

Y1/2 Homework

Booklet – Autumn 1

In KS1, children are expected to complete the following homework tasks every week to support their development in the core subjects. Thank you for your support in helping your child.

Reading

Please listen to your child read and ask them questions to support their comprehension of the text. Record any reading/discussion that you do in your child's reading diary for their class teacher to see.

Children are expected to read outside of school a minimum of five times a week. Diaries are checked in class weekly.

Spelling

Y2: Your child will have a spelling list to learn every week. These will be sent home on a spelling sheet and be on the class webpage. Your child will not be given spellings to learn over half term breaks, in line with our homework policy. Y1: Please help your child to practise reading the phonemes that they are learning in phonics each week. (See section overleaf.)

Times –Tables and division facts

By the end of Y2, children are expected to be fluent in their 2x, 5x and 10x tables and their related division facts (e.g. if $2 \times 5 = 10$, then $10 \div 2 = 5$)

Please practise these at least 5 times per week, but preferably daily.

Voluntary Homework

Please see overleaf for homework project ideas for you to complete with your child based on this terms topics.

Please note this is extra voluntary homework and not in place on reading, spellings and times-tables practise.

Y1/2 common exception words

Although we teach children phonics to help them to accurately read and spell words using the phonics rules, we also need to teach the children the grapheme-phoneme correspondences that do not fit in with these rules (otherwise known as common exception rules). Please help your child to learn to read/spell these words accurately.

Year 1 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. |

Year 2 common exception words

| | | |
|---------|-----------|-----------|
| door | floor | Mr |
| poor | because | Mrs |
| find | kind | parents |
| mind | behind | Christmas |
| child | children | |
| wild | climb | |
| most | only | |
| both | old | |
| cold | gold | |
| hold | told | |
| every | everybody | |
| even | great | |
| break | steak | |
| pretty | beautiful | |
| after | fast | |
| last | past | |
| father | class | |
| grass | pass | |
| plant | path | |
| bath | hour | |
| move | prove | |
| improve | sure | |
| sugar | eye | |
| could | should | |
| would | who | |
| whole | any | |
| many | clothes | |
| busy | people | |
| water | again | |
| half | money | |

Times Tables

| <u>2 x</u> |
|-------------|
| 2 x 1 = 2 |
| 2 x 2 = 4 |
| 2 x 3 = 6 |
| 2 x 4 = 8 |
| 2 x 5 = 10 |
| 2 x 6 = 12 |
| 2 x 7 = 14 |
| 2 x 8 = 16 |
| 2 x 9 = 18 |
| 2 x 10 = 20 |
| 2 x 11 = 22 |
| 2 x 12 = 24 |

| <u>5 x</u> |
|-------------|
| 5 x 1 = 5 |
| 5 x 2 = 10 |
| 5 x 3 = 15 |
| 5 x 4 = 20 |
| 5 x 5 = 25 |
| 5 x 6 = 30 |
| 5 x 7 = 35 |
| 5 x 8 = 40 |
| 5 x 9 = 45 |
| 5 x 10 = 50 |
| 5 x 11 = 55 |
| 5 x 12 = 60 |

| <u>10 x</u> |
|---------------|
| 10 x 1 = 10 |
| 10 x 2 = 20 |
| 10 x 3 = 30 |
| 10 x 4 = 40 |
| 10 x 5 = 50 |
| 10 x 6 = 60 |
| 10 x 7 = 70 |
| 10 x 8 = 80 |
| 10 x 9 = 90 |
| 10 x 10 = 100 |
| 10 x 11 = 110 |
| 10 x 12 = 120 |

Phonics: weekly phonemes

| | Mrs Swan's group | Mrs Milward's group | Miss Cox's group |
|--------|--|----------------------------------|----------------------------------|
| Week 1 | The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y | Blends – st, nd, mp, nt, nk | Blends – st, nd, mp, nt, nk |
| Week 2 | The /s/ sound spelt c before e, i and y | Blends – ft, sk, lt, lp, lf | Blends – ft, sk, lt, lp, lf |
| Week 3 | The /n/ sound spelt kn and (less often) gn at the beginning of words | Blends – lk, pt, xt, tr, dr | Blends – lk, pt, xt, tr, dr |
| Week 4 | The /r/ sound spelt wr at the beginning of words | Blends – gr, cr, br, fr, bl, fl | Blends – gr, cr, br, fr, bl, fl |
| Week 5 | The /aɪ/ sound spelt y at the end of words | Blends – gl, pl, cl, sl, sp, tw | Blends – gl, pl, cl, sl, sp, tw |
| Week 6 | The /ɔ:/ sound spelt a before l and ll | Blends – sm, pr, sc, sk, sn | Blends – sm, pr, sc, sk, sn |
| Week 7 | The /ʌ/ sound spelt o | Blends – nch, scr, shr, thr, str | Blends – nch, scr, shr, thr, str |

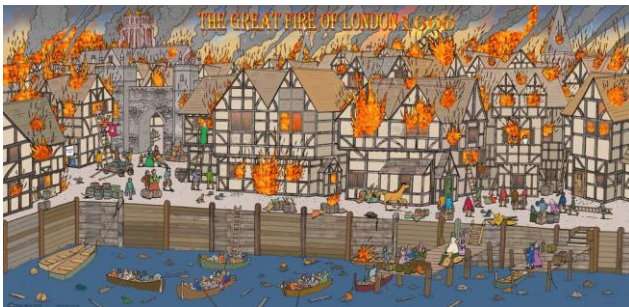
Voluntary Homework

This half-terms homework challenge is to learn all about...

The Great Fire of London

As part of our topic in the Great Fire of London we will be learning about where the fire started, how and why it spread, famous people from this time and much more.

Your challenge is to create a project all about 'The Great Fire of London.' This could be through a fact file, a collage, a model, a powerpoint presentation or even pictures of a visit to London to see where the fire started. These are just some of the many ideas for a project on 'The Great Fire of London.'



Need help with how to set out this project? Please ask your child's class teacher!

If you choose to do this piece of homework, please have your homework projects in by the middle of the last week of this term.