

Sherington Primary School

Homework Resource Booklet
for Year 1



For you to keep at home
(also available on school website)

Spelling Homework







It is important to bear in mind that apart from the 'common exception words' children are learning the letter string, sound or spelling rule, *not the specific word*. For example, when learning words with the -ay letter string (and they are given *day, play, say, way, stay*) we might also test to see if can they also spell *may* and *bay*!

Children will be given spellings from the list to learn and tested on these regularly.

Below are some ideas that you may wish to use at home to help your child to learn their spellings. Frequency of practice throughout the week is important; little and often is better than one long session.

Spelling Roll-A-Word

Start with the first word in your spelling list. Roll a die and complete the activity for the number you roll. Continue with the rest of your list.

	Write your word in a sentence.
	Draw a picture of your word.
	Write a synonym of your word.
	Write an antonym of your word.
	Write the definition for your word.
	Write your word three times.

As you write, sound out the letters/syllables.

Write the words out 3 times each. Look, spell, cover, write, check.

Copy the word out and highlight or underline the tricky part.

Sherington Primary School - Spelling Wordlist 1

Words with sounds

day, play, say, way, stay
boy, toy, enjoy, annoy
see, tree, green, meet, week
oil, join, coin, point, soil
made, came, same, take, safe

Common Exception Words

a, the, to, I, is, he, she, we, no, me, be

Sherington Primary School - Wordlist 2

Sounds

food, pool, moon, zoo, soon
book, took, foot, wood, good
boat, coat, road, coach, goal
toe, goes
out, about, mouth, around, sound
off, well, miss, buzz, back
bank, think, honk, sunk

Common Exception Words

no, go, so, by, my, here, there, where

Sherington Primary school - Spelling Wordlist 3

Sounds

car, start, park, arm, garden
girl, bird, shirt, first, third
turn, hurt, church, burst, Thursday
now, how, brown, down, town
own, blow, snow, grow, show
blue, clue, true, rescue, Tuesday
new, few, grew, flew, drew, threw

Common Exception Words

of, said, says, are, were, was, his, has, you, your,
they

Sherington Primary school - Spelling Wordlist 4

Sounds

for, short, born, horse, morning
more, score, before, wore, shore
saw, draw, yawn, crawl
air, fair, pair, hair, chair
dear, hear, beard, near, year
bear, pear, wear
bare, dare, care, share, scared
football, farmyard, bedroom

Common Exception Words

put, push, pull, full, house, our, do, today, of

Sherington Primary school - Spelling Wordlist 5

Sounds

catch, fetch, kitchen, notch, hutch

rain, wait, train, paid, afraid

five, ride, like, time, side

home, those, woke, hope, hole

June, rule, rude, use, tube, tune

lie, tie, pie, cried, tried, dried

high, night, light, bright, right

football, playground, farmyard, bedroom, blackberry

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

Sherington Primary school - Spelling Wordlist 6

Sounds

have, live, give

cats, dogs, spends, rocks, thanks, catches

hunting, hunted, hunter, buzzing, buzzed, buzzer,

jumping, jumped, jumper

grander, grandest, fresher, freshest, quicker, quickest

very, happy, funny, party, family

when, where, which, wheel, while

dolphin, alphabet, phonics, elephant

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

How to encourage neat handwriting

It is important to practise spellings using your neatest handwriting. Age related expectations in handwriting can be found in the Writing End of Year Expectations (EYE) towards the back of this booklet. The 'feel' of a word can help when learning to spell.

Getting ready to write

Seating and posture:

- A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing
- Chair and table should be at a comfortable height
- Encourage children to sit up straight and not slouch
- Left hand should be used to steady the paper for right handers
- Tables free of clutter
- Room well lit
- The paper should be placed to the right, slightly tilted to the left

Left handers:

- Paper should be tilted to the right
- Right hand should be used to steady the paper

Lower case letters:

abcdefghijklmnopqrstuvwxyz

Capital letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers:

1 2 3 4 5 6 7 8 9 0

First 100 High Frequency Words

Children must be able to read these 100 words on sight - not sounding out. Highlight each word when you can read it on sight.

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Next 100 High Frequency Words

(To be read on sight by the end of Year 2)

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

Next 100 High Frequency Words

(To be read on sight by end of Year 3)

let's	fun	any	better	lived
much	place	under	hot	birds
suddenly	mother	hat	sun	duck
told	sat	snow	across	horse
another	boat	air	gone	rabbit
great	window	trees	hard	white
why	sleep	bad	floppy	coming
cried	feet	tea	really	he's
keep	morning	top	wind	river
room	queen	eyes	wish	liked
last	each	fell	eggs	giant
jumped	book	friends	once	looks
because	its	box	please	use
even	green	dark	thing	along
am	different	grandad	stopped	plants
before	let	there's	ever	dragon
gran	girl	looking	miss	pulled
clothes	which	end	most	we're
tell	inside	than	cold	fly
key	run	best	park	grow

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

By the end of Year 1, children should be able to count to and from 100. They should be able to read and write all numbers to 100 in numerals.

Use this 100 square to help with counting on and back and to find and copy 2 digit numbers.

You might want to shade in numbers you can read and write.

It can also help with counting in 2s, 5s and 10s.

End of Year 1 Expectations

A Year 1 Reader

1. I can use and apply phonics up to and including Phase 5
2. I can read an unknown Turquoise book
3. I can read the first 100 HFW
4. I can re-read to develop fluency
5. I can read some words with 2 syllables
6. I can read some words with contractions and understand their meaning
7. I can read -s, -es, -ing, -ed, -er and -est endings
8. I have passed the phonics screening
9. I can talk about a character's feelings and thoughts
10. I can respond to sentence demarcation when reading aloud
11. I can find answers to questions within a sentence
12. I can recognise and join in with predictable phrases
13. I can recite some rhymes and poems
14. I can retell familiar stories
15. I can correct mistakes when reading if it doesn't make sense

Exceeding Year 1 Reading Expectations (would be on next page)

1. I can read the first 200 HFW
2. I can read words with 2 or more syllables
3. I can read an unknown Gold book
4. I can locate answers to questions in fiction and non-fiction texts

End of Year 1 Expectations

A Year 1 Writer

1. I can form all upper and lower case letters correctly
2. I can write all digits 0 to 9 correctly
3. I can leave spaces between words
4. I can sit my writing on the line
5. I can spell the 1st 100 HFW
6. I can spell most words based on Year 1 spelling patterns
7. I can sound out new words and make phonetically plausible attempts at spelling them
8. I can use capital letters to start sentences
9. I can use full stops to mark the end of sentences
10. I can use a question mark
11. I can use an exclamation mark
12. I can use capital letters for proper nouns and 'I'
13. I can join sentences using 'and'
14. I can say a sentence out loud before writing it
15. I can write sentences in order to recount stories and events
16. I can re-read my writing to check it makes sense
17. I can read my writing aloud clearly
18. I can discuss what I've written with adults and children

Exceeding Year 1 Writing Expectations

1. I can form all letters correctly and keep them regular in size and shape
2. I can use clear and regularly sized ascenders and descenders
3. I can use sentence demarcation correctly and consistently
4. I can use question marks and exclamation marks correctly and consistently
5. I can use capital letters for names and 'I' correctly and consistently
6. I can re-read my writing and make corrections so that it makes sense

End of Year 1 Expectations

A Year 1 Mathematician

1. I can count forwards and backwards to 100
2. I can read and write numbers to 100 in numerals
3. I can read and write numbers to 20 in words
4. I can say the number that is 1 more than or 1 less than
5. I can use the vocabulary: equal to, more than, less than, fewer than, most, least
6. I can count in 2s 5s 10s
7. I can use the + - and = signs
8. I can recall all addition and subtraction number bonds to 20
9. I can add single and 2digit numbers to 20 including 0
10. I can solve a 1 step problem involving addition or subtraction using objects or pictures
11. I can solve missing number problems such as $5 = 8 - \square$
12. I can solve a 1 step problem involving multiplication or division by using objects or pictures
13. I can double numbers to 10
14. I can recognise $\frac{1}{2}$ as one of 2 equal parts
15. I can recognise $\frac{1}{4}$ as one of 4 equal parts
16. I can compare measurements using correct vocabulary e.g longer/shorter, heavier/lighter, quicker/slower, earlier/later
17. I can measure length, mass, capacity and time
18. I can recognise the value of all coins
19. I can name the days of the week and months of the year
20. I can tell the time to the hour and $\frac{1}{2}$ hour
21. I can draw hands on a clock face to show o'clock and $\frac{1}{2}$ past
22. I can name some 2D and 3D shapes
23. I can describe whole, $\frac{1}{2}$ $\frac{1}{4}$ and $\frac{3}{4}$ turns

Exceeding Year 1 Maths Expectations

1. I can order numbers to 100
2. I can recognise the place value of 10s and 1s in a 2digit number
3. I can count in steps of 10 from any number (to 100)
4. I can say the number that is 10 more and 10 less than a given number
5. I know the signs > < x and \div
6. I can count in 3s
7. I can recognise odd and even numbers
8. I can recognise and name 2D and 3D shapes in the environment