

<b>Writing</b>	<p><b>Please continue with your daily diary.</b></p> <p>Remind your child to use capital letters, full stops and the school handwriting letter formation. Letters should sit on the lines. Writing should be completed in pencil please. Spellings should not be given as they should use their phonic knowledge to assist with spelling. Key words should be correctly spelt. Sound mats are available on the website to help if needed.</p> <p><b>Please continue with regular key word spelling practise</b></p> <p>Information about how best to support this is on the first closure activities list sent out before Easter. There are some fun games at the end of this list which may help.</p>
<b>Reading</b>	<p>Please continue to read stories, poetry and information books with your child every day. They might enjoy the stories that some of the staff have recorded and uploaded to our Learning Alive You Tube channel. More will be added each week. Alternatively, CBeebies Bedtime stories are a great resource.</p> <p>We are aware that your child will have read the books that we sent home. Please access free e books on <a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a>.</p> <p>If you need help knowing which is the appropriate level for your child or if you have any questions about reading please email the class teacher who will provide support.</p>
<b>Poetry</b>	<p><b>We would like your child to enjoy creating some poetry.</b></p> <p><b>We have added a resource bank of poems to help you find suitable ones for your children to read.</b></p> <p><b>Task 1</b></p> <p>Read the Summer Counting poem together. Ask your child what they notice about the patter in the poem. What does the poem make them think about? Make a list of ideas together in the same format. Suggest verbs that link (eg birds flying, BBQ's smoking, sausages sizzling, sun shining, lemonade fizzing) You might change the theme of the poem but keep the same format (eg A Spring counting poem, a football counting poem, a jungle counting poem)</p> <p><b>Task 2</b></p> <p>Use the ideas created together to write their own counting poem. The poem does not need to rhyme! They may choose to write two or three lines for their poem each day, gradually building.</p> <p><b>Task 3</b></p> <p>Illustrate the Summer counting poem.</p>

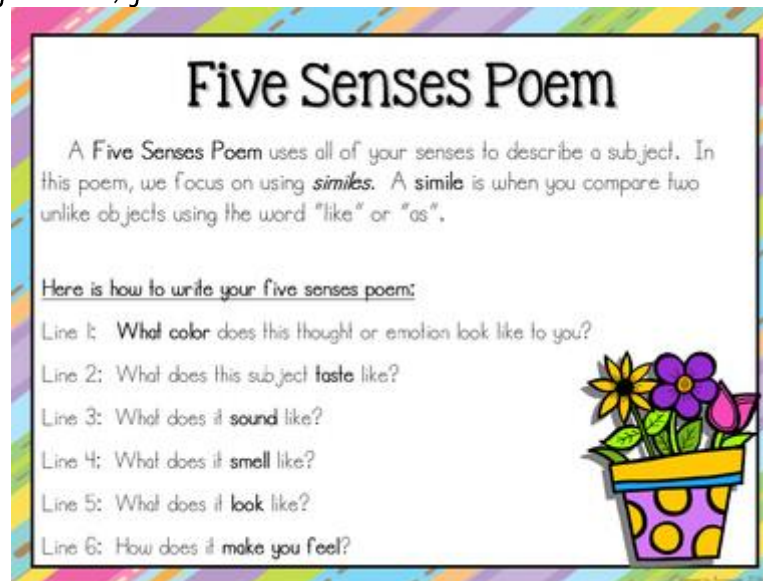
#### Task 4

Read the 'I Like Summer' poem together.

Print it out and ask your child to illustrate it appropriately to match the verses of the poem.

#### Task 5

Look at the 'I like Summer' poem again and discuss how each verse is a different sense. Can they think of something for each sense? It could be about any theme of their choice (eg a season, birthday or another celebration, football, food)



#### Task 6

Using the ideas generated in Task 5, write their own senses poem using the format of the 'I Like Summer' poem. They might choose to write one or two verses each day and build it up over a few days or a week.

#### Task 7

Illustrate their poem appropriately

#### Task 7

Perform one of the poems that they have written. They may like to add actions or sound effects.

#### Additional activities

Create their own poetry book by printing out poems that they like from the internet or writing them out and sticking them into a book.

Perform poems using household objects to create sound effects.

Choose a favourite poem and innovate it by changing some of the words

<b>Grammar and word Games</b>	<p>These games might help making the learning more fun for everyone! Keeping young children active can help maintain their concentration levels for longer. The games need little or no resources and can all be created at home. The children should be familiar with the correct grammatical terms as we use them in school. There are reminders of what each term means in the game instructions.</p> <p><b>Rhyming word ‘ping pong’</b> Say a word, such as cat, and then ask your child to hold an imaginary bat and send back a rhyming word to you. See how many you can pass back and forth before starting a new rhyming string.</p> <p><b>Stand up/Sit down</b> Explain that when you say an adjective (<b>Remind your child that an adjective is a describing word such as sparkly, golden, smooth</b>) they need to sit down. For a noun (<b>Remind your child that a noun is a name of an object such as chair, pencil, book</b>) they will stand up. If it is a proper noun (the name of a person or place) they will salute as they stand up.</p> <p><b>Word hunt</b> Write some adjectives on paper or post it notes and place them around the room/house for your child to find. Then ask them to say a sentence using the words. They might like to write the sentence as well.</p> <p>Suggested adjectives; Golden Huge Colourful Dark Sharp</p> <p><b>Key Word Hunt</b> This game could also be done with common exception words or High frequency words to help the children to practise reading the words. Choose 5 key words that your child needs to learn to read fluently. Write each one 3 or 4 times on different pieces of paper or post it notes and hide them around the room. Ask your child to find them and then group the same words together.</p> <p><b>Run to a word</b></p>
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Write the Key words or High Frequency words on separate pieces of paper and place in a circle around the room or in the garden. Say one of the words and ask your child to run to the word. They need to read the word when they arrive at it. You could make a variation by asking them to 'drive' a toy car to the word.

### **Snap or memory**

Write the words that you are helping your child to learn to read on pieces of card or paper. Play snap or memory with the cards that you have made.

### **Plural Partners**

In Year 1 the children need to know how to use an -s or -es as a plural. We have taught this so it should be revision! **(Remind your child that singular means one thing, plural is more than one)**

Write a singular word on a piece of paper or card. (eg cup, book, cat, fox, box, ship, fan, bush)

Then write the matching plural on another piece (eg cups, books, cats, foxes, boxes, ships, fans, bushes)

Ask your child to find the matching pairs. Then ask them to sort them into plurals ending in s and those ending in es.

**Add an adverb.** (Remind your child that a **verb is an action word**, an **adverb tells you how the verb is done**, for example Walk is a verb. Walk quickly has an adverb attached to the verb)

Give an instruction with an verb for the children to follow (eg clap your hands, jump up and down, walk to the door, wave your arms, sing a song) then ask a child to repeat the instruction with an adverb. Eg. Then child says clap your hands **loudly**. Repeat the action. See how the adverbs changes the instruction.

### **Word soup**

Write some words on pieces of paper or card and put them in a saucepan. Ask the child to stir up the word soup with a spoon and then pick out a word to read or spell (using look, cover, write and check)

Alternatively use an empty milk bottle and put the words inside it. Shake them up and then '

