



## Home Learning - 18<sup>th</sup> January 2018

Dear Parents,

We had a wonderful treat this week and watched the pantomime of Sleeping Beauty. The children absolutely loved it and we hope they have told you a little bit about it.

In phonics this week we have looked at the digraphs **ar** (start the car), **oi** (spoil the boy), **oy** (toy for a boy), **ee** (What can you see?) and **ea** (cup of tea). We have also planned and written our own stories linked to the story Lost and Found. In Maths we have learnt about money, which has involved looking at different coins and notes and solving money related problems.

Attached to this week's home learning letter is a list of **Reading Comprehension Questions** for you to support your child's reading at home. When your child changes their book on a **Thursday** there will be a **coded question** in your child's yellow reading record book for them to answer. **We would like the children to answer the question** in their Home Learning books by writing a sentence (see below for an example).

Question – B1

### **B1. What is the title of the book? What is the book about?**

*'The book is called Goldilocks and the Three Bears and it is about a girl who eats and sleeps in a cottage'. (an example of an answer, to be written by child in their home learning book)*

### This week's Star Pupils are...

<b>Centipedes Superstar</b>	<b>Caterpillars Superstar</b>	<b>Fireflies Superstar</b>
		
Laiba for a detailed story with capital letters and full stops.	Zoe for a fantastic story based on Lost and Found.	Leo for super problem solving.

Please remember we are always here if you have any worries or concerns.

Thank you for your continued support.

Sarah, Emma, Sharon, Liz and all of the Year One

18<sup>th</sup> JANUARY 2018  
Year One

Science words and common  
exception words from 1 and 2

# Spelling Bee

Mild	Spicy	Hot	Extra Hot
fur	ask	F <u>ish</u>	Mammals
are	our	B <u>ir</u> ds	Reptiles
lay	your	scales	Amphibians
eggs	skin	snakes	kind
gills	hair	moist	find
fins	wings	webbed	mind

**Magic Maths**

Example - draw around coins and write the value inside.

 Show these amounts using 1p coins. <b>8p</b>	<b>9p</b>	<b>6p</b>	 <b>= 4p</b>
 Show these amounts using 1p and 2p coins. <b>12p</b>	<b>15p</b>	<b>11p</b>	 <b>= 7p</b>
 Show these amounts using a mixture of coins. <b>42p</b>	<b>28p</b>	<b>32p</b>	 <b>= 44p</b>

### **Assessment Focus Booklet**

Each week your child will be taught strategies to help them to read. To support their comprehension skills, we would like you to encourage your child to answer one of the **coded questions** below, in their Home Learning Book. This list will also enable you to broaden the types of questions you ask your child about their school reading book.

**Please always copy the question into your child's Home Learning Book so that we know which one you have focused on and help them to answer it in clear sentences.**

### **Describe, select or retrieve information and use quotation and reference to the text.**

- R1 – Where does the story take place?
- R2 – When did the story take place?
- R3 – What did the character look like?
- R4 – Who are the key characters in the book?
- R5 – What happened in the story?
- R6 – What kinds of people are in the story?
- R7 – Explain something that happened at a specific point in the story.

### **Describe, select, retrieve, deduce, infer, interpret and identify the structure of Non-Fiction Texts.**

- B1 – What is the book about? What is the title of the book?
- B2 – Can you find examples of different features of non-fiction texts?
- B3 – Find something that interests you from the text. Explain why you chose that part.
- B4 – Where would you look to find out what a technical word means?
- B5 – Which parts of the book could help you find the information you need?
- B6 – When would you use the contents page in the book?
- B7 – When would you use the index page in the book?
- B8 – What are the subheadings for?
- B9 – Why have some words been written in bold?

**Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.**

G1 – Were you surprised by the ending? Is it what you expected? Why/why not?

G2 – What is the main event of the story? What do you think this is?

G3 – How has the text been organised?

G4 – Why do you think authors use short sentences?

G5 – How did you think it would end/should end?

G6 – Has the author used an unusual layout in the text? If so, describe it and say why you think they did this.

G7 – Has the author put certain words in **bold** or *italic* ink? Why have they done this?

**Deduce, infer or interpret information, events or ideas from texts.**

P1 – If you were going to interview this character/author, which questions would you ask?

P2 – Which is your favourite part? Why?

P3 – What do you think would happen next if the story carried on past the ending of the book?

P4 – Who was the story teller? How do you know?

P5 – Predict what you think is going to happen next. Why do you think this?

P6 – Is this a place you could visit? Why/why not?

P7 – How is the main character feeling at the start/middle/end of the story? Why do they feel that way? Does this surprise you?