants

Fox- foxes

Divide your page in half. Write all the –s ending on one side and all the –es ending on another side.

You could draw some pictures to show the different animals and label them using the correct plural endings.

**Task 7-** Write some sentences about some groups of animals. Use a noun, verbs and an adverb to describe what they are doing.

	<p><b>Task 8-</b> Write some descriptions of different animals. Try to include all the things we have learnt.</p> <p>For example; The golden lions prowled carefully so that they could sneak up on their prey.</p>
Story writing	<p>We know lots of you have been enjoying story writing at home which is fabulous.</p> <p>When writing stories we would really like to challenge you to use the skills we have learnt at school.</p> <p>You might like to plan using a planning map with pictures like we do in school.</p> <p>Think about the start, middle and end of the story carefully.</p> <p>Who is in the story? Describe them carefully Where is the story taking place? Describe it carefully. Try to use some adjectives for example; The deep, dark forest. What is the problem or problems? What is the resolution? How does the story end? Can you use some onomatopoeia (sound words like whoosh! Bang! Pop!) Can you use some alliteration? (words that start with the same sound Sneaky Sam Squirrel, bubbling, boiling potions)</p> <p><b>Oral story-telling and editing</b> If you have a great idea for a story, you could tell it to a grown up and ask them to write it down EXACTLY as you tell it. Afterwards you can look at the story together and see if you need to change anything. Did you use the correct past tense verb? Did you add lots of detail?</p>
Handwriting	<p>We have added 6 sheets of joined handwriting practise for the children to use. Please don't use any other handwriting books or print outs as they will confuse the</p>

	<p>children! There are a lot of different joined handwriting styles and it is best to stick to just one. The ones we have uploaded are the John Hampden School agreed handwriting style.</p> <p>Please complete all handwriting in pencil. Encourage a good sitting position with the chair tucked in and both feet on the floor. They should rest their non-writing hand on the paper and not lay their head on their arm or prop it up with their hand. The paper needs to be slightly tilted.</p>
Reading and phonics	Please see separate documents in the home learning tab.