

Year 1 English Learning Letter - w/b Monday 4th May 2020

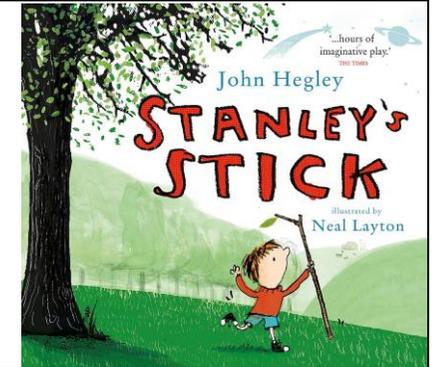
Hello Year 1! Below shows your English for the week. For further explanations, you will need to go to Google Classroom. Try your best to complete as much as you can and remember that you can complete your tasks on paper if you want. We would love to see what you have done so try to upload any work that you do. Good luck!

Book: Stanley Stick by John Hegley

You can hear the book being read on YouTube, just search for: <https://www.youtube.com/embed/HfIuIQaOLiY>

Some useful vocabulary for this week:

- quickly, suddenly, slowly, surprisingly, quietly (adverbs ending in -ly suffix)



Learning Objective and what to include	Teaching and Models	Task and expected outcomes
<p>1 - I can predict events and outcomes in a story.</p>	<p>Go for an exploration and see if you can find a stick outside.</p> <p>Introduce a magic stick to the children and tell them that the stick can become anything they want it to be.</p> <p>Model turning the stick into a range of different things, e.g. a pencil, a wand, a horse etc</p> <p>Orally model using the sentence frame:</p> <p>My stick is a _____, and I will use it to _____.</p> <p><i>e.g.: My stick is a magic pencil, and I will use it to write stories that will come true.</i></p> <p>Ask children to decide what their stick is going to become and how they will use it. Children to share their ideas with someone in their house.</p>	<p>Share the story of Stanley's Stick and explain to children that, like them, Stanley has a magic stick that he is going to use to be several different things.</p> <p>Read up to 'What is he doing?' Ask children to make some predictions about what he is going to do next...</p> <p>Model write: I think Stanley will...because...</p> <p><i>This piece of writing is a really nice opportunity for the children to be quite free in their writing and use their imagination. Encourage all ideas that they have whether these be realistic or totally made up. 😊</i></p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - I can use capital letters, finger spaces and full stops. - I can use phonics for spelling.

Share the story of Stanley's Stick and explain to children that, like them, Stanley has a magic stick that he is going to use to be several different things. Read up to 'What is he doing?' Ask children to make some predictions about what he is going to do next..

Model write: I think Stanley will...

- I can use and to join sentences
- I can imagine what might happen in a story

2 -I can read and write words containing the a-e sound.
- I can read and write sentences containing the a-e sound.

Let's practice saying our phase 5 sounds! E.g. 'ay for crayon, ou for cloud...'

ay  crayon	ou  cloud	ie  tie	ea  leads	oy  boy	ir  girl	ue  glue	ue  queue
aw  saw	wh  whistle	ph  elephant	ew  pew	ew  screw	oe  toe	au  haunted	ey  monkey
a-e  snake	e-e  concrete	i-e  slide	o-e  bone	u-e  flute	u-e  cube	Phase 5 Sound Mat	

Next, can you read the a-e words below?

PLEASE NOTE: The a-e sound is a **split digraph** - two letters making one sound, that have been split by another letter or (consonant).

bake, escape, frame, cape, hate, race, chase, place, mate, flake, mistake, kale

Challenge: can you add dots and dashes to show the sounds?

Now read a sentence:

All I want to do is bake a birthday cake for Jake!

Finally, can you think of any other digraphs that make the a-e sound

Task 1 Write the following words to match the pictures remembering the a-e sound?

		
• ◡	•• ◡	•• ◡
		
• ◡	— ◡	•• ◡

Task 2. Put one or more of these a-e words into a sentence.

- Say the sentence you want to write
- Use your sounds to write the words
- Remember capital letters, finger spaces, full stops
- Read my writing back to an adult

Challenge: Use the conjunction 'but' in your sentence!

Extension: If you have access to a phone/tablet/computer

<https://new.phonicsplay.co.uk/resources/phase/5/picnic-on-pluto>

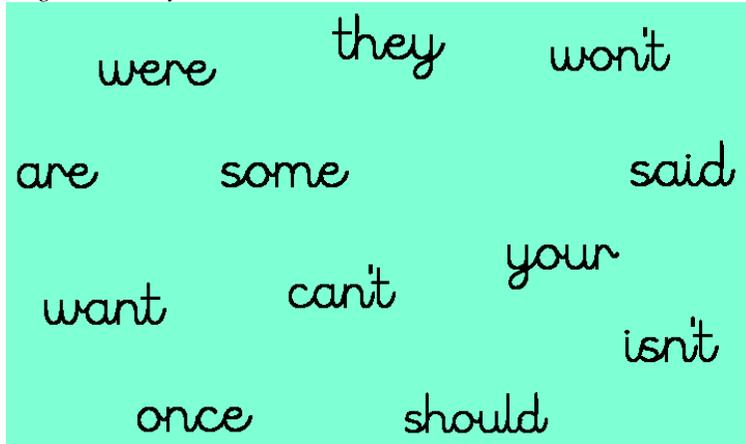
If you do not. Can you read and sort these words into alien words and real words?

		<p style="text-align: center;">ai ay</p>	<p><i>cage, flaze, blame, crade, splade, shade, vame, wape, jace, erase, spade</i></p>
3	<p>- I can predict how the story will end.</p>	<p>Recap predictions from session 1 and ask children to create a sentence to describe what they think Stanley will do with the stick, beginning with the sentence opener 'Stanley'.</p> <p>Shared writing - Display following sentence:</p> <p><i>Stanley threw his stick into the sea.</i></p> <p>Ask children how Stanley threw the stick? List responses, e.g: - <i>quickly, suddenly, slowly, surprisingly, quietly.</i></p> <p>Explain that these are 'adverbs' and adverbs tell us, WHEN, WHERE or HOW something happens.</p> <p>Ask children what suffix they can see at the end of the word. they all end in -ly.</p> <p>Model placing the adverb into the sentence. Where should it go?</p> <p>Identify that we could place it at the beginning. Model adding the adverb, using on a post-it to show where the adverb can fit in.</p> <p><i>Suddenly Stanley threw the stick into the sea.</i></p>	<p>TASK: Children are to create their own sentences, adding an adverb and placing the adverb at the start of the sentence:</p> <p>Eg. Stanley shared the stick with a friend.</p> <p>Add an adverb to the beginning/end of the sentence.</p> <p><i>Tell students that at the end of next week they are going to be writing their own story about Stanley Stick.</i></p> <p>eg. Suddenly, a huge whale came up to the shore. It became beached. Stanley used his stick as a shovel to help rescue the whale.</p> <p>Children to use the sentence to begin a short piece of writing in which they write their own alternative ending to the story of Stanley's Stick.</p> <p>Read the ending of the story to see if children are correct. Stanley threw the stick into the sea. suddenly Stanley threw the stick into the sea.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - I can use capital letters, finger spaces and full stops. - I can use phonics for spelling.

- I can use adverbs in a sentence.
- I can identify -ed and -ly suffixes

4 -I can read and write words containing the o-e sound.
- I can read and write sentences containing the o-e sound.

Practice reading these tricky words aloud:



Next, can you read the **o-e** words below? (use your robot arms to sound them out!)
The o-e sound is a **split digraph** - two letters making one sound, that have been split by another letter or (consonant).

home, vote, wrote, explode, broke, awoke, spoke, telescope, Rome, clone

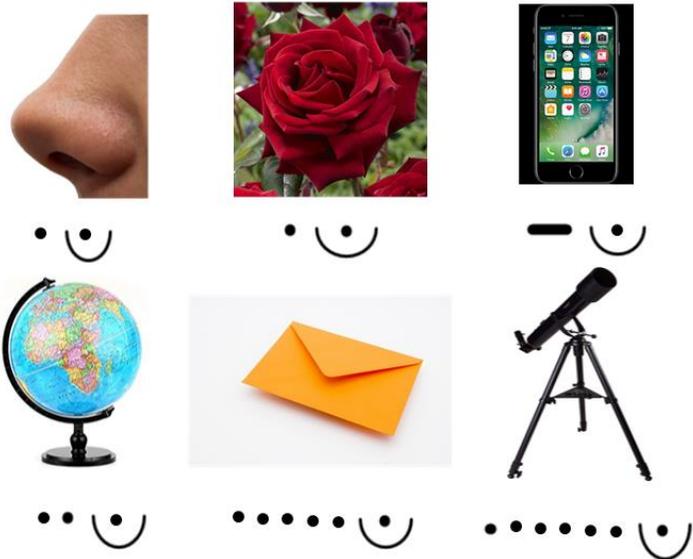
Can you write the words down and add the **dots and dashes** to show the sounds?
Can you say a sentence with one of these words? Do you know what they all mean?
Now read the sentence:

I tried to phone home but nobody was there.

Challenge #1: can you highlight the **o-e** sounds in this sentence?
Challenge #2: What other digraph makes the **o-e** sound? Can you think of any words with this sound?

oa

Task 1
Write the following words to match the pictures remembering the o-e sound:



- Task 2.** Put one or more of these **o-e** words into a sentence.
- Say the sentence you want to write
 - Use your sounds to write words
 - Remember finger spaces
 - Read my writing back to an adult

Challenge #1: Can you use the o-e and oa digraphs in your sentence?

Task 3 Sort the following words into real and alien.
Add dots and dashes!

<u>Real o-e words</u>	<u>Alien e-e words</u>

zome, flope, envelope, rope, hose, quote, phone, wode, froze, poke, throbe

5 I can retell a

Have six pictures from story.

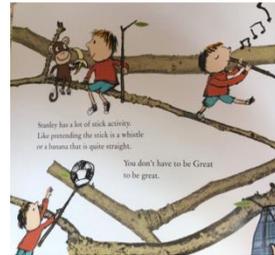
known narrative.

Children help sequence these pictures and write a sentence for them. to match it to.

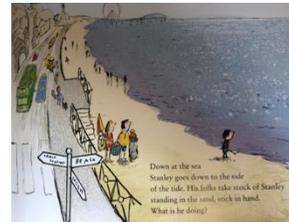
One warm Summer's day, Stanley Stood quietly at the station with his stick.



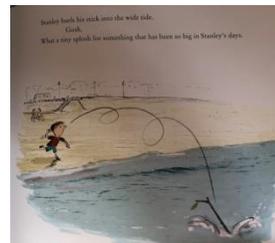
Stanley remembered all of the lovely times he had with his stick. He remembered pretending it was a flute, a torch, and a friendly dinosaur. Stanley's Stick was also very useful to use as a pen to write in sand and also to use as a fishing rod..



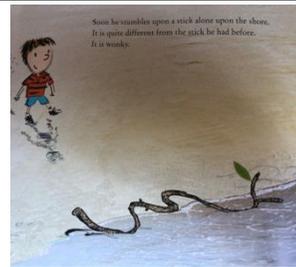
He took his stick to the sea side with his Mum and Dad. He slowly walked down to the water with his stick in his hand.



Suddenly, Stanley stopped. He froze. Then, before he could even think about it, he quickly threw his stick as far as he could into the water. Stanley was left stickless. He slowly turned around and walked back to his mum and dad..



The next morning, Stanley strolled slowly along the beach. Something caught his eye. It was quite different to the stick he had had before. It was a wonky one.



Stanley was amazed about all of the things that he could use his new stick for. He used it as telescope to look far out into the sea. He knew the perfect name for this stick was...
FANTASTICK!

